Educator Equity Plan 2024-2026

Submitted to the Higher Education Coordinating Commission

Prepared by

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Please direct any questions to:
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Cover Letter – University Board Approval (or pending depending on board meeting date)

The College of Education at Eastern Oregon University (EOU) is grateful to the Higher Education Coordinating Commission (HECC) and the Educator Advancement Council (EAC) for their commitment to diversifying our teachers in the state of Oregon.

The College of Education at EOU has shared our proposed plan and was approved by the Eastern Oregon University Board of Trustees on February 14, 2024. The letter was emailed to Erin Weeks-Earp on 5/29/2024. You will find a copy of the submitted letter in Appendix A.

Brief Description of the University Mission, Equity Lens, and Educator Preparation Programs

Eastern Oregon University and the College of Education are committed to the unique needs of the region, those located there, and the development of responsible and reflective people. This is evident in the EOU Mission Statement, the EOU Equity Lens, and work within the College of Education and our teacher preparation programs.

EOU Mission

EOU guides student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world.

As an educational, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies and communities add to the educational possibilities of our region and state.

Eastern Oregon University Equity Lens

E*astern Oregon University Addressing Equity with Intention.*

We are collaborating across the institution to identify and eliminate systemic barriers to increase opportunities and access for those who have been historically and are currently marginalized. The impact of these changes is measured by increased success rates for marginalized student populations, including those defined by race/ethnicity, gender, gender identity, first-generation status, socioeconomic status, geography (rural), and persons with disabilities. The changes in our policies, procedures, systems, and culture benefit us all in both tangible and intangible ways. All students will benefit from increased access to services that meet their needs and an environment that values and respects every person.

Alignment of the Eastern Oregon University Equity Lense with the College of Education

The College of Education has applied the university's Equity Lens throughout its curriculum, programming, accessibility, support, and community engagement. EOU stands out as the most affordable institution, providing an open opportunity for a diverse range of students to attend a higher education institution. The College of Education offers face-to-face and hybrid programs to increase accessibility for a broader audience. The College of Education collaborates closely with local partners to meet the needs of K-12 students, districts, and communities in eastern Oregon, across the state, and nationwide.

Additional College of Education initiatives:

- The Oregon Teacher Pathway
- Future Educators Award
- GO STEM
- Eastern Oregon University Head Start
- Teach Rural Oregon

Eastern Oregon University Educator Preparation Programs

EOU has a focus on equity that is evident throughout the educator preparation programs.

- The undergraduate elementary education program has embedded the English for Speakers of Other Languages as part of the initial program. Our program also has a focus on science based reading strategies,
- The Master of Arts in Teaching programs include coursework in diversity and for English for Speakers of Other Languages

Eastern Oregon University Plan

Is the plan aligned to research-based practices for removing barriers for candidates of color program success. This can include local evidence of effectiveness collected by the EPP or research-based evidence from literature.

The subsequent evidence-based strategies are all focused around the goal of the ***recruitment and retention of diverse teachers for the rural region***.

The Rural Needs

According to Skyhar (2020), "rural education takes place in complex social spaces that include tremendous strengths, unique challenges, and complex and interconnected cultural, economic, geographic, and political factors". There are many benefits to teaching in a rural district: lower class sizes, greater autonomy for teachers, greater sense of community within the school and community, and few discipline problems (Monk, 2007); however, the recruiting and retaining of effective teachers is often particularly challenging for rural school districts. With rural schools having lower enrollment and less teachers per building and grade level, there are less teachers and specialized staff to support the students (Barton, 2012). The geographic isolation of rural areas, which limits the potential labor pool for teachers as noted by Barton, leads rural schools to report having a below-average share of highly trained teachers (Monk, 2007). Schools with limited instructional staff may seek to recruit teachers with multiple subject endorsements to meet the needs of the district (Barton, 2012; Monk, 2007). Noted difficulties in retaining teachers in rural areas include reduced access to professional development for teachers (Autio & Deussen, 2016), and lower wages (Barton, 2012).

The following approaches are evidence-based strategies for the recruitment and retention of educators for rural communities:

- Grow-your-own Pathways, that train paraprofessionals already working in rural schools or target aspiring teachers who want to return to their home communities (Barton, 2012; Garcia, 2020; Monk, 2007), and
- Offering enhanced professional development (Barton, 2012)

Recruitment: Grow-Your-Own (GYO)

According to Rogers-Ard, Knaus, Bianco, Brandehoff & Gist (2019), grow-your-programs are "highly collaborative, community-rooted, intensive supports for recruiting, preparing, placing, and retaining diverse classroom teachers who dismantle institutional racism and work toward educational equity". Grow-your-own programs are proven ways for growing and diversifying the teacher workforce (Garcia, 2020). Indeed, the guiding philosophy of GYO programs is to recruit and prepare teachers from the community for the community (Muniz, 2020). The development of a GYO strategy is one way districts can recruit educators to their schools (Monk, 2007).

According to Muniz (2020), the following seven considerations should be considered when developing high-quality grow-your-own programs:

1. Recruit candidates who are reflective of and responsive to the local community
2. Make programs accessible to candidates with and without a bachelor's degree
3. Provide financial, academic, and social supports
4. Provide sustained funding and promote sustainable funding models
5. Provide paid, supervised, and coursework-aligned work-based experiences
6. Promote collaboration and coordination among GYO partners
7. Strengthen data system to track GYO program impact

According to Garcia (2020), high school pathways are the most common GYO Programs. Programs focusing on recruiting paraeducators are targeted to school and student needs (Garcia, 2020).

Aligned with the research, the EOU 2024-2026 Equity Plan furthers the work EOU started with the previous plan (2022-2024) with the continued implementation of the Future Educators Pathway and Instructional Assistant Pathway.

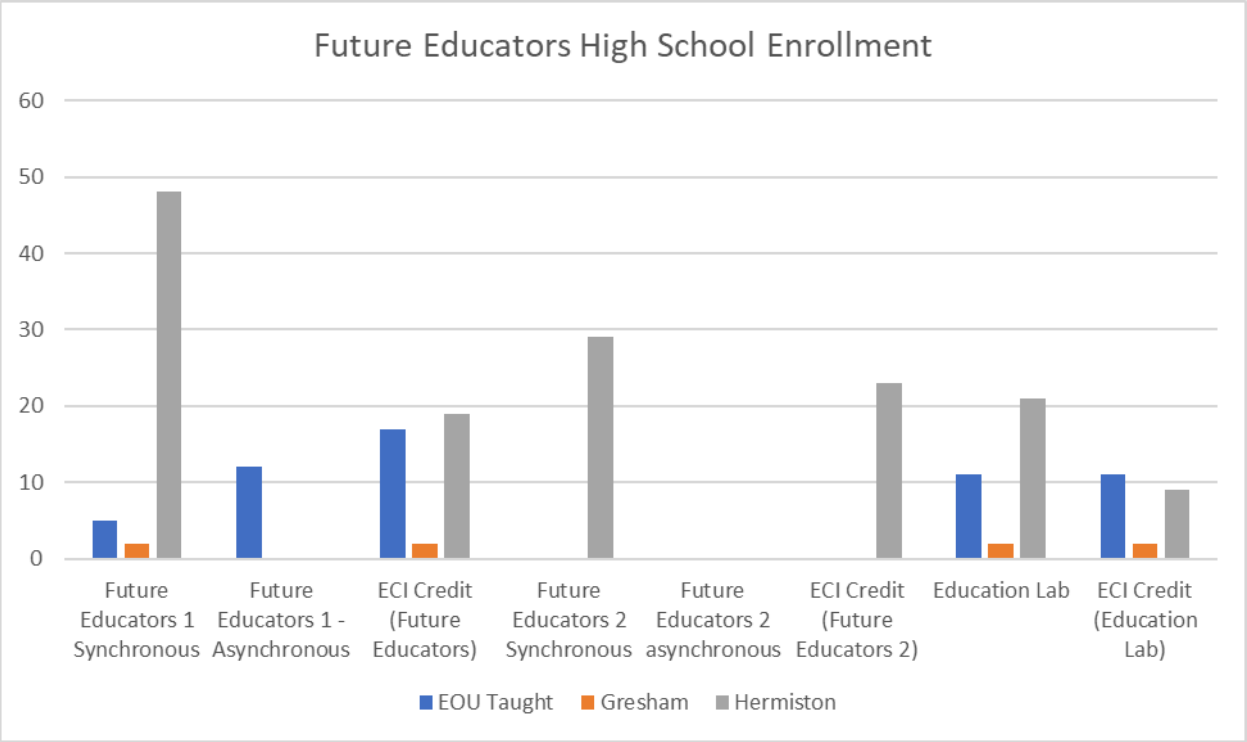
Future Educators High School Pathway. High school pathway programs are the most common type of grow-your-own program (Garcia, 2020). High school students enroll in education-focused courses and earn dual credit. High school students are seen as an attractive pool of potential teachers who will be invested in returning to teach in their home communities (Garcia, 2020). Since the k-12 student population is more diverse, specifically utilizing a high school pathway may lead to a more diverse educator pool in the future.

The College of Education has developed a suite of high school courses (Future Educators 1, Future Educators 2, and Education Lab) that may lead to attracting students to the education profession. These dual credit courses are offered at EOU through Early College Initiatives. This allows the high school students to receive credit for their participation in the college-level course at a reduced credit cost, interact with EOU College of Education faculty and staff, and participate in activities on the La Grande campus.

The Future Educator courses are offered in two ways to meet the needs of our rural districts:

1. *Dual credit taught by partner high school* - Dual credit courses at the high school level, district teachers are trained by the EOU faculty, and the course is taught by the trained high school teacher(s). The curriculum was developed in conjunction with the EOU Future Educator instructor to ensure the curriculum is reflective of and responsive to the local community. Or,
2. *Dual credit taught by college faculty*—High school students interact weekly with the EOU Future Educator instructor (education faculty) while learning about the education profession. This allows students to begin making connections with EOU education faculty before they step foot on the La Grande campus.

Figure 1. Enrollment in the Future Educators High School Pathway



Outcomes for 2024-2026 Plan

- Market Future Educators
- Recruit next cohort - Future Educators 1 and Future Educators 2
- Create data collection to follow HS students to college and career

Instructional Assistant Pathway. Often paraprofessionals are sought after by district administrators for grow-you-own pathways because of their significant instructional experience, knowledge of the district, and interest in becoming a licensed teacher (Garcia, 2020). Comprehensive programs offer wraparound supports such as financial assistance, academic advising, test preparation, and job embedded learning, which also constrain program size (Garcia, 2020). For many non-traditional candidates, the path into teaching is riddled with bumps and detours. They must pay for increasingly expensive coursework and certification costs, attend classes that conflict with work schedules, and forgo wages to complete unfunded student teaching requirements. These roadblocks can deter valuable local talent--paraeducators from pursuing or continuing their education to becoming a teacher (Muniz, 2020).

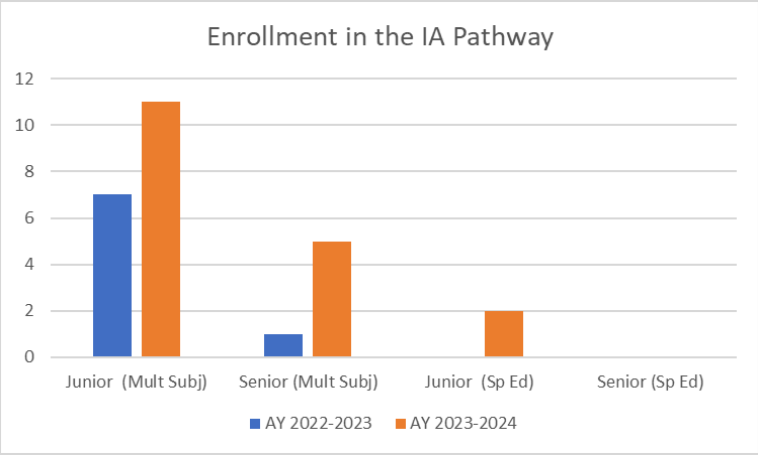
A group of educational professionals knowledgeable of the school, and community and already performing the various roles in the classroom, are paraprofessionals. The paraeducator workforce is more racially diverse than licensed teachers (Bisht, LeClair, Loeb, & Sun, 2021; Delfado, Baese, & Hauptman, 2021). A promising approach to addressing the current teacher

shortage and diversifying the current workforce is to create alternative pathways for Instructional Assistants (IA) to become licensed teachers (Delgado, Baese, & Hauptman, 2021).

The College of Education has developed an education pathway that makes its education programs more accessible to accommodate the unique needs and barriers of individuals currently working as Instructional Assistants (IA). In collaboration with district partners and RENs, we partner to identify IAs interested in becoming licensed teachers. EOU creates individualized education plans to streamline program prerequisites. Candidates following this pathway, receive multiple benefits that provide academic and financial supports, including a) course texts are provided, b) the ESOL endorsement is waived for students transferring in a larger number of credits, c) practicum courses are waived or satisfied in their current role at the school, d) individual pathways are developed to streamline programs, e) collaborate with the school district to ensure candidates can complete the student teaching experience in their current school and role, and f) upon completion of the program, candidates are provided with a small equity centered classroom set of books.

During the academic year 2022-2023, in the first year of the program, EOU had one senior enrolled in the program and seven juniors. Our first IA program graduate completed the program at the end of last school year (June 2023). During the academic year 2023-2024, we have a total of 18 individuals participating in the IA pathway (5 seniors and 13 juniors).

Figure 2. Enrollment of students in the IA program



Outcomes for 2024-2026 Plan

- The College of Education is anticipating the reenrollment of all 13 juniors to complete their senior year.
- Market the IA pathway with partners.
- Recruit next cohorts
- Create data collection survey to collect additional data from IA participants

Retention - Access to Professional Development

Rural educators have unique challenges when planning for professional development. These challenges include, funding, geographic isolation, staffing, and contextual differences (Skyhar, 2020). Some strategies suggested for mitigating these barriers include using grants to pay for training, accessing resources available at little to no cost, holding meetings in a centralized location, paying mileage, and increasing collaborative opportunities (Skyhar, 2020).

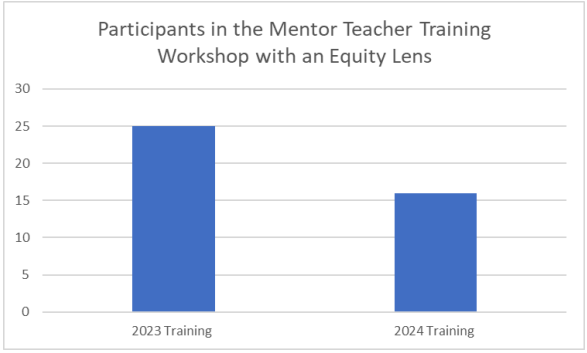
Aligned with the research, the EOU 2024-2026 Equity Plan continues the work EOU started with the previous plan (2022-2024) in offering a Mentor Teacher training with an equity lens focus.

Mentor Teacher Training Workshop with an Equity Lens. Mentoring of teacher candidates remains an integral part of educator preparation programs and requests the collaboration of the mentor teachers, university supervisors, and education faculty (Cochran-Smith & Fries, 2005). Pre-service candidates who receive high quality mentoring demonstrate a higher quality of instruction (Leko & Brownell, 2011; Parker-Katz & Hughes, 2008). For new teachers, those who receive support during their early years, demonstrate a higher retention rate than those who do not (Henke, Chen, & Geis, 2000)

As our teacher candidate population continues to become more diverse, more responsive mentoring strategies need to be implemented. Mentoring for teacher candidates is an effective strategy for attracting and retaining teachers of color for the following reasons 1) a mentor teacher provides a space for diverse candidates to have their voice be heard, 2) it allows for diverse candidates to discuss difficult topics, 3) mentoring diverse pre-service candidates expands the cultural competency of their peers, 4) mentoring provides a supportive environment for the diverse pre-service candidates (Ngoma, 2019).

The College of Education continued to host an annual training workshop for K-12 educators with a focus on equity. The EOU College of Education facilitated a paid Saturday workshop. This training is offered to any teacher currently serving, previously served, or interested in serving as a EOU mentor teacher. The Saturday interactive session is facilitated by an EOU College of Education faculty member and the Placement Coordinator/Licensing officer.

Figure 3. Participants in the Mentor Teacher Training Workshop with an Equity Lens



For the participants of 2023, five participants had previously been a mentor teacher for an EOU teacher candidate. For AY 2024, one mentor currently has a teacher candidate. For the participants of the 2024 training, 10 have previously hosted a candidate, in which two are hosting this year. One EOU mentor teacher has attended the training both years.

Outcomes for 2024-2026 Plan

- Compare collected data from the provided trainings
- Recruit for the next training - 2025
- Create data collection survey to collect additional data from participants
    - Quantitative feedback - next academic year about implementation of strategies from the training

Standards-based: Is the plan evidenced-based and targeted to address specific EPP standards-driven problems of practice?" Strategies should cite standards from several organizations including the Association for Advancing Quality in Educator Preparation (AAQEP), Teacher Standards and Practices Commission (TSPC), and Danielson Teaching and Learning Framework.

The EOU College of Education goal of the *recruitment and retention of diverse teachers for the rural region*, is evidence based as described for each strategy in the previous section. Each strategy is aligned to organizational standards.

Future Educators High School Pathway

This strategy is aligned with the following standards: Association for Advancing Quality in Educator Preparation (AAQEP) professional standards:

> 3c. Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation.
> 4a. Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes.
> 4b. Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support.

In addition, the high school pathway also meet The Competent Educator Standard (OAR 584-020-0010), The educator demonstrates commitment to:

> (1) recognize the work and dignity of all persons and respect for each individual;
> (2) encourage scholarship;
> (3) promote democratic and inclusive citizenship;
> (4) raise educational standards;
> (5) use professional judgment; and

(6) promote equitable learning opportunities.

Instructional Assistant Pathway

This strategy is aligned with the following standards: Association for Advancing Quality in Educator Preparation (AAQEP) professional standards:

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- 4a. Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes.
- 4b. Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support.

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(2) encourage scholarship;
(6) promote equitable learning opportunities.

Mentor Teacher Training Workshop with an Equity Lens

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3c. Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation.
4a. Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes.

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(1) recognize the work and dignity of all persons and respect for each individual;
(2) encourage scholarship;
(3) promote democratic and inclusive citizenship;
(4) raise educational standards;
(5) use professional judgment; and
(6) promote equitable learning opportunities.

Culturally Sustaining Learning Experiences: Does the plan prioritize and demonstrate high quality learning experiences that cultivate sustaining practices. These learning experiences should be noted as occurring in clinical or university settings.

With all three of the EOU strategies, individuals are participating in high quality learning experiences.

Future Educators High School Pathway

The curriculum has been developed to be implemented either synchronously or asynchronously. Dr. Angela Vossenkuhl teaches the EOU led courses. Angela works with our high school partners to train and provide learning materials for the teachers. In appendix B, will find the brief course outlines for Future Educators 1 and Future Educators 2. EOU has worked individually with the high school programs to rework the course schedules to fit the needs of their districts.

Instructional Assistant Pathway

Teacher candidates in the IA pathway participate in accredited (AAQEP and TSPC) hybrid program. All candidates going through the program will achieve the ESOL concentration as part of their program. Courses are a combination of five-week accelerated courses, along with some traditional ten-week courses. Candidates in the Undergraduate Elementary Education Program will have Field Experiences throughout their program. The intent of the Field Experiences is to provide the candidates with multiple opportunities to work with various elementary-aged children and develop their skills as educators. The culminating activity is student teaching. During the Student Teaching experience, the candidate will complete the Professional Teaching Portfolio (PTP) assessment and gradually transition into full-time teaching. The Mentor Teacher and candidate are encouraged to co-teach, with the candidate taking on the responsibility of lead teacher (under the Mentor Teacher's mentorship) for a minimum of three weeks. In addition, our program is focused on the science of reading, 21 century skills (technology, critical thinking), trauma informed teaching practices, and culturally responsive teaching.

Mentor Teacher Training Workshop with an Equity Lens

For the 2024 training, participating Mentor teachers were led through a two-part workshop beginning with a pre-workshop to build context for the in-person workshop. The goal of the pre-workshop was for mentor teachers to reacquaint themselves with the definitions of race, ethnicity, culture, diversity, equity, and equality and then reflect on their beliefs, biases, and positionality. They did this through videos and self-reflective questions that connected self and back to mentorship. The goals of the in-person workshop was to facilitate discussion to support student teachers and develop strategies to mentor student teachers through an equity lens. This was accomplished through a variety of activities that included table conversations about the role of the mentor teacher, an awareness of how mentoring may be perceived by others (excerpt read from Piecing Me Together by Renee Watson), leaning on the strategies of Universal Design for Learning, establishing Safety and Trust in the classroom and facing microaggressions. The cohort evaluated activities in The First Years Matter: Becoming an

Effective Teaching: A Mentoring Guide for Novice Teachers. They discussed how they could make the activities and conversations work in their context using their equity lens. The pre-workshop was new for the 2024 training. The 2023 training was a 7-hour training.

Responsive to district or local needs: Does the plan integrate and align to instructional priorities of local districts in reducing or eliminating disproportionality, disparity, and predictability (DDP) in student outcomes.

During bi-annual College of Education Advisory Council meetings, EOU rural partners continue to express their difficulty in recruiting new educators for their districts. The goal and subsequent strategies are reflective of and responsive to the EOU partner needs of recruiting diverse teachers for the rural communities. All three of the strategies rely on partnerships with districts, education service districts, and regional educational networks. Our goal and progress is shared annually at the spring College of Education Advisory Council meetings.

The recruitment strategies are aimed at identifying people who are from the communities and wanting to become educators. The Future Educators Pathways provide an opportunity to gain a better understanding of the profession. This program was developed after meeting with the Eastern Oregon Regional Education Network and Hermiston High school, after both expressed a need to develop strategies to recruit more teachers for their rural districts. This pathway is meeting several needs for our EOU partners: 1. additional early college credit opportunities for High school students, 2. potentially attract candidates immediately after high school to either begin an education pathway, 3. potentially attract candidates to work as paraprofessionals upon high school completion. Currently Hermiston, Gresham, Four Rivers, Prairie City, Vale, Adrian, Grant Union, and Jordan Valley are all participating in the pathway.

The IA Pathway provided a way for our most current most diverse population an opportunity to continue working while completing an education pathway that utilizes their time already in schools to meet program requirements. This program was designed after conversation with the College of Education Advisory Council about completion barriers in education programs, specifically when courses are offered, having to quit jobs to complete student teaching, and additional costs associated with completing programs (required testing, books, etc.). IA Pathway candidates attend our hybrid program or our Mt. Hood site, because courses are offered in the early evening. The hybrid program requires synchronous class time via Zoom after a traditional school day, so the candidates do not have to quit their jobs. As provided in figure 2, our enrollment through this pathway has increased since its inception.

The retention strategy, Mentor Teacher Training Workshop with an Equity Lens, is aimed at three populations 1) the teacher candidate, 2) early career teacher, and 3) K-12 students.

During conversations with the College of Education Advisory Council, our partners discussed the incurred costs when teachers are not retained, including costs spent to train candidates on their curriculum, tuition support costs, and additional recruitment costs to replace the candidate. This information is consistent with national findings regarding the cost of replacing teachers (Callahan, 2016). According to Achinstein (2012), "much of mentoring in practice falls short of equity- and diversity-focused work". The College of Education developed a mentor training focused on current mentor teachers and individuals considering mentoring in the future. By providing equity training for our EOU mentors, we are striving to provide mentors that are knowledgeable in culturally responsive mentoring for teacher candidates. Because the EOU mentors are provided with this training, consequently, these strategies could be utilized with new teachers and K-12 students.

Reporting Templates

The two tables provide a full scope of the 2021-2023 and 2023-2025 budgets for the three strategies.

Table 1. 2023-2025 Budget Map

Strategy 1: Instructional Assistant Pathway	**Total**	**Percentage of Grant**
Travel to sites: Travel expenses for visiting school sites and completing advising	$1,000.00	0.67%
Text Books: Purchase texts for all IA candidates to offset the cost of the program	$20,000.00	13.33%
Postage: Send books to IA candidates	$100.00	0.06%
EOU Merchandise: Funds will pay for EOU items that will be used in educational settings to promote EOU	$5,118.00	3.41%
Coordination of IA Pathway Strategy	$14,555.26	9.7%
IA Pathway Total	$40,773.26	27.18%
Strategy 2: High School Teaching Pathway	**Total**	**Percentage of Grant**
Educators Rising Curriculum: Purchase the Educators Rising Curriculum to continue the teaching pathway for our rural high school students	$8,000	5.33%
Educators Rising Conference & Training: Coordinator of this portion would like to attend the online training to learn of updates on curriculum	$600	0.4%
EOU Merchandise: Funds will pay for EOU items that will be used in educational settings to promote EOU.	$6,100.00	4.07%
Travel to sites: Travel expenses for visiting school sites and completing advising	$10,000	6.67%
Educators Rising Course Edits: Pay for the instructor to work over summer to complete edits needed for the course	$3,240.00	2.16%
Instructor Costs: EOU instructor is teaching the Canvas course .13 FTE, 6 credits of release, which is about $13,750 with fringe figured in, for the year	$9,900.00	6.6%
Coordination of Faculty Professional Development plan	$14,555.25	9.7%
Future Educators Pathway Total	$52,395.25	34.93%
Strategy 3: Mentor Teacher Training		
Mentor Teacher Tool Kits: Funds will be used to create a classroom equity teaching tool-kit ($250 each) for mentor teachers who complete the Training (20 teachers)	$10,000.00	6.67%

Book for Training: Funds will be used to purchase a book that will be referenced during the training and taken by teacher after training	$2,000.00	1.33%
Mentor Teacher Stipend: Funds will be used to compensate Mentor Teachers for attending the training ($200 per participant)	$8,000.00	5.33%
Travel & Lodging for participants from a distance: Funds will be used to pay for the travel, lodging, and meal costs incurred by mentor teachers who attend the training	$3,000.00	2.0%
EOU Merchandise: Funds will pay for EOU items that will be used in educational settings to promote EOU	$1,900.00	1.27%
Trainer Stipend: Funds will be used to compensate trainers/presenters at the training	$3,240.00	2.16%
Materials for Trainings: Funds will be used to purchase any materials needed for hosting the workshop	$500.00	0.33%
Coordination of MT Training	$14,555.25	9.7%
Mentor Teacher Training Total	$43,195.25	28.8%
Strategy Totals	$136,363.76	90.91%
Indirect (10%)	$13,636.38	9.1%
Total	$150,000.14	100%

Table 1. 2021-2023 Budget Map

Strategy 1: Instructional Assistant Pathway	Total	Percentage of Grant
Text Books	$7,794.90	**5.2%**
Equity Teaching Tool-Kit	$5,128.11	**3.42%**
Coordination of Instructional Pathway strategy	$15,179.44	**10.12%**
Student Assistant Costs	$12,018.51	**8.01%**
Postage	$426.12	**0.28%**
IA Pathway Total	$40,547.08	**27.03%**
Strategy 2: High School Teaching Pathway		
Educators Rising Curriculum	$6,500.00	**4.33%**
Educators Rising Conference & Training	$5,028.46	**3.35%**
Educators Rising Course Development	$3,000.00	**2.0%**
Coordination of Faculty Professional Development plan	$15,179.45	**10.12%**
Future Educators Pathway Total	$29,707.91	**19.8%**
Strategy 2: Mentor Teacher Training		
Mentor Teacher Tool Kits	$3,388.11	**2.26%**
Mentor Teacher Stipend	$12,500.00	**8.33%**
Travel, Lodging, & Meals for Participants	$1,226.20	**0.82%**
EOU Merchandise	$2,064.73	**1.38%**
Trainer Stipend	$3,000.00	**2.0%**
EOU Trainer Training	$9,991.98	**6.66%**
Materials for Trainings	$4,402.37	**2.93%**
Coordination of Mentor Teacher Training plan	$15,179.45	**10.12%**
Student Assistant Costs	$4,080.76	**2.72%**
Mentor Teacher Training Total	$55,833.60	**37.22%**
Strategy Totals	$126,088.59	**84.06%**

Indirect (10%)	$12,957.89	**8.64%**
Total	$139,046.48	**92.7%**

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Appendix B

Course Outlines for Future Educators 1 and Future Educators 2

Figure 4. Course Outline for Future Educators 1

Week number	Topic
1	Professional expectations
2	Understanding bias Understanding equity
3	Asset-based approach Reflective habits of mind
4	What is the purpose of school?
5	How does my district work?
6	Career paths, roles, and opportunities
7	Mapping Resources Available to Support Students
8	Experiential learning
9	Thoughtful classroom setup and structure
10	Social and emotional learning
11	Values-based behavior management
12	Cultural competence
13	Inclusive learning environment
14	Student engagement 101
15	Shared inquiry and dialog
16	Designing single lessons & sequencing of lessons
17	Growth mindset

Figure 5. Course Outline for Future Educators 2

Week number	**Topic**
1	Curriculum 101
2	Backward Planning
3	Collaborative Planning
4	Selecting and Designing Assessments
5	Culturally Responsive Teaching
6	Special Education 101
7	Explaining & Modeling Content Practices, and Strategies
8	Explaining & Modeling Content Practices, and Strategies
9	Leading a Group Discussion
10	Formative Assessment
11	Setting Up and Managing Small Group Work
12	De-escalating and managing conflict
13	Differentiated Instruction
14	Integrating Technology into Instruction
15	Habits of Effective Speakers
16	Building my Professional Network of Support
17	Researching and Understanding your Community
18	Being an Advocate for the profession

Category	Item	Intial Budget	ved Budget	Actual Budget
Strategy 1: Instructional Assistant Pathway				
Personnel	Co-director Travel to sites	$2,000.00	$500	$0.00
Materials	Text Books	$5,000.00	$8,000	$7,794.90
Materials	Equity Teaching Tool-Kit	$1,000.00	$5,000.00	$5,128.11
Personnel	Pathway strategy	$14,555.26		$15,179.44
Personnel	*Student Assistant Costs*	12,324.27		$12,018.51
Materials	*Postage*			$426.12
	Total	34,879.53		$40,547.08
~~**Strategy 2: Faculty Professional Development**~~				
Personnel	Speakers	$11,000.00	~~$11,000.00~~	$0.00
Materials	Books for Book Club	$461.44	~~$461.44~~	$0.00
Professional Development	Faculty Conference Stipend	$10,000.00	~~$10,000.00~~	$0.00
Professional Development	Attendance	$5,000.00	~~$5,000.00~~	$0.00
Personnel	Professional Development plan	$14,555.25	~~$14,555.25~~	$0.00
Personnel	Student Assistant Costs	12,324.26	~~12,324.26~~	$0.00
	Total	53,340.95		$0.00
(Update) Strategy 2: High School Connections (approved 4/24/23)				
Materials	Educators Rising Curriculum		$6,500.00	$6,500.00
Director Training	Training		$8,000.00	$5,028.46
Personnel	Development		$3,000.00	$3,000.00
Personnel	Professional Development plan		$14,555.25	$15,179.45
	Total		$32,055.25	$29,707.91
Strategy 3: Mentor Teacher Training				
Materials	Mentor Teacher Tool Kits	$10,000.00	$12,500	$3,388.11
Stipend	Mentor Teacher Stipend	$8,000.00	$12,500	$12,500.00
Logistics	Participants	$1,400.00	$2,654.86	$1,226.20
Merchandise	EOU Merchandise	$3,000.00		$2,064.73
Personnel	Trainer Stipend	$3,000.00		$3,000.00
Per approval on 4/24/23	EOU Trainer Training		$9,999.98	$9,991.98
Per approval on 4/24/23	Materials for Trainings		$4,000.00	$4,402.37
Personnel	Training plan	$14,555.25		$15,179.45
Personnel	Student Assistant Costs	12,324.27		$4,080.76
	Total	52,279.52		$55,833.60
Administrative Costs				
Fee - EOU	EOU	$10,500.00	$13,530.86	$12,627.90
Logistics	grant from outside of the office		329.99	$329.99
	Total			$12,957.89

Strategy 1 Total	$40,547.08
Strategy 2 Total	$29,707.91
Strategy 3 Total	$55,833.60
Administrative Cost Total	$12,957.89
Total Project Costs	$139,046.48

HECC Educator Equity Grant 2023-2025						
Category	**Item**	**Description**	**Schedule**	**Amount**	**Percent of Total Grant Amount**	Notes
Strategy 1: Instructional Assistant Pathway						
Personnel	Travel to sites	Travel expenses for visiting school sites and completing advising		$1,000.00		
Materials	Text Books	Purchase texts for all IA candidates to offset the cost of the program		$20,000.00		
Materials	Postage	Send books to IA candiates		$100.00		
Marketing	EOU Merchandise	Funds will pay for EOU items that will be used in educational settings to promote EOU.		$5,118.00		
Personnel	Coordination of IA Pathway Strategy	Compensation for oversight of the IA Pathway Program		$14,555.26		$1,164.42 - fringe
			Strategy 1 Total	$40,773.26		
Strategy 2: Mentor Teacher Training						
Materials	Mentor Teacher Tool Kits	Funds will be used to create a classroom equity teaching tool-kit ($250 each) for mentor teachers who complete the Training (20 teachers).		$10,000.00		
Materials	Book for Training	Funds will be used to purchase a book that will be referenced during the training and taken by teacher after training		$2,000.00		
Stipend	Mentor Teacher Stipend	Funds will be used to compensate Mentor Teachers for attending the training ($200 per participant).		$8,000.00		20 participants per year
Logistics	Travel & Lodging for participants from a distance	Funds will be used to pay for the travel, lodging, and meal costs incurred by mentor teachers who attend the training.		$3,000.00		
Marketing	EOU Merchandise	Funds will pay for EOU items that will be used in educational settings to promote EOU.		$1,900.00		
Personnel (contractor?)	Trainer Stipend	Funds will be used to compensate trainers/presenters at the training.		$3,240.00		$1,500 per instructor; $240 - fringe
Materials	Materials for Trainings	Funds will be used to purchase any materials needed for hosting the workshop.		$500.00		
Personnel	Coordination of MT Training	Compensation for oversight of the MT Training Program		$14,555.25		
			Strategy 2 Total	$43,195.25		
Strategy 3: High School Teaching Pathway						
Materials	Educators Rising Curriculum	Purchase the Educators Rising Curriculum to continue the teaching pathway for our rural high school students.		$8,000		
Director Training	Educators Rising Conference & Training	Coordinator of this portion would like to attend the online training to learn of updates on curriculum		$600		
Marketing	EOU Merchandise	Funds will pay for EOU items that will be used in educational settings to promote EOU.		$6,100.00		
Personnel	Travel to sites			$10,000		
Personnel	Course edits	complete edits needed for the course		$3,240.00		$240 - fringe
Personnel	Instructor Costs	EOU instructor is teaching the Canvas course.13 FTE, 6 credits of release, whic		$9,900.00		Approximate Overload Salary $9,124.60; $739.9
Personnel	Faculty Professional			$14,555.25		
			Strategy 3 Total	$52,395.25		
			Strategy Totals	$136,363.76		
			Indirect (10%)	$13,636.38		
			Total	$150,000.14		

Appendix A

Letter of Approval for the Eastern Oregon University Board of Trustees

EASTERN OREGON UNIVERSITY

UNIVERSITY GENERAL COUNSEL & BOARD SECRETARY

May 29, 2024

Erin Weeks-Earp
Alignment and Articulation Policy Specialist
Higher Education Coordinating Commission

Via Email to erin.weeks-earp@hecc.oregon.gov

Dear Ms. Weeks-Earp:

At the February 14, 2024 regular meeting of the Board of Trustees of Eastern Oregon University, the board voted unanimously to approve the university's 2024-2026 Educator Equity Plan.

Sincerely,

Christopher L. Burford
University General Counsel and Board Secretary

Oregon State University College of Education
2024-2026 Educator Equity Plan

The Oregon Educator Equity Act (2015; HB 3375) requires that each public teacher education program in the state prepare a plan for the recruitment, admission, retention, and graduation of diverse educators. The goal is to increase the diversity of the teacher candidate pool.

The state defines *diverse* through the culturally or linguistically diverse characteristics of a person, including:

> *"Origins in any of the Black racial groups of Africa but is not Hispanic; Hispanic culture or origin, regardless of race; origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands; origins in any of the original peoples of North American, including American Indians or Alaskan Natives; or a first language that is not English."*

For the purposes of this document, we utilize the terms racially, ethnically, and linguistically diverse (abbreviated to the acronym RELD) to encompass the broad array of students encompassed under this umbrella.

Oregon State University's College of Education

As a land grant institution committed to teaching, research, and outreach and engagement, **Oregon State University** (OSU) promotes economic, social, cultural, and environmental progress for the people of Oregon, the nation, and the world. We accomplish this by producing skilled graduates who are critical thinkers; searching actively for new knowledge and solutions; developing the next generation of scholars; collaborating with communities in Oregon and around the world; and maintaining a rigorous focus on academic excellence, particularly in three signature areas: the science of sustainable earth ecosystems, health and wellness, and economic prosperity and social progress.

OSU and its College of Education share a common commitment to equity and inclusion, sustained in our Plan for Inclusive Excellence. Our plan includes five interrelated goals: (a) integrating inclusive excellence into all aspects of the University, (b) improving recruitment of students and employees from underrepresented communities, (c) creating an inclusive climate to support the retention and success of all employees and students, (d) providing innovative and transformative learning experiences enabling all students and employees to advance inclusive excellence, and (e) communicating our accomplishments, initiatives and innovations related to our inclusive excellence efforts.

With the 2024-2026 goal of improving the learning environment for Black, Indigenous, and People of Color teacher candidates to improve retention, OSU's Educator Equity Plan will provide a mutually reinforcing scaffolding for the goals set out in the Plan for Inclusive Excellence.

In its 115 years of providing teacher education programs at OSU, the College of Education offers six different pathways to initial teacher licensure through our two campuses in Corvallis and Bend, and throughout the world in our Extended Campus (Ecampus). We specialize in providing programs tailored to students' needs and interests as well as their professional goals. Licensure programs range from one year to five years, are available in both part-time and full-time options, and at the bachelor's and master's degree levels. College of Education teacher candidates become tomorrow's change agents, equipped with knowledge, skills, and habits of mind that are informed by cutting-edge research in teaching and learning as informed by our commitment to anti-racist principles and social justice. These principles guide the College's work and affirm its identity as the only land grant research university in Oregon.

In this, our fifth Educator Equity Plan, the College of Education has built upon the successes of previous years' efforts as well as the generous funding from the state of Oregon and its taxpayers. These funds have included $83,000 received in 2020, $150,000 in 2021-2022, and an additional $250,000 in 2022-2024. These funds were leveraged with other state- and federally-funded initiatives including the Oregon Grow Your Own (GYO) program, the TEAMS grant, and the College's own donor-funded programs to provide for (1) student support, (2) professional development for our faculty and cooperating teachers, and (3) advising support for Oregon's future teachers.

2024-2026 Goal and Area of Focus

In the 2024-2026 biennium, the OSU College of Education remains committed to continuing the vital work laid out by the Higher Education Coordinating Commission (HECC), the Educator Advancement Council (EAC), and the state of Oregon. Since we began this work in 2015, we have seen steady progress toward increasing the number of RELD teacher educators (see Table 1), reflecting an increase in licensed teachers produced in the past 10 academic years (AY).

Table 1*: Total Enrolled RELD Students by Academic Year (AY) in OSU Teacher Preparation Programs*

REGULATORY RACE	AY15	AY16	AY17	AY18	AY19	AY20	AY21	AY22	AY23	Grand Total
American Indian or Alaska Native	0	0	0	1	1	0	0	1	0	3
Asian	0	1	4	2	9	12	15	7	14	64
Black or African American	0	0	1	1	4	2	4	2	5	19
Hispanic	12	8	8	12	35	35	89	49	81	329
Multiple	8	7	10	8	21	17	28	18	30	147
Hawaiian Pacific Islander	-	1	2	0	1	0	0	0	1	5
Unknown	-	-	-	-	12	5	25	2	4	48

White	176	123	89	68	235	213	260	124	287	1575
Total RELD	20	17	25	24	72	115	136	77	130	616
Percentage RELD	10%	12%	22%	26%	23%	35%	32%	38%	31%	28%
Grand Total	196	140	114	92	319	333	421	203	422	2239

Source: Title II Data

OSU's 2024-2026 goal builds upon our previous work and progress toward preparing teachers who reflect Oregon's K-12 classrooms in regard to racial, ethnic, and linguistic diversity. In this biennium, we will hone in on one particular goal: **improving the learning environment for Black, Indigenous, and People of Color (BIPOC) teacher candidates to improve retention.**

This goal emerged from previous Educator Equity Plan work and the commitment of our faculty and staff, who utilized several data sources to arrive at this focus. First, the 2022-2024 plan involved extensive engagement with other Oregon public universities and their efforts. Many of our peer institutions held similar goals, and like us, approached these goals with many different interventions and efforts to attain them. While we were all able to see movement toward the goal of increasing the number of RELD teacher educators, understanding what was "moving the needle" was difficult to pinpoint. At the same time, none of us had yet reached the statewide goal that was the impetus for this work. Without a clear focus, it has also been difficult for us to understand what specifically was *not* working.

Therefore, we will spend the next two years with a clear and specific focus on improving the learning environment for our BIPOC teacher candidates to improve retention. This specific goal emanated from the 2022-2024 plan's work, learning directly from our BIPOC teacher candidates about their needs and concerns as well as from key research and frameworks to guide our work.

The Learning Environment

The learning environment is a key part of BIPOC students' experiences in higher education. Defined as the "'climate,' 'ethos,' 'ambiance,' and 'atmosphere,'" the learning environment can be thought of as "the environment experienced or perceived by students and teachers"[1]. In this way, the classroom or educational environment takes on its own personality, which may ultimately be perceived differently by individuals based upon their own backgrounds, identities, and experiences[2]. A positive learning environment has been found to improve student outcomes, including academic achievement, retention, and graduation[3]. Conversely, "students…who feel unwelcome or alienated…are unlikely to remain. If they do remain, they are unlikely to be successful"[4].

[1] (Ibrahim, 2008, p. 7)
[2] (Hall & Sandler, 1982; Hurtado et al., 1998)
[3] (Gurin et al., 2002; Hurtado, 1996, 2001; Gurin, 1999)
[4] (Green, 1989, p. 113)

The learning environment is also the place where students and faculty connect to the curriculum. The curriculum functions to communicate ‘‘a college’s or program’s mission, or collective expression of what is important for students to learn’’[5]. Whose voices, backgrounds, and notions are incorporated into the curriculum and, by extension, what ideas are upheld and honored, are important indicators to BIPOC students about their own sense of belonging and value[6]. Beyond the curriculum, “classroom experiences that encourage students to explore issues of race and to interact with diverse others are essential to positive educational outcomes related to race”[7].

Taken together, the learning environment serves as an important location for the Educator Equity Plan work as it also brings together both the curriculum and co-curriculum. In teacher education programs, the learning environment incorporates the classroom as well as practica, internships, external assessments, and other sites of learning for the teacher candidate.

Finally, the learning environment provides an opportunity for modeling for these future teachers. In K-12 classrooms, the learning environment has been found to have equal significance in children’s learning[8]. When we are mindful of creating a positive learning environment for our BIPOC future teachers and modeling it as such in our classrooms, these concepts can be directly transferable to their own future classrooms and students.

Evidence to Support Goal

Beyond the literature, the need for improving the learning environment for our BIPOC teacher candidates as a means to improve retention has been evidenced in our own data collection.

In Spring 2022, a climate survey was distributed to all College of Education students. Of the 174 respondents, a total of 68 self-identified as BIPOC students (39%). As presented in Table 3, those respondents indicated the following in comparison to all respondents, where 1 was “extremely negative” and 5 was “extremely positive.”

Table 3: *2022 & 2024 Survey Results by BIPOC Students in the College of Education at OSU*

	2022			**2024**		
Question	White (n=102)	BIPOC (n=39)	BIPOC vs White Difference	White (n=68)	BIPOC (n=28)	BIPOC vs White Difference
How would you rate your overall experience in the College of Education?	4.35	4.21	-0.15	4.50	4.43	-0.07
The College of Education is a welcoming place for me.	4.63	4.41	-0.22	4.68	4.54	-0.14

[5] (Stark & Lattuca, 1997, p. 7)
[6] (Mayhew, Grunwald, & Dey, 2005)
[7] (Rankin & Reason, 2005, p. 45)
[8] (Wang et al., 2020)

Overall, I have had a positive experience interacting with faculty/instructors in the College of Education.	4.55	4.18	-0.37	4.61	4.75	0.14
Overall, I have had a positive experience interacting with staff in the College of Education.	4.60	4.00	-0.60	4.49	4.75	0.26
Overall, I have felt consistently ignored in my College of Education classes when I try to participate.	1.38	1.51	0.13	1.37	1.25	-0.12
My College of Education faculty/instructors recognize the importance of my ideas.	4.46	4.18	-0.28	4.50	4.54	0.04
In my College of Education courses I have been singled out to speak on behalf of a specific group.	1.84	2.03	0.18	2.30	1.89	-0.41
My College of Education instructors/faculty communicate welcomeness in my courses.	4.58	4.46	-0.12	4.68	4.86	0.18
I feel comfortable among other students in my College of Education courses.	4.54	4.56	0.02	4.68	4.25	-0.43
My College of Education advisor responds to my questions in a timely manner.	4.41	4.28	-0.13	4.54	4.71	0.17
My various identities have been well represented in my College of Education course content and/or discussions.	4.14	3.74	-0.39	4.39	3.89	-0.50
My College of Education courses have positively impacted my thinking/understanding of diversity, equity, and inclusion issues.	4.62	4.44	-0.18	4.68	4.29	-0.39
The College of Education provides an environment for the free expression of ideas/opinions/beliefs.	4.49	4.33	-0.16	4.54	4.57	0.03
I feel comfortable approaching College of Education faculty/staff with a problem I have.	4.50	4.05	-0.45	4.26	4.64	0.38
College of Education faculty/staff express respect for underrepresented populations.	4.67	4.36	-0.31	4.62	4.50	-0.12

The survey results suggest all of our students are very satisfied with their experiences; however, the general trend of BIPOC students' perceptions of the College and their learning environment were less positive than those of non BIPOC students.

In addition, we facilitated several focus groups of current students and recent alumni to discuss their experiences in the College as a BIPOC individual. What we heard from current and former students is that the learning environment significantly impacts their experiences - both for the better and worse - and that this learning environment is experienced far beyond the classroom. Specifically, our BIPOC Student Advisory Board - which was created as part of the previous Educator Equity Plan - shared at a June 15, 2023 meeting that the selection, training, and

matching of cooperating teachers (CTs) with consideration of them as BIPOC teacher candidates was vital to their success. Alumni have shared similar responses about the need for CT and university supervisor training. Also sharing that, while they had overall very positive experiences with their teacher education preparation, they too wish they had been exposed to a deeper level of engagement around such topics. One respondent said, “I wish we had gone more in depth talking about DEI.”

In another focus group with current students conducted in the Winter of 2023, we learned that the requirements related to edTPA often cause stress and anxiety beyond the anxiety also voiced by non-BIPOC students. For example, many of our BIPOC students are also dual language students and, even when they are not, they are often those who work with emergent bilingual students. Some of these students wished to write the edTPA in Spanish, therefore, but were unable to receive direction for how or if they could do so, with particular fears related to how it would be scored. Moreover, when supervised or mentored by those in the schools related to the edTPA, a lack of understanding can exacerbate the anxiety. These sentiments have been echoed by our faculty and academic advisors who work with our BIPOC students, who witness our students experiencing significant stress and anxiety around this standardized testing requirement.

Yet another data point stems from our national and state accreditation report and visit in Fall 2022. As part of the 7-year accreditation approval process, we are tasked with improving our efforts related to this teacher performance assessment as well as our training and evaluation of cooperating teachers.

Taken together, these data point to the need for us to consider the learning environment both within and outside of the classroom in which our future teachers are being prepared, with an eye toward the needs of our BIPOC future teachers and their learning.

Culturally Responsive Teaching: A Guiding Framework

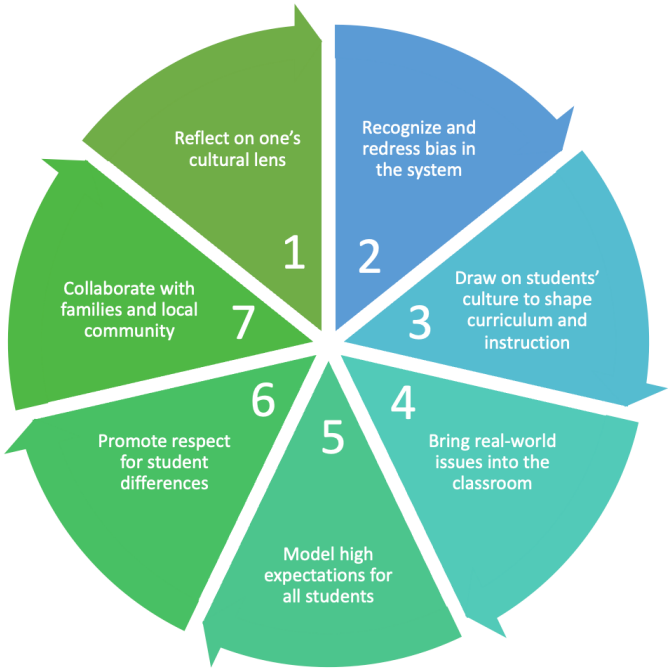
Connecting our BIPOC students’ experiences and the learning environment will be accomplished through the framework of **Culturally Responsive Teaching**. Specifically, Ladson-Billings’[9] and Gay’s[10] foundational scholarship forms the basis around which we will orient our Educator Equity Plan for the 2024-2026 biennium.

The purpose of Culturally Responsive Teaching is to empower linguistically, racially, and ethnically diverse students by cultivating their cultural integrity, individual abilities, and academic success. Culturally responsive educators realize not only the importance of academic achievement but also the maintenance of cultural identity and heritage[11]. In this way, not only does learning become more engaging to students, but their personal experiences and frames of

[9] (Ladson-Billings, 1995)
[10] (Gay, 2013)
[11] (Han et al., 2014)

reference (what some have referred to as their "funds of knowledge"[12]) become embedded in the learning environment. In turn, students feel more valued, more capable of learning, and more engaged with the learning environment and materials[13].
While many conceptualizations of Culturally Responsive Teaching exist, we will frame our efforts around the following model (see Figure 1), with a specific focus on seven core tenets, as described below:

Figure 1: *Culturally Responsive Teaching Model*



1) *Reflect on one's cultural lens* - Educators should reflect on their own life experiences and various identities to inform their own beliefs and practices. Everyone is susceptible to implicit biases that shape how we interact with others. By doing purposeful work to understand these biases and becoming critically self-aware, we can improve our ability to challenge stereotypes and prejudices when we encounter them.
2) *Recognize and redress bias in the system* - Educators should understand how systemic privileges and biases impact opportunities that people receive. Engaging in the literature and opportunities to learn about institutional and structural biases will inform practices and the ability to advocate for changing these structures.
3) *Draw on students' culture to share curriculum and instruction* - A foundation element of Culturally Responsive Teaching is that students' own cultural background is a resource to learning. Validating their lived experiences and identities through the curriculum, materials used, and classroom activities provides both mirrors that reflect their world and windows to understand others'.
4) *Bring real-world issues into the classroom* - By addressing the "so what?" part of instruction, educators can connect what is happening in students' lives into the

[12] (Moll et al., 1992)
[13] (Nieto, 2004)

classroom, making learning more salient and relevant. Creating bridges from this content to real-world problem-solving elevates this learning to an even higher level.

5) *Model high expectations for all students* - All students are capable of success and this mindset is vital to student learning. Supporting all students in producing high-level work through both word and deed demonstrates a belief in all learners' success.
6) *Promote respect for students' differences* - Educators should understand how different backgrounds of students impact how they experience the learning environment. Helping students navigate their own experiences of bias and ways to address it can contribute to positive student outcomes.
7) *Collaborate with families and the local community* - Educators should assume that families and communities are interested in connecting with their classrooms and work to diminish the barriers that might stand in the way of this engagement. Learning about the communities of their students and working to collaborate with them is a way of giving back to these communities.

Over three decades of research about the impact of Culturally Responsive Teaching upon student achievement[14] undergird our choice of framework. Namely, when incorporated into pedagogical practices, teachers' use of the tenets of Culturally Responsive Teaching have been found to improve social-emotional, academic, and behavioral outcomes of their students in both short-term and long-term outcomes[15].

Moreover, many connections exist between Culturally Responsive Teaching and Oregon's own standards for educators as well as the guidelines from our national accrediting body, CAEP. As presented in Table 2 below, we highlight the intersections and overlapping nature of the framework and standards.

Table 2: *Culturally Responsive Teaching Framework and State and National Standards*

Culturally Responsive Teaching	**Oregon Teaching Standards**	**InTASC Standards**	**Oregon Social Emotional Learning**	**CAEP Standards**
Reflect on one's cultural lens	584-420-0020; 4a	Standard 9	Standards 1, 2	R1.4
Recognize and redress bias in the system	584-420-0020; 1a, 1b	Standards 1, 9, 10	Standard 3	R1.1, R1.4
Draw on students' culture to shape curriculum and instruction	584-020-0010; 1 584-420-0020; 1a, 1b, 1c	Standards 1, 2, 7, 8	Standard 3	R1.1, R1.3
Bring real-world issues into the classroom	584-020-0010; 1 584-420-0020; 1a, 1b, 1c, 2a, 2b, 3c	Standards 3, 5	Standards 1-5	R1.2, R1.3
Model high	584-020-0010; 4 & 6	Standards 3, 4, 7	Standard 1	R1.1, R1.2, R1.3

[14] (Muñiz, 2019)
[15] (Blazar, 2021)

expectations for students	584-420-0020; 1a, 1b, 1c, 3b			
Promote respect for student differences	584-020-0010; 1 & 3 584-420-0020; 1a, 1b, 1c	Standard 3	Standard 4	R1.1
Collaborate with families and the local community	584-420-0020; 4b	Standard 10	Standards 4, 5	R1.4

Plan to Address the 2024-2026 Goal

In the next two years, the OSU College of Education will utilize the framework of Culturally Responsive Teaching and draw from both existing and new data to address the stated goal of improving the learning environment for BIPOC students to improve their retention. We will focus on four discrete and yet synergistic efforts as described below. These areas of focus were the result of our relationships and feedback from our student advisory group, student ambassadors, and peer mentors. These efforts are undertaken simultaneously, as they are inter-related efforts to shift our assessments, our curriculum, and our professional development as complementary aspects of our work to better support BIPoC students. These areas include:

1) Culturally Responsive Teaching Professional Development
2) Curriculum Revision and Alignment
3) Cooperating Teacher and University Supervisor Training
4) Teacher Performance Assessment Overhaul

Culturally responsive teaching professional development - In order to fully embed the framework of Culturally Responsive Teaching into our curriculum and co-curriculum, thereby improving the learning environment for our BIPOC students, our faculty and staff require professional development to assist them in learning it and utilizing it well themselves. We had begun some of this work through our last Educator Equity Plan, where we engaged 35 faculty and cooperating teachers from across the state in training related to supporting BIPOC teacher candidates in October 2022. Taking it from the general to the specific through Culturally Responsive Teaching-focused professional development will be a key part of the upcoming work. We will utilize funding from the grant to hire an external facilitator on this topic and provide stipends to our faculty and cooperating teachers who participate and utilize the data we have collected to inform the content and structure of that retreat.

Curriculum revision and alignment - In order to be truly effective and create structural change, Culturally Responsive Teaching must be embedded in all parts of the learning experience and not just discussed once in a particular class. Beginning with a College of Education-wide retreat in March 2024, we will engage throughout the upcoming years in a complete overhaul of our teacher education programs to ensure that our learning experiences - both inside and outside of the classroom - connect to expressed outcomes, including Culturally Responsive Teaching. We

will use grant funding to provide stipends to faculty to engage in course development and course redesign with Culturally Responsive Teaching elements in mind.

Cooperating teacher and university supervisor training and evaluation - Our data point to the importance of quality cooperating/mentor teachers and university supervisors in our teacher candidates' learning experiences. We will utilize grant funds to further develop the training of our cooperating teachers and university supervisors, particularly around Culturally Responsive Teaching, with an associated goal of implementing a robust evaluation system related to it.

Teacher performance assessment overhaul - With a recognition that the edTPA, the state-mandated teacher performance assessment system, created tremendous stress for many of our teacher candidates – especially our BIPoC students. The edTPA also required a significant amount of class and staff time to support students through the submission process. Last year we first piloted our local assessment and we are now excited to continue the work to pilot our local assessment option, what we refer to as the OregonTPA (ORTPA). Utilizing the new curriculum that will embed Culturally Responsive Teaching tenets, we will also provide a new structure for teacher performance assessment through embedding key assessments throughout the curriculum. In this way, we will move toward an authentic assessment structure rather than a "high stakes standardized assessment," which have been found to be barriers to underrepresented students in particular. We will use grant funding to provide training for faculty and scorers for this assessment overhaul that, too, will incorporate Culturally Responsive Teaching tenets that will be evident in the revised curricula for both elementary and secondary programs.

Data to Inform Proposed Efforts

In order to ascertain our effectiveness in reaching the goal and evaluating our progress toward improving the learning environment for our BIPOC students, we will implement the following evaluative tools.

1) **BIPOC Student Advisory Panel** - Over the past several Educator Equity Plans, we have utilized a BIPOC Student Advisory Panel to provide us with an ongoing source of feedback from our current students. These 20 students from both campuses and all modalities will meet monthly with our faculty and administration to provide a real-time focus group discussion about ongoing efforts and changes. Grant funds will go toward providing these students with a stipend for their efforts and their input.
2) **BIPOC Cooperating Teacher Panel** - We have also gained experience in engaging with our local schools about their needs over the past several plans. In addition to regular monthly meetings that we hold with current and potential school partners, we will assemble a BIPOC Cooperating Teacher Panel to utilize as a focus group. In addition to providing great advice to our current students, we will use this opportunity to ask specific questions of them and their experiences in working with teacher candidates and in their own schools. These data will provide us further insights into what we need to incorporate

into our curriculum and co-curriculum. Grant funding will provide these cooperating teachers with a stipend for their time and expertise.

3) **Student Climate Survey** - We will continue the efforts of the 2022 College of Education climate survey through a re-administration of the instrument in Spring 2024. Having both a benchmark and metrics for monitoring changes and progress over time will be helpful in our efforts. We will utilize grant funds to provide students who participate in the survey with a $5 gift card as a gesture of appreciation and respect for their time as uncompensated requests are made too often of minoritized individuals.
4) **Student Learning Experience Surveys** - Each term, OSU administers surveys to students about their experiences with specific courses. Each college is able to provide additional questions to delve more deeply into specific issues or topics. We will incorporate Culturally Responsive Teaching-specific questions into these regularly administered assessments. Beyond the general climate survey discussed above, this tool will provide course-specific feedback so we can better ascertain where changes are seen and experienced by students.

Utilizing these data, the Educator Equity Team, led by the Department Chair, will gather monthly to forward efforts and to benchmark progress toward our goal. This representative group will also connect with faculty and staff in their various roles to engage the larger educator preparation programs in updating them on the plan’s progress and to involve them in continuing efforts.

Educator Equity Plan Budget 2024-2026

Category	Item	Description	Schedule	Amount	Percent of Total Grant Amount
Strategy 1: Culturally Responsive Teaching Professional Development					
Direct Costs	Stipends	To provide 60 faculty with stipends for participating in Culturally Responsive Teaching training ($100)	Year 1	$6,000	4%
Direct Costs	Consultant	To hire an external consultant with Culturally Responsive Teaching expertise to provide the training	Year 1	$10,000	7%
Direct Costs	Stipends	To provide 20 BIPOC students with stipends who participate in focus group Advisory Panel ($300/year)	Years 1-2	$12,000	8%
Direct Costs	Stipends	To provide 20 BIPOC CTs with stipends who participate in focus group ($100/each)	Year 1	$2,000	1%
Direct Costs	Meals	To provide CTs and BIPOC students with meals during/after focus groups	Years 1-2	$2,000	1%
				Strategy 1 Total	$32,000
Strategy 2: Curriculum Revision and Alignment					
Direct Costs	Stipends	To provide 12 faculty with summer funding or course releases to (re)develop courses that integrate Culturally Responsive Teaching tenets ($6,000 each with benefits)	Year 2	$72,000	48%
				Strategy 2 Total	$72,000
Strategy 3: Cooperating Teacher and University Supervisor Training					

Direct Costs	Stipends	To provide 50 CTs and supervisors with stipends for training related to Culturally Responsive Teaching-minded mentoring and supervision ($100 each)	Year 2	$5,000	3%
Direct Costs	Consultant	To hire an individual to create and facilitate a training with CTs and university supervisors	Year 2	$10,000	7%
Direct Costs	Meals	Catering for training for 60 individuals	Year 2	$2,000	1%
				Strategy 3 Total	$17,000
Strategy 4: Teacher Performance Assessment Overhaul					
Direct Costs	Stipends	Observation training stipends for scorers	Year 1	$4,000	2%
Direct Costs	Gift Cards	Gift cards to 50 training participants	Year 1	$5,000	3%
Direct Costs	Substitute teachers	Payment to participating districts for substitute teachers to attend training	Year 1	$3,000	2%
Direct Costs	Meals	Catering for 60 individuals for training	Year 1	$2,000	1%
				Strategy 4 Total	$14,000
Total Direct Costs					$135,000
Administrative Costs					
Indirect Costs	Overhead	10% maximum		$15,000	10%
Total					$150,000

From: WEEKS-EARP Erin * HECC
To: WEEKS-EARP Erin * HECC
Subject: FW: Educator Equity Plan for OSU
Date: Wednesday, June 5, 2024 9:35:08 AM

From: Bangs, Jackie <Jackie.Bangs@oregonstate.edu>
Sent: Wednesday, June 5, 2024 9:31 AM
To: Gardner, Susan K <susan.k.gardner@oregonstate.edu>
Cc: WEEKS-EARP Erin * HECC <Erin.WEEKS-EARP@hecc.oregon.gov>; Humphreys, Jennifer <jen.humphreys@oregonstate.edu>; Jeffries, Stacy <stacy.jeffries@oregonstate.edu>
Subject: RE: Educator Equity Plan for OSU

You don't often get email from jackie.bangs@oregonstate.edu. Learn why this is important

Hi Susan,

Thank you for presenting the Educator Equity Plan for OSU at the May 17, 2024 meeting of the Board of Trustees.

I am writing to confirm that the board unanimously approved the Educator Equity Plan on May 17, 2024 and appreciated your presentation and the following discussion.

Meeting materials and a recording of the meeting can be found on the board's website: https://leadership.oregonstate.edu/trustees/meetings. Note: minutes for the meeting will be posted after they are approved by the board at its fall meeting. Please let me know if there is anything more I can provide in support.

Thank you,
Jackie

Jackie Bangs | Secretary of the Board | Office of the Board of Trustees
Oregon State University | office: 541-737-8115 | cell: 541-513-1163

Educator Equity Mentoring in Preparation Programs: Institutional Plan 2024-26

Dr. Tina Peterman, Interim Dean and Professor
Dr. Amanda Sugimoto, Associate Dean for Academic Affairs
Tina Acker, Wallace RECPI Project Manager and Educator Equity Coordinator
Dr. Kevin A. McLemore, Director of Assessment & Accreditation
Steve Micke, Data Coordinator

1810 SW 5th Ave
Vanport Building, 4/F
Portland, OR 97201

Executive Summary

The Educator Equity Plans are required by the HECC and intended to provide a record of shared work by public educator preparation programs across the state to build a racially and linguistically diverse educator workforce in Oregon. In an evaluation of our 2022-24 Educator Equity Plan, the College of Education at Portland State University noted that student retention for diverse candidates fell from 85% to 63% across teacher, administrator, and school counselor programs. Consequently, in this plan, which represents 2024-2026, we outline our singular goal to improve the retention of these candidates. *We will focus on creating new mentoring models and/or strengthening existing peer mentoring models in our academic programs to support diverse candidates in completing their programs.* The COE has identified the following strategies to guide our work for 2024-2026.

1) Examine the COE and PSU's existing mentoring practices and those of other universities to inform the development and/or strengthening of mentoring models across our programs.
2) Establish mentoring models for the COE teacher preparation, counseling, and administrator licensure programs.
3) Pilot mentoring model in the COE teacher preparation, counseling, and administrator licensure programs.

The intentional focus on adding mentoring across our programs will increase the sense of belonging and the success of racially and linguistically diverse teacher, administrator, and school counseling candidates.

PSU Mission and the College of Education: Leading with Equity

Portland State University is leading the way to an equitable and sustainable future through academic excellence, urban engagement, and expanding opportunity for all. We pursue excellence through accessibility, innovation, collaboration, engagement, sustainability, and transformation. Diversity[1], equity, and inclusion are not only a value and a mission of Portland State University; it is the essential framework of who we are and what we do as an institution and community. As evidence of the importance of equity and inclusion to our mission, PSU was recently designated an Asian American, Native American, and Pacific Islander Serving Institution.

The College of Education's (COE) mission is to empower educators and human services professionals to engage in visionary thinking and transformative practices within schools and communities. We envision that educators and counselors will work together to create a just and equitable world. We seek to achieve our mission and vision by emphasizing three key imperatives:

1. Prioritize Student Excellence and Success
2. Foster Inclusive Excellence
3. Enhance Our Visibility and Impact

The COE Educator Preparation Programs include Initial Teacher Licensure Programs: Graduate Teacher Education Elementary and Secondary Programs, Special Education K-12 Undergraduate and Graduate, Bilingual Teacher Pathways Elementary, Inclusive Elementary Education, and Secondary Dual Education. Additionally, we offer Professional Administrator License Programs and School Counselor License Programs.

The COE makes considerable effort to recruit and retain racially and linguistically diverse students to diversify the K-12 workforce. Despite funding constraints and some enrollment challenges, we continue to prioritize inclusive excellence, emphasizing the recruitment and retention of a more significant number of students from diverse racial and linguistic backgrounds in education. In the coming years, we will do more than “comply” with state policy around equity goals. We will strive to exceed these expectations by building solid partnerships

[1] The COE relies on how “diverse” is defined in ORS 342.433, therefore, for this Educator Equity Plan, the term “diversity” refers to the racially or linguistically diverse students. However, in its policies and practices, the COE recognizes the importance of PSU’s broader definition of “diversity,” which includes race, gender, ethnicity, culture, age, sexual orientation, religion, political viewpoint, military background, national origin, marital status, or disability.

with the community, state agencies, donors, foundations, and school districts that help us advance this work in critical ways.

Evidence of Progress toward Educational Equity and Opportunity for Educator Workforce 2022-2024

The COE at PSU is committed to advancing educator equity in Oregon. We are the largest, most comprehensive College of Education in the state. In the previous Educator Equity Plan, we developed strategies and pathway programs to recruit and admit racially and/or linguistically diverse candidates; strategies to recruit and retain diverse faculty and staff who, in turn, support the recruitment, retention, and successful induction of diverse teacher candidates into schools; curriculum and assessment practices that not only engage and retain diverse candidates, but also prepare them to work effectively with diverse students and communities; and financial and administrative resources dedicated to advancing equity, diversity, and inclusion in our academic programs. Appendix A highlights significant outcomes in the 2022-2024 Educator Equity Plan.

The 2022-24 plan outlined goals, strategies, success indicators, and outcomes for 1) the recruitment and retention of diverse initial educator candidates, 2) the recruitment and retention of diverse administrators, and 3) assessment and curriculum. For the first goal, the College of Education experienced a modest drop in applications to initial licensure programs from underrepresented minorities (30% to 27%). Still, the number of students from the social groups enrolled in these programs was stable (29%). Retention in these programs fell from 85% to 63%. The outcomes for the first goal largely just met expectations or fell short of projected outcomes. For the second goal, the number of students from underrepresented social groups enrolled in the preliminary administrator license increased from 19% to 31%. The program added one faculty member with expertise in culturally responsive leadership and experience working in diverse communities and is actively engaged in curriculum revision to increase the cultural responsiveness of the curriculum. The College of Education has more work to do on this goal but is progressing. For the third goal, the College of Education has a robust program to regularly review curriculum and assessment data through the annual Data Review Day, monthly Assessment Committee, and Program & Policy Committee meetings. Regular, systematic review of curriculum and assessment is a strength of the College of Education.

COE Educator Equity Plan & Rationale 2024-2026

The COE Educator Equity Institutional Plan 2024-2026 outlines our singular goal for the current reporting cycle: To develop a peer mentoring program for our diverse educator candidates. *We*

will focus on creating new mentoring models and/or strengthening existing peer mentoring models in our academic programs to support diverse candidates in completing their programs. We hope this work will improve the recruitment and retention of culturally and linguistically diverse students in our educator licensure programs. Utilizing the expertise and coaching from Ed Northwest, PSU is exploring the evidence-based mentoring models in educator preparation as well as those with diverse students in higher education in general. Once we have identified models that are effective, we will align these with the current student success initiatives within the COE and PSU to develop a pilot peer-mentoring program for our initial educator preparation programs.

This goal aligns with PSU's *Student First Model of Success*. It will focus on developing and strengthening targeted and holistic support of students (Pillar 3) and building student-centered experiences designed to support students' sense of belonging and support in the COE (Pillar 4). The COE has deep mutual partnerships with multiple school districts in the metro area and beyond. One of our largest long-standing partnerships for educator preparation is with Portland Public Schools with whom we share a focus on preservice and in-service teacher development and support. PSU and PPS have monthly University Partner meetings and quarterly Governance meetings where we discuss teacher candidate progress (through data review), as well as cross-institutional structures and supports for teacher candidates. The goal of this plan aligns with the Portland Public Schools' Instructional Framework, focusing on pre-service educator support to better retain and prepare diverse educators in the teaching profession (Pillar 3: Teacher Professional Learning). The goal of the PPS instructional framework is to advance educational equity by ensuring that all students experience the shared vision of excellent teaching and learning. The district supports the success of this goal with job-embedded coaching that is consistent in structure and content and focused on teaching and learning, climate and culture, and racial equity and social justice. PSU will support this goal by strengthening our PSU-level support for racially, culturally, and linguistically diverse teacher candidates. We plan to strengthen our partnership with PPS by connecting our teacher preparation supports to what the district is doing with job-embedded coaching. This will involve bringing the Educator Equity Plan director, Tina Acker, in closer collaboration with the COE Director of Partnerships, Cynthia Lam Moffett, and the PPS Assistant Director of the Educator Pathways Program and Teacher Professional Learning Department.

Standards-based Evidence

The COE's goal outlined in this plan will advance its three key imperatives. Establishing a peer mentor model to support culturally and linguistically diverse candidates both prioritizes student

success and fosters inclusive excellence. The ability to contribute to a more culturally and linguistically diverse K-12 workforce in the Portland metropolitan area will ultimately enhance the COE's impact on the education of children in our community.

The COE educator preparation programs are recognized by the Oregon Teacher Standards and Practices Commission (TSPC) and accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). The goal outlined in this plan aligns with and advances the COE's efforts to meet TSPC and AAQEP standards. Although the goal aligns with many standards, the standards with the strongest potential for AAQEP alignment are:

- 1e. Creation and development of positive learning and work environments (OR OAR 584-410-0080)
- 1f. Dispositions and behaviors required for successful professional practice (OR OAR 584-410-0080)
- 3e. Engages in continuous improvement of programs and program components and investigates opportunities for innovation, through an effective quality assurance system (OR OAR 584-410-0090)
- 4c. Supports completers' entry into and/or continuation in their professional role, as appropriate to the credential or degree being earned
- 4f. Investigates its own effectiveness relative to its institutional and/or programmatic mission and commitments

We envision a peer mentoring program for our diverse educator candidates to foster a positive learning environment, while also supporting teacher candidates' entry or continuation in their professional role by further cultivating the behaviors and dispositions necessary for professional practice. The effectiveness of the peer mentoring program will be monitored through the COE's assessment and evaluation processes and adjusted as necessary in the spirit of continuous improvement.

In addition, the COE's goal of establishing a peer mentor model to support culturally and linguistically diverse candidates supports PSU in its Northwest Commission on Colleges and University's (NWCCU) accreditation. The goal outlined in this plan aligns with NWCCU's standard 2.G.1: "Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments and appropriate programs and services to support student learning and success".

With this goal, we will build upon previous Educator Equity Plans, department-specific mentoring models like the COE's Counselor Education Department's Chi Sigma Iota student affinity mentorship program, and data collected from the COE Exit and Climate Surveys. Additionally, we plan to consult and collaborate with people who lead successful peer mentorship programs like the PSU University Studies' Peer Mentor Program and the Portland Community College Peer Advisor Program. These programs have shown the impact of a peer mentor trained to help other students navigate the higher education system. Further, this aligns with research into the effects of peer mentorship in higher education (e.g., Friedman et al., 2021[2]). In designing our peer mentorship model, we plan to dive more deeply into this literature base, focusing on developing culturally responsive peer mentor programs (e.g., Lucey & White, 2017; van der Velden et al., 2023[3]). We look forward to participating in coaching opportunities and the Educator Equity Community of Practice with Education Northwest.

Culturally Sustaining Learning Experiences

Our team has identified the following strategies to guide our work for 2024-2026. In AY 2024-25, we will assess how mentoring is implemented across the COE and PSU. We will explore mentoring models at similar institutions to inform our plans for developing and/or strengthening mentoring in the COE over the next two years. Finally, we will conduct an extensive literature review of other peer mentoring models to identify culturally sustaining components for both the mentor and mentee (e.g., Flores et al., 2021; Stephens, 2019). For the mentor, we will identify key practices and training strategies that support high-quality, culturally sustaining learning experiences for mentors. For the mentees, we will identify key practices that support high-quality, culturally sustaining mentoring experiences. Some practices include: (a) valuing the diverse experiences students bring to the institution; (b) peer mentoring is a practice that requires ongoing training, reflexivity, and the ability to improvise, and (c) employing strategies that focus on empowerment, (d) co-define success and achievement through a variety of metrics for both mentees and mentors, and (e) mentors must examine their own identity, position, and privilege and how it may impact the mentoring relationship, and (f) create communities of practice for mentor/mentee and all mentors that prioritize mentee and mentors professional goals (Flores, 2021; Stephens, 2019). Moreover, university supervisors and faculty already did a book study group with Elena Aguilar's book *Coaching for Equity:*

[2] Friedman, D. B., Yelton, B., Corwin, S. J., Hardin, J. W., Ingram, L. A., Torres-McGehee, T. M., & Alberg, A. J. (2021). Value of peer mentorship for equity in higher education leadership: A school of public health focus with implications for all academic administrators. *Mentoring & Tutoring: Partnership in Learning, 29*(5), 500-521.

[3] Lucey, T. A., & White, E. S. (2017). Mentorship in Higher Education: Compassionate Approaches Supporting Culturally Responsive Pedagogy. *Multicultural Education, 24*(2), 11-17.

van der Velden, G. J., Meeuwsen, J. A., Fox, C. M., Stolte, C., & Dilaver, G. (2023). Peer-mentorship and first-year inclusion: building belonging in higher education. *BMC Medical Education, 23*(1), 833.

Conversations that Change Practice, and we intend to build upon this foundational coaching work to identify high-quality mentoring practices. In the 2025-26 school year, we will pilot and evaluate mentoring programs in the COE teacher preparation, counseling, and administrator licensure programs. With the update of our Educator Equity Plan for 2024-2026, we believe the intentional focus on adding mentoring across our programs will increase the success of racially and linguistically diverse students. For the full plan, see Table 1.

Table 1.

2024-2026 Goals, strategies, and success indicators for mentoring in teacher preparation, school counselor, and administrator licensure programs

Goal	Strategy	Success Indicator and Date
1. Engage in examination of the COE and PSU's existing mentoring practices and those of other universities to inform developing and/or strengthening mentoring models across our programs. 2. Conduct a literature review to identify high-quality, culturally sustaining peer mentor program components	● Analyze COE climate survey peer-to-peer data. ● Review and assess model programs and literature regarding where mentoring is currently in place, including budget and human resources allocated to support it. ● Explore mentoring models at similar institutions. ○ How are they funded? ○ Peer-to-peer and/or university staff involved? ○ Structure for mentoring support (online, in-person, frequency, etc.). ● Conduct a literature review to identify high-quality, culturally sustaining peer mentor practices for both the mentor and mentee ● Gather feedback from the Educator Equity Plan team,	● Survey data reviewed by the Educator Equity Plan team in Spring 2024. ● A summary of findings regarding mentoring models will be shared with the Educator Equity Plan team by Fall 2024 and utilized in developing a pilot plan.

	including recommendations for what to include in each program mentoring model.	
3. Establish mentoring model programs for COE teacher preparation, counseling, and administrator licensure programs.	● Identify components to be included in each model that are consistent with the needs identified for each program. ● Develop a process to gather input from department faculty in developing the mentoring model. ● Conduct interviews and focus groups with mentors and mentees to identify what's working. ● Develop survey questions for the Exit Survey to determine the effectiveness of mentoring by students in each program.	● Mentoring models will be developed by Fall 2024. ● Culturally and linguistically diverse students will participate in the Exit Survey to indicate overall satisfaction with mentoring support following the pilot in Spring 2026. ● Each department will review the exit survey data to determine whether any adjustments need to be reported to the Educator Equity Plan team.
4. Pilot and evaluate mentoring programs in the COE teacher preparation, counseling, and administrator licensure programs in 2025-26.	● Create a communication plan to share with COE faculty and students, announcing mentoring options for each program. ● Create a timeline for implementation of the pilot specific to each program.	● The timeline for the pilot, including progress monitoring of initial implementation, will be reviewed quarterly by the Educator Equity Plan team.

Data Profile: Portland State University

PSU Student Enrollment by Gender

				Gender			
Degree Type		Academic Year	Students	Female	Male	Non Binary	Not Reported
Baccalaureate		2013/14	24333	52%	46%		1%
		2018/19	21597	54%	45%		1%
		2022/23	16628	56%	43%	1%	
Masters/ Doctoral		2013/14	6288	59%	40%		1%
		2018/19	6137	61%	38%		0%
		2022/23	5378	62%	37%	1%	

Source: HECC PowerBI Dashboard

PSU Freshman Retention Rate by Gender

			Gender			
Degree Type		Academic Year	Female	Male	Non Binary	Not Reported
Baccalaureate		2012	78%	79%		84%
		2017	79%	80%		79%
		2021	79%	78%		

Source: HECC PowerBI Dashboard

PSU Student Degrees by Gender

				Gender			
Degree Type		Academic Year	Degrees	Female	Male	Non Binary	Not Reported
Baccalaureate		2013/14	4314	56%	43%		1%
		2018/19	4317	56%	43%		1%
		2022/23	3825	57%	42%	0%	1%
Masters/ Doctoral		2013/14	1655	60%	39%		
		2018/19	1728	62%	38%		
		2022/23	1771	63%	37%		

Source: HECC PowerBI Dashboard

PSU Student Enrollment by Race/Ethnicity

			Race/Ethnicity								
Degree Type	Year	Students	Asian/Asian American	Black/ African American	International	Latino/a/x Hispanic	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	Two or more	Unreported	White
Baccalaureate	2013/14	24333	7%	3%	5%	10%	2%	1%	5%	4%	62%
	2018/19	21597	9%	4%	6%	15%	1%	1%	7%	4%	54%
	2022/23	16628	10%	5%	4%	21%	1%	1%	7%	3%	49%
Masters/ Doctoral	2013/14	6288	5%	2%	12%	6%	1%	0%	2%	4%	67%
	2018/19	6137	5%	3%	12%	9%	1%	0%	4%	3%	64%
	2022/23	5378	6%	3%	15%	12%	1%	0%	5%	1%	56%

Source: HECC PowerBI Dashboard

PSU Freshmen Retention Rate by Race/Ethnicity

			Race/Ethnicity								
Degree Type	Year	Students	Asian/Asian American	Black/ African American	International	Latino/a/x Hispanic	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	Two or more	Unreported	White
Baccalaureate	2012		82%	78%	76%	79%	74%		74%	78%	79%
	2017		85%	82%	82%	78%	68%		77%	81%	80%
	2021		85%	71%	78%	77%	73%		78%		78%

Source: HECC PowerBI Dashboard

PSU Student Degrees by Race/Ethnicity

			Race/Ethnicity								
Degree Type	Year	Students	Asian/ Asian American	Black/ African American	International	Latino/a/x Hispanic	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	Two or more	Unreported	White
Baccalaureate	2013/14	4314	6%	3%	5%	9%	2%	1%	4%	4%	67%
	2018/19	4317	8%	3%	6%	14%	1%	1%	6%	4%	58%
	2022/23	3825	10%	4%	4%	18%	1%	1%	7%	3%	52%
Masters/ Doctoral	2013/14	1655	4%	2%	12%	7%	1%	0%	2%	4%	67%
	2018/19	1728	5%	2%	15%	10%	1%	0%	5%	2%	60%
	2022/23	1771	5%	3%	15%	12%	1%	0%	5%	2%	57%

Source: HECC PowerBI Dashboard

HECC Approved Budget

PSU PROPOSAL/ACCOUNT NUMBER:	53184
PSU PI:	Tina Peterman
FUNDING AGENCY:	HECC
PROJECT TITLE:	Educator Equity Plan 2023-2025
PROJECT PERIOD:	07/01/2023-06/30/2025

			Budget Period - Start:	**7/1/2023**	**7/1/2024**	
			Budget Period - End:	**6/30/2024**	**6/30/2025**	
PERSONNEL EFFORT	Name			**Year 1**	**Year 2**	**Total**
Unclassified, 12-month	Tina Acker	Calendar Months	→	3.20	6.00	9.20
Unclassified, 12-month	Kevin McLemore	Calendar Months	→	0.46		0.46

SALARIES AND WAGES	Name	Monthly Salary			
Unclassified, 12-month	Tina Acker	$ 8,772	$28,070	$ 54,474	$ 82,544
Unclassified, 12-month	Kevin McLemore	$ 6,584	$3,022	$ -	$ 3,022
Total Personnel Salaries & Wages			**$ 31,092**	**$ 54,474**	**$ 85,566**

FRINGE BENEFITS	Name	OPE rate			
Unclassified, 12-month	Tina Acker	52.00%	$ 14,596	$ 28,326	$ 42,922
Unclassified, 12-month	Kevin McLemore	58.00%	$ 1,753	$ -	$ 1,753
Total Fringe Benefits			**$ 16,349**	**$ 28,326**	**$ 44,675**

Total Salaries and Fringe	**$ 47,441**	**$ 82,800**	**$ 130,241**

SERVICE AND SUPPLIES			
Student Committee Officers	$ 2,500	$ 2,500	$ 5,000
Supplies	$ 562	$ 562	$ 1,123

Total Service and Supplies	**$ 3,062**	**$ 3,062**	**$ 6,123**

Total Direct Costs		**$ 50,503**	**$ 85,862**	**$ 136,364**
Modified Total Direct Costs (F&A Base)		**$ 50,503**	**$ 85,862**	**$ 136,364**
(Effective through June 30, 2024) Total Indirect Costs @	10.0%	$ 5,050	$ 8,586	$ 13,636
Total Project costs		**$ 55,553**	**$ 94,448**	**$ 150,000**

12/5/2023

Appendix A: 2022-24 COE Diversity Plan Outcomes

2022-24 Goals, strategies, success indicators, and outcomes for the recruitment and retention of diverse initial educator candidates

Goal	Strategy	Success Indicator and Date	Outcomes
1. Expand recruitment and marketing efforts to increase the number of URM[4] applicants.	● Use responses from the New Student Survey to help shape messaging and recruitment communications, such as adding targeted messaging to social media posts, online advertisements, and the COE website highlighting why diversity in Oregon's classrooms is crucial. ● Promote and highlight equity and inclusion research in the COE's quarterly newsletter, blog posts, and published media. ● Receive professional development coaching to improve the ways we talk about DEI in the COE with prospective students who are trauma-informed.	● Increase the year-over-year percentage of URM applications to initial teacher preparation programs to meet or exceed the Oregon Educator Equity Report's diversity benchmark.	● The percentage of URM student applications dropped from 30% in 2020-21 to 27% in each of the following three admission years.

[4] To clarify, in our previous plan we referred to racially and linguistically diverse students as "under-represented minorities."

2. Increase the percentage of URM students who enroll in the COE.	● Create more transparency in the admissions process by engaging in discussions with each program on their admissions criteria and rubric. The program admissions web pages will be updated with more specific language on the admission criteria and what to expect during the admissions process. ● Continue grant-funded initiatives that support candidates from underrepresented groups in special education. ● Partner with local, culturally-specific organizations to create opportunities for their staff interested in the teaching profession to enroll in COE programs. ● Identify additional school partnerships for the Bilingual Teacher Pathways program and explore long-term agreements. ● Additional scholarship funds from the COE's differential	● Meet or exceed the percentage of diverse students as compared to the Oregon Educator Equity Report's diversity benchmark. ● Increase year-over-year enrollment in Bilingual Teacher Pathways.	● Overall, the three average percentage of URM students enrolling in Initial Teaching License programs was 29.8% (2021-22 to 2023-24). This increased slightly from the previous three-year average of 29.2% from 2018-19 to 2020-21. The percentage falls short of the latest figure (40.1%) for Ethnically diverse students in Oregon during 2021-22. ● Enrollment in the Bilingual Teacher Pathways program increased from 11 students in 2021-22 to 20 in 2022-23 and 19 students in 2023-24.

	tuition will be used to increase the enrollment of URM students.		
3. Expand current retention efforts designed to support the academic success of URM students.	● Engage faculty in identifying & implementing student success initiatives for URM students. ● Engage COE EDI Coordinator and BIPOC Student Advisory Council to support diverse initial licensure candidates. ● Implement an exit survey for non-completers.	● Year-over-year growth in student retention rates. ● Share the Biennial Student Climate Survey results with faculty and staff, implementing program improvement.	● The retention rate of students in Initial Teaching License Programs dropped from 84.8% for students matriculating in 2019-20 to 66.3% for 2020-21 matriculators and 63.4% in 2021-22. ● StaMats did an analysis and full report of the Biennial Student Climate Survey results. The results were shared with faculty and staff in an All-College meeting and followed up in Leadership Team meetings and within departments.
4. Expand current retention efforts designed to support the basic needs of URM students.	● Increase the amount raised for our Emergency Fund by promoting the fund in partnership with the PSU foundation events and by promoting automatic paycheck reductions to PSU employees.	● Increase the Emergency Fund by 10% each year. ● Increase the number of donors to the Emergency Fund by 10%.	● 2020 = $17,893, 102 donors ● 2021 = $17,954, 120 donors ● 2022 = $17,295, 63 donors ● 2023 = $14,415, 58 donors ● Unfortunately, we have not yet reached these goals as PSU moved to a model without a designated PSU Foundation representative. The interim Dean of the COE has been working to

			reestablish a dedicated Foundation representation for the COE. We hope this will strengthen our ability to support URM students through the Emergency Fund. However, we have secured more remission funds from the PSU Office of Academic Affairs, currently $150,000, which we have been using to support URM students' tuition needs.

2022-2024 Goals, strategies, and success indicators for the recruitment and retention of diverse administrators

Goal	Strategy	Success Indicator and Date	Outcomes
1. Meet the goal of at least 38% of IAL programs from culturally diverse and underrepresented backgrounds.	• Complete Wallace Equity Centered Pipeline project goals. • Utilize the FNAKK project to support native students. • Facilitate OASP scholarship applications.	• Admin License Program has enrolled and completed at least 38% of diverse candidates.	• Although the Preliminary Administrator License (IAL) program did not meet the goal of 38%, it increased the percentage of BIPOC students in the program from 19% in 2019-20 to 31% in 2022-23.
2. Continually refine culturally responsive curriculum, instruction, and assessment of the Administrator License Program.	• Implement Administrator Redesigned Program.	• BIPOC students will participate in the annual Exit Survey and indicate overall satisfaction with a culturally responsive curriculum (annually). • Engage in continuous quality improvement and edit curriculum annually.	• On the COE Exit Survey, 100% of respondents agreed or strongly agreed with the item “My program's readings, materials, and assignments reflected non-dominant voices.” • The program faculty have engaged in a significant program revision cycle with core and adjunct faculty. These revisions are currently going through the PSU curricular review approval process.
3. Increase the diversity of full-time and adjunct program faculty in	• Conduct outreach through HR channels.	• Hire one full-time faculty member with expertise in culturally responsive	• We have hired more than one FTE member with expertise in culturally

Educational Administration at PSU.		leadership and experience working in diverse communities. ● Increase the percentage of racially, ethnically, and linguistically diverse adjunct faculty by 3% annually.	responsive leadership and experience working in diverse communities ● The percentage of racially, ethnically and linguistically diverse adjunct faculty was 33% in 2020-21, 30% in 2021-22 and 33% in 2022-23.

2022-2024 COE goals, strategies, and success indicators for curriculum and assessment

Goal	Strategy	Success Indicator and Date	Outcomes
1. Engage in systematically examining the COE's curriculum, policies, and practices, and develop and enact a set of strategic actions designed to remedy inconsistencies.	● Maintain a repository of information on transformative and culturally responsive pedagogical practices in higher education for all faculty to access. ● Continue to evaluate student learning through key course assessments and field placement evaluation to assess student competency in equity. ● Continue to conduct exit and alumni surveys (two years after exit) to assess candidates' perceptions of the level of preparation for working with diverse students.	● Data review completed annually of key assessment and field placement evaluation to determine programmatic changes. ● COE Assessment Committee annually examines college-wide results of exit and alumni surveys to determine policy changes.	● Data Review has been completed every year during the "Back to School" week before the Fall term begins. During Data Review Day, faculty review program data and make changes for program improvements. ● The COE Assessment Committee meets monthly and analyzes results from exit and alumni surveys presented in aggregate and disaggregated by race when possible.
2. Maintain compliance with OAR around curricula that address the standards for English Language Learners (ELL) and those with dyslexia.	● Monitor that all syllabi and learning plans include ELL and dyslexia standards in all initial and advanced programs.	● Syllabi and learning plans include ELL and dyslexia standards in all initial and advanced programs, per the OAR requirement.	● The COE is fully in compliance with the OARs for ELL and dyslexia standards, as evidenced by the submitted TSPC of program curriculum maps.

3. Evaluate the candidate's ability to work with diverse learners.	● The COE's US PREP grant requires faculty to evaluate the curriculum through an equity lens. ● Evaluate field placement performance of licensure candidates' ability to teach diverse learners.	● Faculty conduct annual data reviews of field placement evaluations to assess candidates' skill levels in this area and recommend programmatic changes to modify policies, practices, or curricula.	● At the annual Data Review Day, faculty reviewed data on candidates' skills and worked with diverse learners, as evidenced by the Field Evaluation Rubric, to improve the programs' curriculum and practices.

Portland State
Board of Trustees

Academic and Student Affairs Committee Meeting
April 4, 2024
10:15 a.m. - 12:15 p.m.
Academic and Student Recreation Center Room 515 (ASRC515)

1. **Roll / Quorum / Welcome** - Chair Wally Van Valkenburg (10:15 - 10:20 a.m.)

2. **Standing Reports** (10:20 - 10:40 a.m.)
   a. President's Report
   b. Provost Report - Docket Pages 2-7

   Written Reports:
   c. Enrollment Management Report - Docket Pages 8-10
   d. Student Affairs Report - Docket Pages 11-13
   e. Student Success Report - Docket Pages 14-16

3. **Briefing:** Research and Graduate Studies - Rick Tankersley, Vice President of Research and Graduate Studies
   (10:40 - 11:10 a.m.)
   Cover Sheet - Docket Pages 17-18

4. **New Program Proposals** (11:10 - 11:40 a.m.)
   a. MA/MS Applied Economics and Data Analytics - J. Forrest Williams, Associate Professor and Department Chair, Economics Department, College of Urban and Public Affairs
      Cover Sheet - Docket Page 19
      Executive Summary - Docket Pages 20-22
      Full Program Proposal - Docket Pages 23-115

   b. BA/BS in Human Services - Tozi Gutierrez, MSW Program Director, School of Social Work (virtual)
      Cover Sheet - Docket Page 116
      Executive Summary - Docket Pages 117-119
      Full Program Proposal - Docket Pages 120-224

   c. BAS in Management and Leadership - Jacob Suher, Associate Dean of Undergraduate Programs, School of Business
      Cover Sheet - Docket Page 225
      Executive Summary - Docket Pages 226-229
      Full Program Proposal - Docket Pages 230-291

5. **College of Education Educator Equity Mentoring in Preparation Programs: Institutional Plan 2024-26 -** Presented by Tina Peterman, Interim Dean, College of Education (11:40 - 11:50)
   Cover Sheet - Docket Page 272
   Executive Summary - Docket Page 273
   Educator Equity Mentoring in Preparation Programs: Institutional Plan 2024-26 - Docket Page 274-291

6. **School Introduction**: School of Business - Presented by Cliff Allen, Dean of the School of Business (11:50 - 12:10 p.m.)

7. **Closing Remarks & Adjourn** (12:10 p.m.)

EDUCATOR EQUITY PLAN 2024 - 2026

INSTITUTIONAL PLAN FOR UNIVERSITY OF OREGON COLLEGE OF EDUCATION

UNIVERSITY OF OREGON | College of Education

Prepared by the Office of the Dean, College of Education, University of Oregon
Submitted to the Higher Education Coordinating Commission Spring 2024

UNIVERSITY OF OREGON | College of Education

Educator Equity Plan 2024 – 2026

Submitted to the Higher Education Coordinating Commission

Prepared and Submitted by

University or Oregon, College of

Education

May 31, 2024

Office of the Dean
1215 University of Oregon, Eugene OR 97403-1215
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An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

A. Cover Letter – University Board Approval (or pending depending on board meeting date)

To our Partners at the Higher Education Coordinating Commission and the Educator Advancement Council,

The University of Oregon College of Education (UOCOE) is again grateful to receive an Educator Preparation funding award from the Higher Education Coordinating Commission (HECC) and the Educator Advancement Council (EAC) to continue our joint efforts towards a diverse, prepared, and thriving teacher workforce. The UOCOE is submitting this final plan to describe the framework for the activities that we will be engaging in as we continue to advance these shared goals via the funds we received.

Consistent with our prior plans and efforts, the UOCOE plan provides additional information around the Cohesive Learning Institutes that further our efforts in supporting shared discourse across educator preparation leaders (student, faculty member, field supervisor, cooperating teacher) while exploring contemporary and urgent themes in the discipline of teaching, through an equity lens. The concepts we examine as part of the learning institutes for this plan are intended to align with current needs and topics that are central to educator success, but that may not yet be fully embedded into teacher preparation programming, or that though embedded may still benefit from additional depth. The topics selected for consideration are intended to link to critical and ongoing discourse in equity, social justice and inclusion. Current and emerging content make excellent topics for these regular shared institutes as educators across varying levels of experience are able to approach the new information together and jointly make meaning and develop overarching and collaborative pedagogical systems. There are many relatively recent topics generated in state arenas that lend themselves to this type of in depth and shared discourse. In this year's internal discussions we considered: Tribal History Shared History, Social Emotional Learning, Ethnic Studies and other topics that similarly bridge teaching expectations with discourse around equity and serve in building an educator's sense of self-efficacy in a complex 2024 and beyond K12 classroom.

In addition to the Cohesive Learning Institutes (which is the intended focus of this report), we also touch on the other ways in which we are using the funding to support these important goals. In addition to the activities that we are centering here in relation to the generous HECC funding, we would also like to

emphasize the many ongoing activities that continue to occur and grow within our programs that also contribute to these critical shared goals and outcomes. With gratitude to the HECC for your constant partnership in this shared priority.

In Gratitude, College of Education, University of Oregon.

B. Brief Description of the university mission, equity lens, and educator preparation programs (approximately 400 words)

- **Context about how the EPP programs align to the university mission and equity lens:**

The University of Oregon College of Education teacher preparation programs share a long history of equity-focused programming and content. In addition to the equity focused pedagogy that is a hallmark of University of Oregon programming, as noted by our Mission Statement,

> *We recognize the vital importance of enhancing diversity and fostering equity throughout our university. Working to understand the barriers faced by historically under-represented people, we engage in discussions to create a better, and more inclusive community. Hiring and supporting faculty and staff from diverse backgrounds to examine social disparities, we're committed to producing research and developing academic resources that help to advance equity and justice in the greater world.*

each of our programs has a unique and individual pursuit of equity that is reflected in and by their discipline that is transferred via pedagogy to students, teacher candidates, and professional partners.

- UOTeach (Secondary & Elementary): Brings an emphasis on social justice, prioritizes affinity spaces for students, embeds the English for Speakers of Other Languages endorsement throughout the entire program, Centers the principles of recent legislation such as SB13 (Tribal History / Shared History) HB 2845 (Ethnic Studies), HB 2166 (Transformative Social Emotional Learning).
- Sapsik'ʷałá: An area within the UOTeach program that brings an emphasis on collaboration with all Nine Federally Recognized Sovereign Indian Nations of Oregon to deliver a pathway for Indigenous people to become teachers within their communities, is now in its 25th year.
- Music: Brings an emphasis on both verbal and nonverbal communication, and the creative and critical thinking offered in the creative arts.
- Special Education (K12 & Early Intervention/Early Childhood): Brings an emphasis on the unique and (sometimes underprioritized) skills, knowledge, and contributions of individuals with differing abilities and / or cognitive styles, processing approaches, or ways of experiencing the world.

In addition to the teacher preparation programs named in this report that span two colleges (College of Education, [UOCOE] and School of Music and Dance, [UOSOMD]), the College of Education is also home to a

number of educator programs that support and serve critical thinkers who play significant roles both within and outside of K12 classrooms within the K12 and higher education systems in Oregon and around the nation. These aspiring counseling psychologists, school psychologists, speech pathologists, principals, superintendents, administrators, special educators, and early childhood special educators are also prepared, in partnership with cooperating professionals and partner leaders in the field, to embrace the same principles, values, and skillsets expected of our K12 educators and to contribute to the critical network of change agents who support and enable the concepts of equity, inclusion, belongingness and diversity to flourish in whatever setting they land.

C. Evidence of progress towards educational equity and opportunity for educator workforce

Statement of the goal and strategy: The goal for the UOCOE is to continuously support education preparation programs in their ongoing efforts to recruit a diverse and highly qualified pool of educator candidates, and to work directly with our teacher preparation programs to ensure that all teacher candidates regardless of linguistic background, race, or ethnicity, are prepared with the tools and skills that will be necessary to support the diverse and varied K12 classrooms, settings, and populations of 2024 and beyond that they will be serving. Given that the teacher workforce has been in an almost steady decline since 2010 (Census Library, 2020), there is a dire need to ensure that whoever indicates a willingness to step into the teaching profession, is celebrated, welcomed, and most importantly, prepared to be successful in their chosen mission.

Recruitment Activities at the UOCOE:

Like the larger University of Oregon system, in addition to the varied coordinated activities that programs engage in, in order to attract and recruit qualified candidates from a wide array of backgrounds, the UOCOE programs also benefit from several critical internal pillars that support recruitment efforts: student experience (within the program), careers and reputation (following graduation), program offerings, location and access, faculty, funding, community, and campus (2022 University of Oregon Graduate Survey, presentation, Hanover survey, 2022). This results in a wrap-around and symbiotic relationship between recruitment and retention activities. In addition to the supportive preparation-based activities programs

engage in (as documented later in this plan), each of the UOCOE Teacher preparation programs also engages in program-specific recruitment linked to the current values and needs of the program. For example, our general education program (UOTeach) engages in:

- The UO Grow Your Own mentorship program directed towards high school and undergraduate students with a primary focus on eliminating barriers for Indigenous peoples to imagine themselves as teachers;
- Active recruitment of students through Tribal networks across the US;
- Recruitment through scholarship funding such as the NOYCE scholarship that provides funding for UO first-year students – seniors who are active science majors into teaching, and the prestigious Logan scholarship that provides scholarships for both undergraduate and graduate students going into education;
- Cross campus recruitment and outreach (and national outreach);
- Recruitment from our own Educational Foundations program.

Each of these example activities has dedicated FTE towards monitoring and supporting the activities within that area with an eye to supporting the diversity of K12 classrooms. The College of Education does not have a coordinated outreach office solely dedicated to recruitment; however, in addition to the internal pillars engaged in the University and each of the programs, these recruitment activities are consistently driven broadly by word of mouth and web messaging that expands on the values of each program. Table 1 provides a snapshot of the demographic trends in the UOCOE preparation programs (including Music) over the past 7 years. These trends reflect not only the activities mentioned in this plan (intentionally undertaken by programs, college, and university), but also reflect social impacts of funding, local and state scholarships, and national trends.

Table 1: Demographic Trends in the UOCOE Teacher Preparation Programs

	2017		2018		2019		2020		2021		2022		2023			
Row Labels	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Total N**	**Total %**
Other Students of Color	21	12%	33	19%	24	14%	33	18%	32	16%	26	14%	40	16%	209	16%
Hispanic or LatinX	20	12%	19	11%	21	12%	21	11%	17	9%	15	8%	35	14%	148	11%
White	128	74%	118	67%	120	69%	127	68%	144	72%	131	72%	161	66%	929	70%
Grand Total	**173**	**100%**	**175**	**100%**	**173**	**100%**	**186**	**100%**	**199**	**100%**	**182**	**100%**	**243**	**100%**	**1331**	**100%**

Footnote: Other students of color includes Asian, Black/African American, Native Hawaiian/Other Pacific Islander, and two or more races. Excluded from this tally are international students and students who did not provide race/ethnicity data.

Over the course of these institutional and programmatic efforts to attract and retain students who represent the K12 diversity trends in Oregon, UOCOE teacher preparation programming has shown fluctuating trends since 2017, with dips and spikes across most demographic categories. Students identifying as either White or Hispanic or LatinX (see Table 1) also experienced dips and spikes within the same window but have remained the leading demographic categories across programs and have both shown recent increases. Current annual percentage for students of color (aggregated across both racial categories and across programs) is approximately 26.8%. The UOCOE continues to work with the state, district partners, national partners to engage in addressing the myriad social, environmental, and historical issues that impact an individual's decision to enter the teaching profession.

The share of children who are non-Hispanic White is projected to fall from about one half to about one third by 2060 (National Census Bureau).

According to the National Census bureau the "share of children who are non-Hispanic White is projected to fall from about one half to about one third by 2060" which will result in a markedly different demographic landscape in the span of three decades. As this census data changes rapidly in the nation, and K12 classrooms become increasingly diverse, in conjunction with the recruitment activities, the UOCOE's ongoing efforts point primarily to the preparation of all teachers to ensure that any teacher who is responsible for

the education of a student in a K12 classroom, regardless of background or history, is fully prepared to work with the ever-changing demographic population that we anticipate in K12 schools in Oregon and across the nation.

Preparation at the UOCOE:

Once a student is admitted and enrolled in UOCOE programs, the work of the college is directed towards the preparation and support of that student. Preparation by the program and college and support by the program and college are the two concepts at the core of retention. Rather than refer to retention, which has the potential to be perceived as occurring without any agency or input from the student, instead, we think of preparation and support as the areas that we can influence as an institution.

Table 2 provides UOCOE teacher preparation trends (including Music Educators) over the past 7 years. Seven year trends are selected to account for any changes in trends during the global pandemic years. The UOCOE prepares an average of 159 teachers annually.

Table 2: Teacher Preparation Enrollment Trends 2017 – 2023

	2017	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**Average 2017-2023**
UOTeach*	104	98	91	105	110	100	94	100
SPED	52	57	56	56	53	49	47	53
Music	10	8	4	6	4	4	4	6
Total	**166**	**163**	**151**	**167**	**167**	**153**	**145**	**159**

The remainder of this plan refers to our funded activities related to preparation and support and many of our measurement activities associated with this work. Evidence of preparation in each of these areas is

linked to the measure used in each of the areas. In 2023 – 2025, the UOCOE is continuing to use the funding to move forward several preparation and support activities that are intended to support teacher candidates' confidence and efficacy in their roles as teachers. The funding uses fall into approximately four general areas that are detailed in Table 3 below.

Table 3: UOCOE HECC / EAC Funding Activities 2023 - 2025

Activity Name	Activity Summary	Activity Measures and status
Cohesive Learning Institutes	In the 2024 - 2025 Academic Year, the UOCOE is **dedicating approximately $46,200** of the funding (approximately .31) to once again engage learners and teachers in a set of focused Cohesive Learning Institutes that bring faculty, teacher candidates, faculty supervisors, cooperating professionals, and other related mentors together with a single relevant focus for shared learning. A series of three learning centered opportunities (workshops, seminars, or reading groups), slated to occur once a quarter over Fall, Winter, Spring, dedicated to a topic that is of applied value across multiple levels of teaching professionasl. Funding is used to provide materials, fund consultants, and support other operational costs associated with bringing groups of learners together from across multiple topics. More about these institutes will be described in this plan.	• Attendance • Post-Survey Questions • Planned for 2024 – 2025 • See Appendix C for more information
Partnership Support	In 2023 – 2025, UOCOE is **dedicating approximately $31,000 (.21)** of the funding to facilitate collaborative- and community-based engagement across educator partnership roles. Similar to the Cohesive Learning Institutes, educational partners from across roles including faculty, teacher candidates, faculty supervisors, cooperating professionals, and other related mentors, are invited to a recurring annual partnership event, hosted in the UOCOE grounds, in which all teachers are recognized and are able to come together in community around the shared goals in teaching. This event is intentionally designed as an opportunity for the development of more authentic partnership and community relationships. This is considered an annual event that occurs in the Spring. In 2023 – 2024 event graduating teacher candidates from three programs Special Education, General Education, and Music were invited along with their current cooperating professional teacher, their	• Attendance trends • Focus groups or feedback • See Appendix D for more information

	supervisor, their program faculty, and community mentors. In future years other eligible program students and faculty may be included. University and school-based educators with specific roles as well as teacher candidates in programs are invited from program data files and are each provided with professional development materials related to the goals of the funding. (This year, the book *Equity by Design: Delivering on the Power and Promise of UDL*, by Mirko Chardin and Katie Novak, was distributed to all eligible attendees.) In addition to these core individuals, the recognition event was opened via invitation to local superintendents, guest speakers, as well as a small number of college and campus leadership. The event is dedicated to underscoring the intersection of roles and collaboration that is central to supporting new and veteran teachers in their critical roles and to showcasing the bidirectionality of knowledge sharing. The second annual event held by virtue of these funds was on May 17th 2024. The next event is scheduled for May 16th 2024.	• Underway, 2025 will be year 3.
Program-Faculty Professional Development	In 2023 – 2025, **approximately .2 of the funding (~$30,000)** has been earmarked for critical faculty and staff roles in eligible programs to receive professional development in equity-based content. As in previous years, these funds are dedicated to ensure that a core group of faculty and staff have opportunity to infuse new learning around diversity equity and inclusion in their profession and practices in support of either their specific teacher preparation program in the UOCOE or in support of all teacher preparation programs. This has been characterized as either travel to an approved conference or as coordinated engagement with high quality (approved) modules. In previous iterations of this funding, the UOCOE used these funds to support a small group of faculty in attending the National Conference on Race and Ethnicity (NCORE). As part of this funding the Community of Practice who is charged with monitoring and supporting these coordinated activities in the college, will travel to and attend the statewide convening to meet peers and share with like-minded state agencies who are also engaged in this work.	• Attendance • Program Director evaluation survey • See Appendix E for more information • Underway

Focused Funding by Program	In 2023 – 2025 **approximately $27,500 of these funds (.18)** are dedicated to ensure that the individual programs supported by this grant, are able to independently select an area of focus that is specific to their unique and individual current needs within their programs based on student feedback, focus groups, or targeted investigation, and that the program can then determine and employ a method (activity, speaker, or other resource) that can address or begin to provide targeted support to the current students in the program based on that current identified need. For example, if a faculty member with core research expertise is away on sabbatical and a cohort of students feels impacted by the absence of the skillset, the program may elect to identify specialized content knowledge in that area to support the area that is lacking. Additionally, on occasions when programs have encountered tricky climate issues, funding for specific moderation, mediation, or facilitation has been helpful in supporting the program through those needs. In contrast to the Cohesive Learning Institutes this item allows programs to focus on their own specific inclusive practice rather than on something identified for the broader UOCOE.	• Student survey • See Appendix F for more information • Underway in SPED

The four areas are detailed in the budget below (see Table 4) and supporting documents for each of the areas are included as appendices.

Table 4: Budget Summary and Activity Categories

UOCOE Cohesive Learning Institutes	Total	Percentage of grant
Session trainers: 9 trainers @ $2200 ea or one trainer @ $6600	$19,800	0.13
Materials: 450 books or journals @ $25 ea	$11,250	0.08
Refreshments: 450 snacks or meals @ $25 ea	$11,250	0.08
Printing mailing: 450 certificates printed and mailed @ $3.00 ea	$1,350	0.01
Space and tech support: If off campus	$1,500	0.01
Parking: If bulk purchase is required	$1,050	0.01
	$46,200	0.31

Partnership Support (Recognition event and PD)	Total	Percentage of grant
Refreshments: 300 meals X 2 (catering, seating, linens etc. @ $30 ea)	$18,000	0.12
Student music (School of Music and Dance): Student musicians (e.g., jazz band based on prior costs)	$1,000	0.01
Space and tech support: Tech (based on prior costs)	$800	0.01
Speaker stipend: District leader, community leader, other educational leader	$1,000	0.01
Cooperating Professional Book Awards	$4,000	0.03
Materials: 300 tokens of appreciation @ $10 ea	$6,000	0.04
Parking: Selected parking	$500	0.00
	$31,300	0.21
Community of Practice Professional Development (Internal learning)	**Total**	**Percentage of grant**
National conference registration: 10 travelers @ $750 ea	$7,500	0.05
National conference travel: 10 travelers @ $1000 ea	$10,000	0.07
National conference lodging: 10 travelers @ $750 ea	$7,500	0.05
	$25,000	0.17
Focused Funding by Program	**Total**	**Percentage of grant**
Student or alumni focus group	$2,500	0.02
Unit / program-specific consultant	$25,000	0.17
	$27,500	0.18
Community of Practice expenses	**Total**	**Percentage of grant**
HECC CoP expectation. Travel, attendance etc.	$5,000	0.03
	$5,000	0.03
Total Direct	$135,000	90

In addition, 10% of the funding was withheld for indirect costs.

The remainder of this plan is focused on the Cohesive Learning Institutes.

Evidence Base for the UOCOE Plan

We selected the model of Cohesive Learning Institutes that focuses on shared learning of current information across multiple generational cohorts for a myriad of reasons. Newly graduated teachers benefit immensely from shared professional development experiences with veteran teachers and other mentors due to the opportunity for collaborative learning and the practical application of pedagogical theories. These interactions allow our teacher candidates not only to observe and learn from the seasoned practices of their more experienced colleagues, but also to gain insights into some of the nuances of classroom management, instructional strategies, and student engagement that may not get covered in depth within either their undergraduate training or their time within their formalized program. According to Darling-Hammond et al. (2017), professional development that involves collaborative learning with veteran teachers can lead to significant improvements in instructional practices and student outcomes. Similarly, veteran and experienced teachers are able to gain new insights and contemplate new ways to view existing problems via the contemporary cohorts of students and their exposure to new and emerging research.

In developing this plan we also borrowed from the theories present in teacher induction programming.

Professional development that is content-focused, incorporates active learning, and provides opportunities for collaboration significantly boosts teachers' self-efficacy. Desimone and Garet (2015)

While the shared professional development experiences that occur in the Cohesive Learning Institutes are distinct from formal teacher induction programs, they do share several critical elements that support new teachers' growth and development. Both approaches emphasize mentorship, continuous feedback, and the creation of a supportive professional community. Induction programs, such as those described by the New Teacher Center (2021), typically include structured mentorship, ongoing professional development, and opportunities for new teachers to observe and reflect on effective teaching practices. Similarly, shared professional development and learning across these groups provides a healthy, collaborative space where new and veteran teachers can engage in reflective practice, share challenges, engage in bidirectional sense-making, and problem-solve jointly.

To further support an ongoing opportunity for professional development among new and experienced teachers, Ingersoll and Strong (2011) also highlight that comprehensive induction programs, which include mentorship and collaborative professional development, can significantly reduce new teacher attrition rates and improve teacher efficacy. When new teachers participate in professional development alongside veteran educators, they receive the dual benefits of mentorship and the collective wisdom of their peers, fostering a more inclusive and supportive professional environment. This collaborative approach helps to mitigate the feelings of isolation and overwhelm that many new teachers experience and can enhance their overall job satisfaction and commitment to the profession. Additionally, the sense of competence, confidence, and support in their teaching abilities, that can be achieved via ongoing professional development also contributes a stabilizing foundation for new teaching professionals in the field.

Goals and Intended Outcomes:

We link this strategy of ongoing professional development via Cohesive Learning Institutes to teachers' sense of efficacy and when new teachers feel effective in their roles, they are more likely to experience job satisfaction and less likely to leave the profession. A study by Desimone and Garet (2015) found that professional development that is content-focused, incorporates active learning, and provides opportunities for collaboration significantly boosts teachers' self-efficacy. This enhanced sense of efficacy not only improves their teaching performance but also contributes to higher retention rates and lower attrition. In keeping with findings from Ingersoll and Strong (2011), in reference to induction programming, that had potential to reduce new teacher turnover by up to 50%, it is our hope and goal that participation in these institutes increases annually (as measured by attendance), and that individuals find value in the topics and format (as measured by survey).

We also hope that with the stabilization of these practices of Cohesive Learning Institutes between teacher candidates, experienced teachers and other mentors, will ultimately result in increases in the number of UOCOE teacher candidates who continue to hold teaching positions 3 – 5 years after graduating, but an increase in the number of UOCOE teacher candidates, who step into cooperating teacher and other mentor roles for newly graduated teacher candidates and maintain the cycle of bi-directional knowledge sharing and collaborative learning (as measured by attendance and survey).

Culturally sustaining Learning Experiences

We see the ongoing investment of UOCOE and HECC/EAC in sustained professional development as a key strategy for preparing and supporting new teachers in continuously enhancing the culturally sustaining learning experiences necessary for their roles and ultimately for supporting ongoing improved educational outcomes for K12 students.

In 2022 – 2023, the UOCOE engaged in the first Cohesive Learning Institutes and used a simultaneous learning model (rather than a collaborative learning). In this simultaneous learning model cohorts learned the same material but in parallel affinity-groupings. We used this model because the nature of the content (racial and ethnic identity-based professional and personal development) was more suited to affinity-grouping for authentic discussion and safe learning. As we move forward, this year and future years, the UOCOE will be moving towards more content-specific material as the core of these Institutes. Specifically, we plan to target professional development for both new and veteran teachers on recent legislation that has culturally sustaining learning experiences as central to their premises such as Oregon's SB 13 (Tribal History/Shared History), HB 2166 (Social, Emotional Learning), HB 2845 (Ethnic Studies), and SB 612/SB 1003 (Dyslexia) given that these new laws that come to the fore and go through development while teachers are in training have the potential to result in important gaps in teachers' preparation based on the newness of the content, the specificity of the standards or expectations, and the length of time the expectation has been present. These institutes offer both new teacher candidates and experienced teachers the opportunity to enhance or update their teaching practices to meet current educational standards and (given the trends in the new content) diverse student needs.

These institutes offer both new teacher candidates and experienced teachers an opportunity to enhance or update their teaching practices to meet current educational standards.

For example, the enactment of SB 13 into Tribal History / Shared History law, required the state of Oregon to create "K-12 Native American Curriculum for inclusion in Oregon public schools and to provide

professional development to educators" that enable teachers to effectively teach Native American history and culture in classrooms via structured and embedded curricula. While many of our teacher candidates have had the benefit of working with our highly qualified and influential faculty in this area such as Leilani Sabzalian or Michelle Jacob who were active in Oregon's development of these standards, there are still teacher candidates in our SPED and Music programs and educators in the field who were not trained with the background knowledge and resources necessary to teach these topics effectively without further support. Formalized professional development opportunities with opportunities for shared learning, can provide those individuals with the historical context, culturally relevant pedagogy, and instructional materials needed to deliver this content accurately and respectfully.

Similarly there are several other areas of recent inclusive legislation that focus on previously underprioritized areas of instruction such as Ethnic Studies HB 2845 (2017) that was passed to "increase cultural competency for public school students in kindergarten through grade 12", and which promotes understanding and respect for diverse cultures, helping to combat biases and fosters inclusivity (Sleeter, 2011) or SB 612 and SB 1003 which reflect the growing recognition of the need for early identification and intervention for students with reading difficulties and dyslexia, that are also ideal as areas of exploration for shared discourse across educators from different cohorts of learning.

Finally among these many considerations, ORS 329.045, which is enacted via transformative social, emotional learning (SEL) to "help build capacity for strengthening equity-focused school cultures that support student and adult well-being" introduces frameworks of teaching and learning that many teacher candidates or their veteran teacher counterparts might not have encountered during their initial training. SEL is crucial for fostering a positive school climate and supporting students' emotional well-being, which is increasingly recognized as fundamental to academic success (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2023). Social Emotional Learning was selected by the UOCOE HECC Community of Practice as the focus area for this year's Cohesive Learning Institutes.

Standards base for the UOCOE Plan

In 2024 – 2025 the UOCOE selected Transformative Social Emotional Learning (SEL) for the focus of the three Cohesive Learning Institutes which, in addition to being timely, and critical, has the added value of providing skills that apply not only across the educational cohorts identified for the Cohesive Learning Institutes within the UOCOE community, but also to students in K12 settings. This alignment across SEL expectations and cohorts ensures that new educators are well-equipped to promote the holistic development of their students, preparing them not only academically but also socially and emotionally, which is critical for their overall success and well-being (Jones & Kahn, 2017).

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines transformative SEL as a process that promotes equity and excellence through authentic school-family-community partnerships to ensure a well-rounded educational experience (CASEL, 2023). By engaging a diverse group of educational stakeholders in professional development on this topic allows us to foster collaborative relationships, build a shared vision for student success, and reinforce the importance of SEL in creating supportive and inclusive learning environments.

Similarly, by focusing on a professional development approach that emphasizes the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making we are able to support preparation in a manner that is reflective, identity focused, and student centered. Training sessions that include participants across these cross-generational and skill-based cohorts, help ensure that all parties are equipped with consistent SEL strategies, which has the benefit of promoting coherence and continuity in SEL instruction across different learning settings. The selection of Transformative Social Emotional Learning allows educators to both model and learn the collaborative and reflective practices that are central to SEL, and that support the ongoing cross-cohort roles, fostering a community of practice and support of each other's growth and the application of SEL principles within the learning group – a skill that educators will also want to achieve in their K12 classrooms. Well-coordinated SEL professional development

improves both teacher efficacy and student outcomes, highlighting its importance in comprehensive educational reform (Jones & Bouffard, 2012).

Beyond the standards associated with SEL for K12 students and educators, the selection of Social Emotional Learning for this year's Cohesive Learning Institutes also aligns with the teacher preparation expectations expected by the AAQEP (Association for Advancing Quality in Educator Preparation). The AAQEP standards emphasize the importance of equipping teachers with a comprehensive skillset that includes social-emotional learning (SEL) competencies. These standards recognize that effective teaching extends beyond subject matter knowledge and pedagogical skills; it also encompasses the ability to foster a supportive and emotionally healthy classroom environment. According to AAQEP Standard 1, teacher preparation programs should ensure that candidates understand and can apply SEL principles to enhance students' social and emotional development, which is essential for academic success and personal well-being (AAQEP, 2021). This alignment reflects a holistic approach to education, recognizing that students' social and emotional growth is integral to their overall learning experience.

Training sessions that include participants across these "generational" and skill-based cohorts, help ensure that all parties are equipped with consistent SEL strategies

As noted previously, the expectations associated both with the AAQEP standards and with the CASEL standards not only aim to improve teaching practices but also supports the personal development of teachers themselves. The AAQEP focus on SEL aligns with broader expectations that educators nurture their own social and emotional capacities to sustain a fulfilling and effective teaching career.

By integrating SEL into a professional skill set, teachers are better equipped to manage stress, build positive relationships, and maintain their personal emotional well-being. Teachers who possess strong social-emotional skills are more resilient and effective in their roles, leading to improved classroom outcomes and reduced burnout (Jennings and Greenberg, 2009). Essentially, the AAQEP standards advocate for a balanced development of educators, to ensure that they are prepared to address the social and emotional needs of their students while also fostering their own personal growth.

Finally, Oregon Teacher Standards and Practices Commission (TSPC) mandate that teacher preparation programs incorporate training in culturally responsive teaching practices and trauma-informed instruction, which are essential components of SEL (Oregon Teacher Standards and Practices Commission, 2021) and provide comprehensive standards for teacher preparation programs that emphasize the integration of social-emotional learning (SEL) competencies that UOCOE teacher preparation programs already embed in their programming. Teacher preparation programs must ensure that candidates are proficient in creating inclusive learning environments that support the emotional and social development of students. This includes the ability to establish positive classroom climates, manage student behavior effectively, and develop strong relationships with students, families, and communities (Oregon Administrative Rules, 2021). The focus on SEL in this Cohesive Learning Institute, allows us to build on these pre-existing expectations with new depth provided by Oregon's recent adoptions of the Transformative SEL model.

Responsive to district or local needs

The UOCOE relies on several mechanisms through which we engage with local districts and partners in the work of identifying the most pressing needs related to teacher preparation around issues of K12 student equity, inclusion, and diversity. The most substantive of these partnerships and the one most closely aligned with the work of this grant is the UOCOE Consortium (CIPE). The Consortium is composed of representatives from UOCOE TSPC licensed programs, and Lane County school districts and community stakeholder agencies. The group meets quarterly to discuss the design, evaluation, and recommendations for improving the professional education programs at the University of Oregon and plays an integral role in the accreditation and review process of the College of Education and its academic and licensure programs. In addition, the UOCOE engages in discourse with districts in a variety of ways formally, informally, collaboratively, and individually.

In addition to the CIPE (noted above) Community Diversity Advisory Board (CDAB): A small group of district and local representatives from agencies connected to the UOCOE mission. The current 4-member CDAB board has representatives from Eugene 4J, Bethel SD, Lincoln SD in addition to a member representing an

international non-profit organization that is housed in Springfield but that was founded by a former College of Education student. The UOCOE is also responsible for providing placement services to all of our licensure and many of our non-licensure programs. This formalized process requires ongoing engagement and discussion with districts who have a direct line to our college and our programs to discuss and jointly problem solve around specific placement, performance, and pedagogical issues. We also benefit from our partnership with Connected Lane County in which, as board members representing the University of Oregon, we are able to participate in broad-based conversations about the community's needs and the role the University (in partnership with other institutions) can play in improving some of the pathways.

In each of our settings we have heard of needs related to not only support with the legislative mandates (in the technical sense), but also true and earnest conversations that grapple with the substantive issues that are articulated in the need for these legislations. We are pleased to start with social emotional learning as a critical topic, but we are also aware that Tribal History and Shared History, Ethnic Studies, and Dyslexia supports all generate true needs in districts.

Conclusion:

As noted in previous reports, with each iteration of UOCOE activities that have explicitly focused on supporting this national goal our underlying goal has been to find ways to authenticate the activity so that it exists not as an annual extra activity, but so that the exploration permitted by the funding becomes an embedded and organic component of our programming across educator programs. As we evaluate our activities in future years we plan to continue to examine methods of creating seamless opportunities to implement these four activities into UOCOE programming alongside our other activities in support of preparing our teacher candidates to support the ever-changing K12 classrooms.

D. Reporting Templates

- Data Tables: See Tables 1 and 2 and Appendix A.
- Budget Sheets: See Table 4

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Appendix A: Additional contextual data UO College of Education, writ-large.

Over a similar timeframe 2017 – present, the UO College of Education has also consistently attracted and admitted an annual average of 35% non-resident students to the college.

Table 1: Residency Trends in the UOCOE – College level trends

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023			
Residency	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Total N**	**Total %**
Non-Resident	556	36%	565	37%	568	38%	562	37%	544	38%	565	40%	575	33%	1971	35%
Resident	1001	64%	955	63%	934	62%	977	63%	900	62%	859	60%	1153	67%	3740	66%
Total	**1557**	**100%**	**1520**	**100%**	**1502**	**100%**	**1539**	**100%**	**1444**	**100%**	**1424**	**100%**	**1728**	**100%**	**5654**	**100%**

Over a similar timeframe 2017 – present, the UO College of Education has also consistently attracted and admitted an annual average of 4% International students to the college.

Table 2: International Trends in the UOCOE – College level trends

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023			
INTL	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Total N**	**Total %**
International	101	6%	100	7%	84	6%	70	5%	60	4%	64	4%	43	2%	234	4%
Non-International	1456	94%	1420	93%	1418	94%	1469	95%	1384	96%	1360	96%	1685	98%	5423	96%
Total	**1557**	**100%**	**1520**	**100%**	**1502**	**100%**	**1539**	**100%**	**1444**	**100%**	**1424**	**100%**	**1728**	**100%**	**5654**	**100%**

Appendix B
Supporting Materials for Funded Activities

The following are materials developed for internal uses associated with each of the areas of the funding.

Appendix C: UOCOE Cohesive Learning Institutes

Appendix D: Partnership Event (Spring Teacher Recognition)

Appendix E: Program Faculty Professional Development

Appendix F: Focused Funding by Program

Appendix C

UOCOE Cohesive Learning Institutes

As part of the University of Oregon's Educator Preparation Programming (UOCOE) Partnership with the Higher Education Coordinating Commission (HECC) and Educator Advancement Council (EAC), the UOCOE has committed to developing a recurring set of "Cohesive Learning Institutes" dedicated to supporting discourse around equity, inclusion, anti-racism, and social justice. These activities occur as part of the state's overall ongoing mission towards actively and intentionally diversifying the teacher workforce and in conjunction with

(a) additional activities funded by the HECC and EAC grant award;

(b) ongoing and embedded activities engaged in within each program in support of furthering this discourse;

(c) as needed responsive activities that occur organically as a natural part of any teacher preparation program

(d) ongoing state-funded initiatives and support such as OTSP, OASP, SEL Teacher Learning Institute.

In 2022 – 2023, the UOCOE kicked off these institutes with an initial shared experience that was hosted by the Center for Racial Justice in Education (CRJE) an agency dedicated to supporting agencies who are building skillsets and competencies among educators who work or will be working in diverse settings. The initial (2022-2023 institutes were designed to foster trust and authentic discourse in affinity spaces.

In 2024 – 2025 the work of these institutes will shift into content-focused discussions that center on critical, contemporary content that is of value to all educators in terms of either new knowledge in educational discourse, shifts in knowledge, or national or state shifts in educator expectations that have relevance for teachers and learners alike. The shared discourse in 2024-2025 shifts from affinity-grouping to mixed grouping to ensure bidirectional knowledge-sharing and discourse.

Design:

Cohesive Learning Institutes focus on shared learning among the instructional core of our novice educators. Cohesive learning occurs by bringing together multiple groups of educators / teachers at

varying levels of expertise and knowledge and invites simultaneous learning on topics of mutual relevance. The groups targeted by the UOCOE institutes are:

- Teacher candidates (Educator Candidates)
- Faculty and faculty supervisors
- Cooperating teachers (Cooperating professionals)
- Other site-based or community-based mentors
- Critical staff

Topic selection:

Topics for Cohesive Learning Institutes to date have been selected by faculty and staff members who are part of the community of practice based on:

- Information from Consortium discussions
- Current need in terms of:
    - New legislative expectations
    - Areas not covered in depth within programming or that experienced significant content or pedagogical shifts)
    - Emerging contemporary mores that shift discourse and determine the need for structured exploration
- Availability of faculty / staff or consultants to develop and present the content
- Internal discussion
- Shared / equivalent impact on programs

Future iterations may further formalize the selection process to encourage the participation of more student and cooperating teacher voices into topic decision-making.

Topic selection must be considered well in advance of delivery to allow for contracting processes to take place when appropriate.

For 2024 – 2025, the UOCOE will be offering Cohesive Learning Institutes in the area of Social Emotional Learning following the state-based content that has been provided to inform the recent Transformative Social and Emotional Learning (TSEL) Framework and standards.

Model

UOCOE faculty and staff will curate and facilitate a series of (3) cross-college-program opportunities to meet and discuss content in the area of transformative social emotional learning using publicly available resources that have approved and consolidated by affiliated agencies.

Dates proposed:

- Fall: November 15th or 16th (in person)
- Winter: Week of February 10th (zoom)
- Spring: Week of May 12th (zoom followed by in-person event on May 16th)

General Curating guidelines:

- Curated materials will be gathered and lightly annotated with suggestions and any further organization* for alignment with different groups.
- Identify existing or create a set of questions for readers to come prepared to discuss at each of the three sessions.
- All materials will be offered to all groups.
- Materials will be marked with approximate "read-by" dates.
- All materials, reading, and engagement is optional, but encouraged by licensure programming individuals.
- All relevant participants (students, faculty, cooperating professionals) will be invited in early Fall with details about the year-long series.
- Series dates shared.
- Individuals participating will need to indicate their intent via RSVP.
- Attendance will be taken.
- Frist 300 participants will receive a copy of the book Raising Equity Through SEL by Jorge Valenzuela
- Format shared

Format: reading-challenge:

- Participants will receive the Fall readings at the time of kick off. Winter readings at the beginning of Winter, and Spring readings at the beginning of Spring.
- Participants read on their own time.
- Attend all 3 of the sessions (participants who are unable to attend can respond to the facilitator questions in writing (journal style)).
- Content and impression-based Pre and post-assessments will be administered.

(*Because online materials are pre-organized in differing ways, some light reorganization may be necessary depending on the UOCOE format or goals of the CLI. E.g., encouraging groups to "perspective-take" and ensure that students have an understanding of mentor "take-aways" just as mentors have an understanding of student "take-aways" etc.)

- Light refreshments will be served at in-person convenings.
- Individuals attending all 3 of the sessions will be entered into a raffle for the final session.

Appendix D

Partnership Event

Spring Teacher Appreciation / Recognition Partnership Event

Each Spring, the College of Education at the University of Oregon (UOCOE) will identify opportunities to acknowledge the educational partnerships that fuel the successes of the educator preparation programs (EPP) within the UOCOE EPP family (UOTeach, SPED, Music). As part of this acknowledgment, the UOCOE recognizes the roles and successes of the teacher candidates currently in their final year in that program, the faculty and staff who instruct and support students in those programs, the faculty supervisors who support and evaluate students in the field placements, and the other educational partners both in and outside of the college who provide guidance, support, and feedback towards the development and preparation teacher workforce.

One such forum is the UOCOE Spring Teacher Appreciation Event that provides a platform for informal discussion, introductions, networking, gratitude and personalization of the extended teaching "village". While there have been other teacher appreciation events and activities, the first event that was funded via HECC funds and hosted in specific acknowledgement of the shared state partnership in this area was held in May of 2023.

Parameters for the Funding:

Funds for this event go towards:

- Light refreshments: Community is typically best supported with shared meals.
- Student musicians from the School of Music and Dance: Music is intended to separate this event from a typical professional development event, or academic event and draw attention to the informal partnerships and relationships that are central to the work. Musicians are student from the School of Music and Dance (our sister college in Teacher Preparation).
- Tech support: Microphones, speakers, and tech support for the outdoor event, and back up indoor support for changes in weather.
- Professional materials: Books that align with the mission are shared with attendees.

- Speaker compensation: A small stipend or professional item for community partners who play an active role in creating the session.
- Miscellaneous (name tags, linens, parking).

Attendees:

Invitations are sent via email, word of mouth, and personalized contact to partners in this work specifically and especially:

- Cooperating professionals: These are classroom teachers and building administrators who serve as mentors and guides in the field placement and who open their classrooms, buildings, processes, and spaces to our students for their hands-on learning.
- Supervisors: These are the faculty hired by the University of Oregon to supervise teacher candidates during their program/licensure required field placements and experiences.
- Program faculty: These are the full-time faculty associated with the program and programming regarding operations and instruction of the program expectations and may be tenure track faculty or career faculty in the department.
- Teacher candidates: These are the students engaging in any of our teacher preparation programs. The UOCOE trains and supports the education of educators in a wide array of fields. For the purposes of this event, we turn our focus to teachers, however, all educators are centered and welcomed.
- Other community partners: These are the supporting individuals in administration and/or community who dedicate their skills, time, and expertise to the cohesive training of each year's cohort of educators / teachers.

The event is planned and developed by the University of Oregon College of Education Community of Practice, represented by faculty and staff in the Department of Education Studies, the Special Education and Clinical Sciences Department and the Office of the Dean and is timed to coincide with Teacher Appreciation Week.

Speakers or highlighted guests typically include local leaders from districts in which UO teacher candidates are places, or may also include partners at statewide institutions.

Appendix E
Program-Faculty Professional Development
HECC-Funded Conference Travel 2024 - 2025

Thank you to each of you for your willingness to attend a local, regional, or national conference with your educator preparation team in the interest of furthering our Educator Preparation Programs' commitment to diversifying the teacher workforce. As each of you know, our EPP (UOCOE) was given some grant funding to further our Educator Equity plans.

In addition to providing professional development across our educator community of teacher candidates, cooperating professionals, and educator preparation faculty, we identified attending a relevant conference as a group or as program-based teams as one means of both sustaining and gaining a deeper understanding of the work associated with diversifying the teacher workforce and preparing the teacher workforce to support a diverse K12 population. We are optimistic about the learning we hope to engage in via these funds and beyond.

Last year we jointly selected NCORE, the National Conference on Race and Ethnicity as a shared option. It was attended and well-received by the 5 attendees.

Shared Experience:

This year the Community of Practice will once again attempt to identify a shared conference opportunities that can be attended by the entire group. Decision will be made by April 20th 2024.

Here are some potential shared experiences:

- AACTE 2025 – February 21-23, Long Beach, CA (requires annual institutional membership) https://aacte.org/professional-development-events/annual-meeting/

- AACTE Ongoing (requires institutional membership) https://aacte.org/professional-development-events/webinars/
- AERA 2024 April 11 – 14: https://www.aera.net/Events-Meetings/2024-Annual-Meeting/Program-Information/Presidential-Sessions
- AERA 2025 April 24 – 27 Denver, CO https://www.aera.net/Events-Meetings/Annual-Meeting/Future-Annual-Meetings
- NCORE 2025 TBD: https://ncore.ou.edu/What-is-NCORE/FAQs#997415967-general-questions

Selection Parameters:

- Conference identity or conference theme must link to equity, inclusion, diversity in either K12 or higher education and offer content that links to a shared interest across all attendees.
- If the conference selected is not primarily dedicated to equity and inclusion (but provides a wide array of mission driven session topics in the area), attendees should have the ability to dedicate at least 50% of their conference experience to sessions primarily focused on advancing these concepts.
- Conference must be completed in time for payment to be submitted. NLT June 1st 2025.
- Conference and associated expenses covered by the grant will not exceed $2600 per person.
- Cost for registration, travel, and lodging should ideally fall below the grant approved amount of $2600. Attendance is voluntary. Attendees who elect to participate on behalf of their program must be made aware that responsibility for expenses (including travel, lodging, food, and registration) that exceed $2600 will fall to them as out of pocket expenses.
- Online participation options will not be excluded, however, payment from this grant will be for registration, materials, and (in the event of a hosted / shared online

experience) food. The Community of Practice is not authorized to approve payments to attendees for participation in the training. Payment may be requested for UOCOE 9-month faculty who are participating in a conference that falls over the summer or late spring of 2024. Attendance is voluntary. Twelve-month faculty or faculty otherwise ineligible for compensation are encouraged to work with their department heads or team leads to determine how best to accommodate the hours spent in training.

Program-based / Team Experience:

In the event a shared experience / conference is not attainable, program teams may use the parameters above to submit alternative conference options for participation.

Program(s) must submit program-specific conference options by May 15th 2024. Keep in mind that once-approved, processing for approval for payment can take up to 8 weeks. Therefore once approved, most payment arrangements will require pre-payment and reimbursement via CBSO. Conference submissions should include:

- Conference name
- Dates of conference
- Location of conference
- Theme of conference
- Agenda (if available)
- Rationale: This can be a brief (2-3 sentence) description as to why this conference was selected, specific appeal (e.g., Keynote speakers' alignment to values), or how the sessions are expected to support the goals of the funding.
- Attendee names (including attendees who were pre-approved). If submitting alternate names (i.e., full-time program faculty or staff who were not pre-approved), please add their position and role.

At this funding amount, the grant contains funding for up to nine attendees across the college from UOTeach, SPED, Music, and Administrative support teams.

The short list of pre-approved* attendees (for participation in an approved conference in Spring 2024, Summer 2024, Fall 2024, Winter 2025, or early Spring 2025) has been selected as follows:

1. Julie Heffernan EDST (UOTeach)
2. Katie Fitch EDST
3. Tina Gutierez Schmich EDST
4. Beth Harn SPED
5. Stephanie Shire SPED
6. Dianna Carrizales-Engelmann (COE) (EPP)
7. Zeni Colorado-Resa
8. Melissa Brunkan SOMD* (Music Ed)
9. Sylvia Thompson SPED
10. Elisa Jamgochian SPED

***

11. Alison Schmitke EDST
12. Laura Lee McIntyre

The primary costs covered will be related to:

1. *Registration* for the conference
2. *Air travel* to and from the conference in New Orleans, LA,
3. *Lodging* at one of the conference-approved facilities

Up to $2600 per person.

Important Note: Depending on the costs associated with registration, air, and lodging, this may require that food, transportation to and from the airport, parking, and luggage costs will be out of pocket.

Individual Travel Planning:

Once the shared conference or your team's conference has been approved by the dean's office, you may begin planning and preparation. Please consult with Tiffany Yep regarding any questions about travel, registration payment, and the process for seeking reimbursement.

Note 1: All payments will be considered time sensitive.

For registration for conference:

Option 1: You may register now and pay for this "out of pocket" to be reimbursed after the trip; OR

1. Option 2: For the purposes of this funding, Tiffany Yep, COE Director of Financial Operations, can arrange a meeting with the CBSO office who will need to work with each attendee individually to pay with the UO payment card (P-Card) at the time of registration. See survey at the end of this email.

Note 2: As noted previously, payment for ground travel, baggage fees, and per diem is not included as part of this activity, however, please keep actual receipts (not screen shots) from those activities, in particular baggage fees and ground travel, and plan to submit them at the same time as your other travel expenses. This way, if funding allows we can include that as a potential expense before the grant expires.

Note 3: Grant funding for these Educator Equity activities will expire in June of 2025 and payment processing is a prolonged process. For any single expenditure from these funds, participants will need to work closely with our college's CBSO representative (Tiffany Yep) to

ensure that all expenditures are complete and documented either before travel / expenditure or shortly after travel/expenditure. We will need a commitment from each traveler to organize and submit any related travel immediately upon return from travel. Where possible, we will look for opportunities to consolidate expenditures.

To this end, once the shared conference or team conference has been approved by the dean's office, each member of the travel team will need to complete the following brief organizational survey Team-Travel Survey as soon as possible before travel (ideally minimum of 6 weeks). For any travel that may need to occur sooner than 6 weeks from the point of notification, please work closely with dean's office and Tiffany Yep to discuss options.

(*Personnel, role, or other changes and/or other unforeseen circumstances may impact this list).

Appendix F
Focused Funding by Program
Educator Preparation "Speaker / Consultant" Funding for Problem of Support or Practice

As an Educator Preparation program within the University of Oregon's Educator Preparation Programming Partnership with the Higher Education Coordinating Commission (HECC) and Educator Advancement Council (EAC), your program is eligible to receive up to $5500 towards addressing a current or recurring problem of practice that would assist in improving the current cohort of student's experience related to their preparation and add value to their preparation to be educators in a racially diverse K12 school system. The UOCOE is grateful to the HECC and the AEC to engage in activities in this area.

Programs requesting funding should develop a plan to use up to $500 in support of a focus group to determine the area to address, and the remainder (~$5000) to support an activity intended to provide support towards addressing the focus area of need. Funds will be issued through the UOCOE and submitted for payment by June 1, 2025.

Parameters for the Funding:

Using the funds: Funds may be used to support the development of strategies, responses, activities, or evaluations associated with improving an existing need in the area of diversity, equity, inclusion, anti-racism, or social justice that impacts a current cohort of students within their programming experience they graduate. Funds must be used to solicit new data or consolidate existing data on areas in need of focus from current or recently graduated students to assist in identifying a focus area of need.

- Once a focus area is identified, remaining funds must be used towards establishing a potential response.
- Funds would be used to advance student needs or skills related to their successful role as an educator.

- Some potential examples of how funds may be used in support of advancing identified areas of need are:
    - To identify and compensate a trained coach and or facilitator to provide real-time support related to the area of need.
    - To identify and compensate a trained facilitator to provide real-time support related to identified or perceived present climate issues and/ or to assist in specific conflict resolution among members within a program.
    - To purchase a book for each student or set of books for students to reference within the program.
    - To identify a brief online module relevant to an area of need and funds for a study group to engage jointly around it.
    - To support a local speaker or speakers to provide deeper content support around an issue or topic.
- Funds may NOT be used as:
    - Tuition
    - Gift cards
    - Unrelated gifts

Process for use of Funding:

Focus group (evidence of need): Plan to host a focus group no later than Week 5 of Fall 2024. The focus group will Identify an area of focus for the remainder of the funding that falls within the parameters of the funding. These needs will be identified based on student experience in any of their educational spaces. (Note: If you already have relevant data from a recent focus group or other related submission, that are still relevant to your current cohort of students, those data may be used in lieu of a redundant focus group.)

Up to $500 of the funding may be used towards the support and facilitation of a focus group.
To request funding for the focus group, provide:

- The intended date of the focus session(s)
- The number of students involved

- The intended use of the focus group funding, such as:
    - Snacks,
    - Materials,
    - Space, or other?

Note: All plans for *Speaker / Consultant funding* use will be reviewed by the HECC Community of Practice and will require Dean's Office sign-off for approval. Plans that involve payments to external speakers, food purchases and/or catering, and other purchases through Central Business Services Office (CBSO) will need to allow at least 8 weeks in advance of any activities to allow for approval and for CBSO processing to occur. No expenditures should occur or agreements be made with speakers prior to receiving approval from the Dean's Office.

Focus Group Plan (funded activity intended to address a need): Within 2 weeks of the focus group please share the plan that was identified by the focus group. Funds may be requested no later than week 7 of Fall 2024 and must identify an activity that can be completed and be submitted to the UOCOE for payment by June 1, 2025.

Programs will submit a: 1 – 2 page plan (in the form of either a brief paragraph or bullets) identifies:

- Who did the focus group consist of?
- What process was used to discuss and achieve agreement?
- What is the problem of practice related to diversity, equity, inclusion, anti-racism, or social justice that was identified to be addressed via these funds?
- What type of tool, resource, or activity has been identified to assist with this identified problem (e.g., speaker, module, book, practice, other)?
- The specific resource the group decided on (e.g., provide a speaker name, facilitator name, group or company, module etc.)?
- If appropriate / applicable the research-base or evidence-base for the area selected.
- When and how will the activity occur (e.g., "for 3 weekends in Summer 2024" etc.)
- How does the proposed resource advance resolution of the problem?
- What is the intended timeline for the entire activity?

- Who is the lead? (Note: The identified lead will be responsible for writing a brief closing report to indicate how the activity proceeded)
- What data, if any, will be collected.

Evidence-base: This approach is based on program-specific information and, in addition to any research- or scientifically-supported information that the program uses to drive next steps, also includes program-specific considerations derived from the experiences and needs of the students who are experiencing the system in its current state.

College of Education

Prepared by the Office of the Dean, University of Oregon College of Education
Submitted to the Higher Education Coordinating Commission Spring 2024

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From: Tim Inman
To: WEEKS-EARP Erin * HECC
Cc: Dianna Carrizales-Engelmann; Laura Lee McIntyre
Subject: UOCOE Educator Equity Plan 2024-2026
Date: Thursday, June 6, 2024 2:45:23 PM
Attachments: image001.png

> You don't often get email from tbinman@uoregon.edu. Learn why this is important

Hello Erin –

I wanted to share that the University of Oregon's College of Education (UOCOE) presented the UOCOE Educator Equity Plan 2024 – 2026 to the HECC board on Monday June 3rd 2024. The board reviewed the UOCOE plan and provided positive feedback and remarks.

Thank you to the HECC and the EAC in this partnership and support for the UOCOE in this important work.

Tim Inman | Board Secretary and Vice President
University of Oregon | Government and Community Relations
Johnson Hall, Suite 103 | 1098 E 13th Avenue, Eugene, OR 97403
541-346-5561 | tbinman@uoregon.edu | uoregon.edu

Diversifying the Educator Workforce in Oregon

Biennial report in accordance with HB 3375 (2015) and the Educator Equity initiatives

Western Oregon University
College of Education
March, 2024

Western Oregon University
Educator Equity Report, 2024 edition

Preface

The Educator Advancement Council (EAC) prepares an annual (or biennial) report documenting the diversity of Oregon school children, educators, and administrators to determine effectiveness toward meeting the goals assuring that the Oregon educator workforce includes the cultural and linguistic assets of our children, families, and communities. This report is referred to as the Oregon Education Equity Report and, in the most recent report from 2022, in the Executive Summary, a sobering fact is revealed that "the rate at which the student population is growing is consistently the same or a higher rate than in the teacher population, meaning the demographic gap is not being closed." The percentage of Oregon students identifying as culturally and/or linguistically diverse in 2022 was 42% while the percentage of working licensed educators with those same characteristics was only 12.9%. This gap has essentially remained unchanged over the last decade since just before the passage of HB 3375 (2015) which amends ORS 342.447 to read:

> The Higher Education Coordinating Commission shall require each public teacher education program in this state to prepare a plan with specific goals, strategies, deadlines for the recruitment, admission, retention and graduation of diverse educators to accomplish the goal described in ORS 342.437. The goal of the state is that the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district (ORS 342.437 as amended by HB 3375, Section 3, 2015).

In support of the state goal, teacher preparation programs at public universities must plan to increase the diversity of the teacher candidate pool through recruitment, retention, and graduation efforts. These efforts are also codified biennially and submitted for review and adoption by the Higher Education Coordinating Commission (HECC). The HECC provides oversight and support to public universities to assure that plans are developed with care and enough similarity across them to contribute to a compelling statewide story relative to the adopted goals.

Taken from the document, Guidance for the 2024-2026 Educator Equity Plans provided by the Higher Education Coordinating Commission (HECC), "the university Educator Equity Plans are intended to provide a record of the shared work across the state to build a stronger educator workforce in Oregon." All public universities complete similar reports, vet with their local governing board, and then submit them for review by the HECC. The guidance document continues, "It is important to note that the Educator Equity Plan is not a comprehensive evaluation of the educator preparation programs or the university." To this end, the "commission [HECC] shall review the plans for adequacy and feasibility with the governing board of each public university and, after necessary revisions are made, shall adopt the plans." Both the Board of Trustees and the HECC may contribute or even require edits, suggestions, or mandates relative to these plans prior to adoption.

The 2024 edition of the Western Oregon University Educator Equity Plan is presented to the Board of Trustees after considerable analysis, review, and ongoing effort by educator faculty and leadership in the College of Education. Institutional Research provided invaluable data and analyses and HECC staff provided ongoing support and guidance on the development of the plan. In fact, the 2024 version of this plan follows a prescribed format dictated by the HECC guidance documents. The more narrative structure of previous plans likely told a more compelling story but were difficult to aggregate across instances and prevented an easily understood statewide view across plans. For these reasons, the 2024 plans are more formulaic.

To be clear, despite significant efforts, Western Oregon University is not graduating vast numbers of culturally and/or linguistically diverse licensed educators. In fact, Western is below the average for BIPOC completion rates for the six public universities. Understanding why, exactly, remains challenging. In collaboration with HECC staff, Western educator faculty identified the following goal that is used to organize the work.

> Goal for 2021-2023: Western Oregon University Continue to seek to understand student experiences of navigating our programs in an effort to support the recruitment and retention of Black, Indigenous, and people of color and bilingual educators.

This goal, and the work underway, uses a "funnel" concept seeking to understand and eliminate threats to educator student (a) recruitment, (b) retention, (c) admission into programs, and (d) completion of preliminary licensure programs. The following data tables seek to understand this "funnel" as one possible method of understanding the student experience on campus.

Executive Summary

HB 3375 (2015) tasked public universities in Oregon to prepare biennial reports focused on increasing numbers of culturally and linguistically diverse educators. The 2024 report is the fourth such report presented to the Western Oregon University Board of Trustees and the Higher Education Coordinating Commission review and adoption. Educator faculty and administration have worked diligently since the 2021 report to continue to seek to understand student experiences enrolled in our academic programs as well as the numbers of culturally and linguistically diverse future educators recruited, retained, admitted into preparation programs, and completed earning Oregon licensure recommendation.

Using the concept of an enrollment funnel describing recruitment, retention, admission, and completion, analyses show several clear findings including that: (a) BIPOC education students are recruited to Western in rates closely equivalent to BIPOC students generally; (b) BIPOC education students are retained at a high rate and tend to graduate at rates at least equivalent to the general population; (c) graduate programs admit substantially fewer culturally and linguistically diverse education students; (d) transfer education majors are more often BIPOC than other transfer students; (e) program admission does not represent a barrier for diverse candidates but; (f) program completion seems to be less likely for BIPOC students. These findings have led faculty to conceptualize and launch two additional interview-based studies to further add context to these findings including a "middle years retention study" and a "BIPOC completion study" for students enrolled in the undergraduate teacher preparation program.

Several associated projects, innovations, and grants are simultaneously underway that are designed to contribute to and magnify the effects of Western educator programs designed to support culturally and linguistically diverse educators. These include several Grow Your Own grant partnerships, further refinement of community college articulation agreements, further refinement of FLEX program delivery, further refinement of professional development for education faculty, staff, and students organized by the College of Education Office of Justice, Equity, Diversity, and Inclusion (COE JEDI), and the BIPOC Student Advisory group.

University Context

Western Oregon University continues to evolve rapidly relative to Diversity, Equity, Inclusion, and Accessibility (DEIA) work having recently added a DEIA sub-committee to the Board of Trustees acknowledging the importance of support for work in this area at the highest levels of governance on campus. Continuing to add capacity to the campus community through the inaugural Director of Diversity, Equity, and Inclusion and a Title IX Coordinator to lead efforts assuring equity for all faculty, staff, and students relative to areas of interest to Title IX.

Western has maintained a multidisciplinary Diversity Committee for a number of years and has recently reconceptualized this group as the University Diversity and Inclusion Advisory Committee (UDIAC). This group launched an Equity Assessment that has been unfolding on campus over the last year through four phases including a university climate analysis, a comprehensive review of student-related policies and practices, a review of employee related policies and practices, and culminating in a university-wide survey seeking to deepen understandings of these issues. A skillful university consultant has been engaged to lead this work in collaboration with the Office of Diversity, Equity, and Inclusion.

At the February 2024 Board of Trustees meeting, the DEIA sub-committee shared the Equity Audit Action Plan with the full Board of Trustees and a rich dialogue was had in an effort to deepen understanding and improve the campus culture and climate. In addition, Western is deeply engaged in professional development supporting DEIA programming across campus. The work is multi-faceted and essential for improving outcomes for all students and all employees across campus.

In addition, Western continues to strive toward formal recognition as a Hispanic Serving Institution (HSI) which is a designation bestowed by the Hispanic Association of Colleges and Universities (HACU) recognizing campuses serving a student population that is at least 25% Latinx. Western continues to demonstrate success in certain areas associated with this work and is preparing for the 3rd annual HSI Summit at which rich discussions are held across sectors of campus and with our partner communities including school districts, state agencies, business and industry leaders, policy makers, and interested community members. The campus journey toward HSI status continues to unfold and continues to help create a supportive context for the successes of culturally and linguistically diverse future educators.

From the rich university context in which DEIA work is unfolding, the university has also recently adopted a new strategic plan that was developed through a collaborative process across the last year. This work codified a new mission statement for campus which reads:

> Western Oregon University provides a personalized learning community where individuals experience a deep sense of belonging and empowerment.

This mission statement is followed by a clear vision for the enactment of this mission which reads:

> Our vision is for Western Oregon University to be a model of intentional inclusion and accessibility. We strive to empower students to meaningfully impact our local community and beyond. Grounded in the principles of a public liberal arts education, we will enhance career and social mobility through a focus on critical thinking and communication skills that are essential for successfully navigating the complexities of life.

Taken together, these give a clear sense of the university commitment to promoting a positive student experience rooted in inclusion, service to our communities, with emphases on career preparedness. These core concepts resonate strongly with the mission and values of educator preparation and the interests and

dispositions of educator faculty who work tirelessly to assure that education majors leave our campus with a deep set of skills and knowledge, with a strong commitment to professional dispositions, and a commitment to use education to help children, families, and communities thrive.

The deepening university context in successful DEIA work, progress toward becoming a Hispanic Serving Institution, and the authorization of new university Strategic Plan all contribute to a successful university culture and climate that promotes success for educator workforce development that Western has been known for across the last 50 years or more. It is inside of these contexts that Western's largest major recruits, retains, admits to preparation programs and, ultimately, graduate and recommends for Oregon licensure more preliminary licensed educators than any other public university. In addition to the massive undergraduate teacher education program, preliminary licensure graduate programs in Special Education and Single-subjects (secondary) preparation programs also contribute to the mission of educator workforce development. It is these academic programs that are the emphasis of the following report.

Enrollment as entry into the funnel

In collaboration with Institutional Research, educator faculty sought to understand the broader university enrollment context focusing, in particular, on the percentage of BIPOC students enrolled over time and the percentages of BIPOC Education majors enrolled at both the undergraduate (UG) and graduate (GR) levels.

Table 1: University enrollment and BIPOC student enrollment in UG and GR educator programs

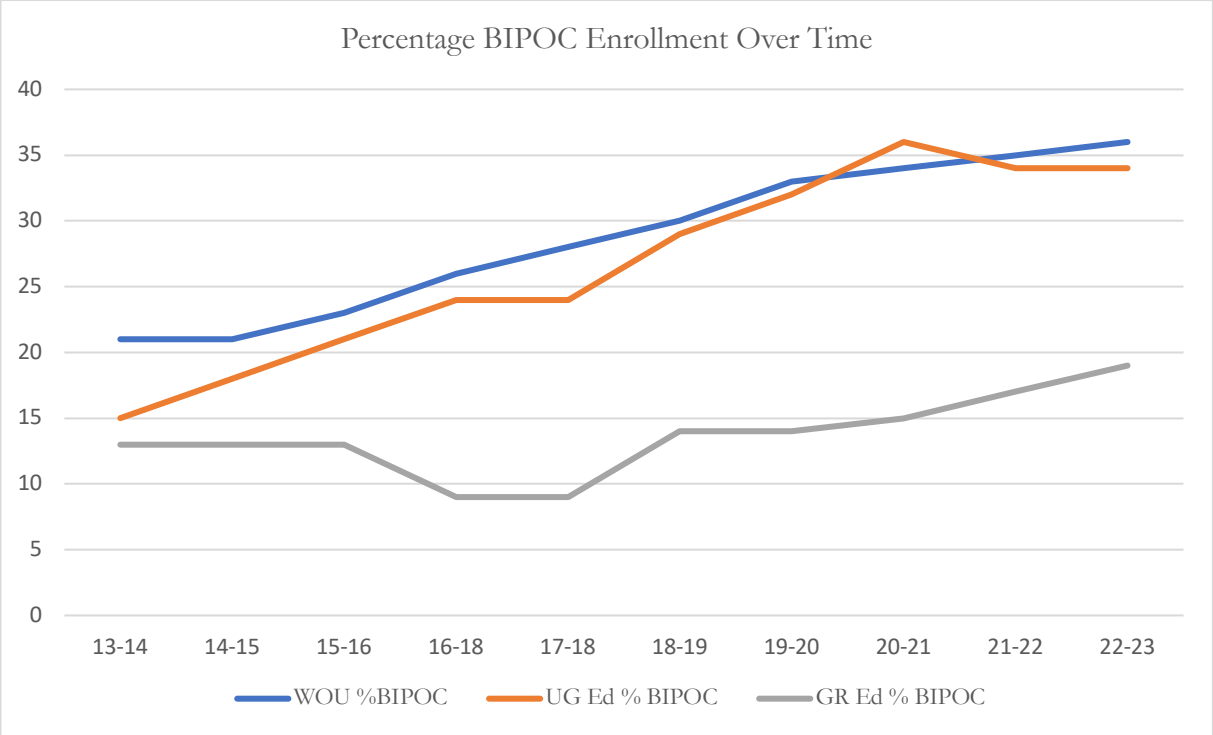
	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
WOU enrollment count	6188	6058	5445	5382	5285	5185	4929	4554	4029	3752
% BIPOC	21%	21%	23%	26%	28%	30%	33%	34%	35%	36%
Education majors (UG)	627	628	725	859	927	968	918	860	781	705
# BIPOC	94	113	152	206	222	281	294	310	266	240
% BIPOC	15%	18%	21%	24%	24%	29%	32%	36%	34%	34%
Education majors (GR)	369	382	378	319	307	296	260	272	252	257
# BIPOC	48	50	49	29	28	41	36	41	43	49
% BIPOC	13%	13%	13%	9%	9%	14%	14%	15%	17%	19%

*IR interpreted "Education majors" as students in a major that was housed in the Division of Education & Leadership. BIPOC students included students who self-identify as Asian, American Indian/Alaskan Native, Black/African American, Hispanic, Pacific Islander, or Two or More Races. Data is for Fall term enrollment.

Education majors have generally tended to be closely "as BIPOC" as the whole university at the UG level and significantly less so at the GR level. In the case of GR education majors, several programs are included that aren't preliminary licensure like MSEd and InfoTech which may prevent clean inferences specific to the outcomes desired which focus on preliminary licensure preparation.

Figure 1 gives a visual representation of the same information found in Table 1 and makes it clear that GR BIPOC enrollment trails BIPOC UG enrollment by a large margin and that UG BIPOC education enrollment mirrors overall university BIPOC enrollment. The major finding, therefore, relative to the funnel is that (a) despite significant efforts, BIPOC enrollment in UG education majors doesn't vary much from overall university BIPOC enrollment and (b) GR education enrollment lags behind considerably. We will revisit these findings in the Action Steps section of this report.

Figure 1: Percentage of BIPOC Enrollment Over Time



Retention and persistence in the funnel

Table 2, also prepared by Institutional Research, seeks to understand retention over time for the general Western student population, BIPOC students, education majors, and BIPOC education majors. Further, Table 2 shows 4- and 6-year completion rates for the same categories of students.

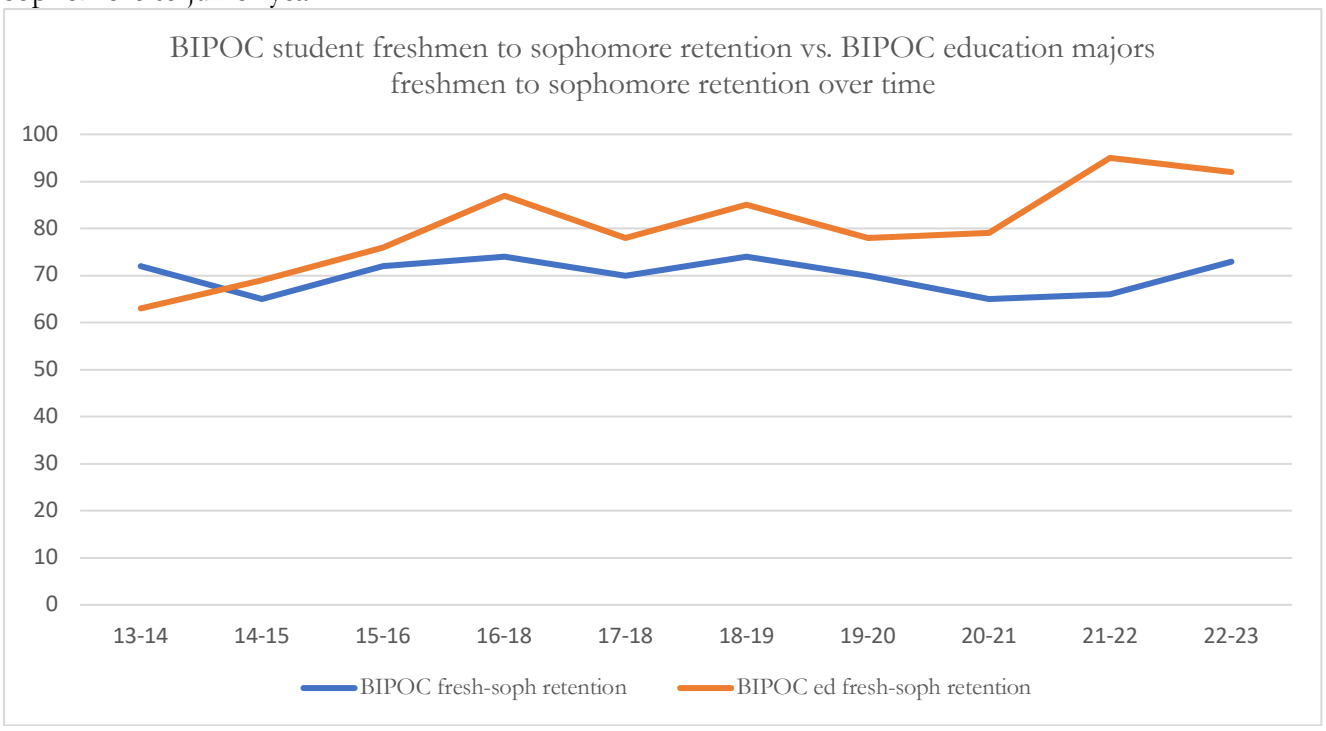
Table 2: Retention and completion rates

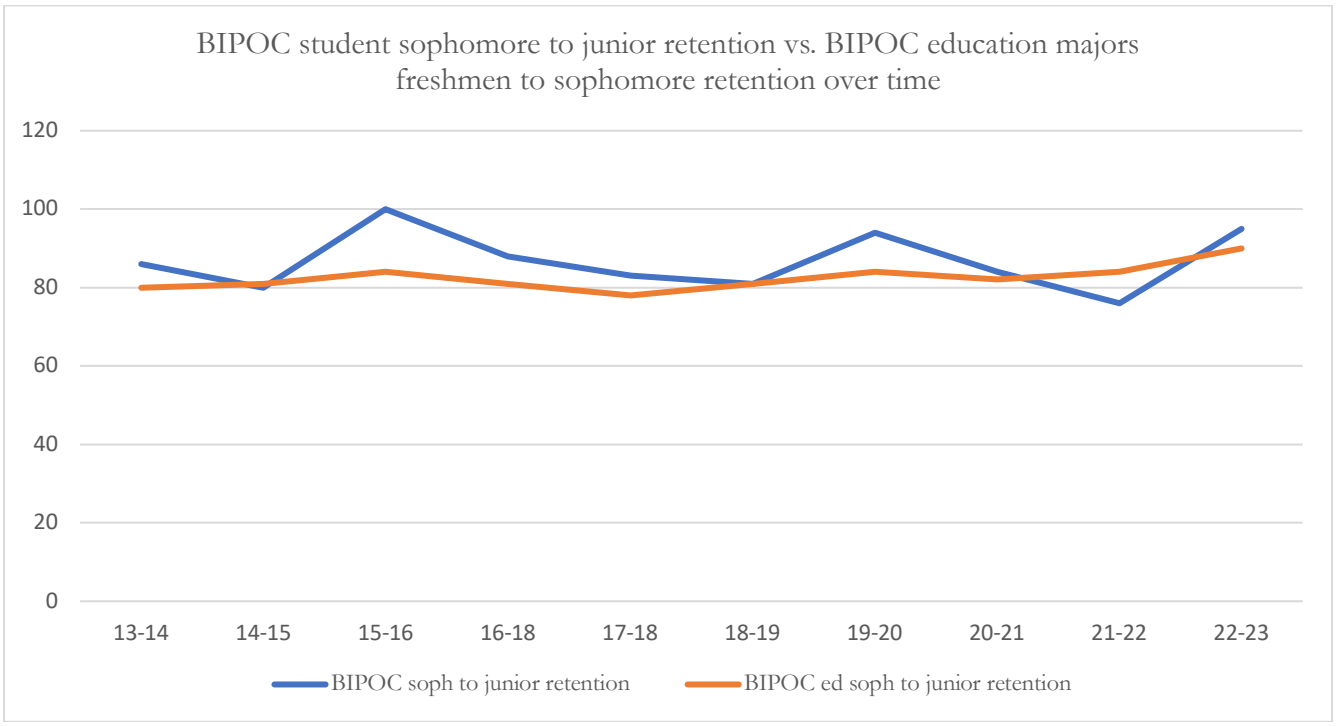
	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
WOU freshmen-sophomore retention	70%	69%	74%	72%	69%	74%	71%	65%	70%	76%
BIPOC fresh-soph retention	72%	65%	72%	74%	70%	74%	70%	65%	66%	73%
Ed major fresh-soph retention	73%	76%	79%	79%	79%	81%	80%	74%	81%	85%
BIPOC Ed major fresh-soph ret	63%	69%	76%	87%	78%	85%	78%	79%	95%	92%
WOU sophomore-junior retention	78%	78%	84%	81%	79%	80%	84%	78%	82%	83%
BIPOC soph-junior retention	80%	81%	84%	81%	78%	81%	84%	82%	84%	90%
Ed major soph-junior retention	87%	84%	91%	91%	82%	85%	91%	80%	84%	84%
BIPOC Ed major soph-junior ret	86%	80%	100%	88%	83%	81%	94%	84%	76%	95%
WOU 4-year completion rate	20%	22%	20%	24%	25%	27%	30%	30%	29%	30%
BIPOC WOU 4-year completion	17%	23%	15%	22%	16%	23%	26%	28%	28%	27%
Ed major 4-year completion rate	23%	19%	21%	27%	34%	23%	29%	29%	34%	31%
BIPOC Ed major 4-year comp rate	13%	14%	14%	19%	23%	19%	21%	17%	34%	27%
WOU 6-year completion rate	47%	44%	39%	44%	40%	41%	45%	48%	48%	45%
BIPOC 6-year completion	44%	45%	39%	45%	36%	44%	38%	46%	46%	45%
Ed major 6-year completion rate	52%	55%	44%	46%	55%	46%	55%	55%	54%	52%
BIPOC Ed major 6-year comp rate	54%	65%	38%	45%	41%	38%	50%	56%	57%	49%

*IR indicates that rates are for Fall term first-time, full-time students. For freshman to sophomore retention, the rate is for the cohort. For example, the 2013-14 retention rate is for the 2013 cohort of students. For sophomore to junior retention, the rate is for the previous cohort. For example, the 2013-14 retention rate is for the 2012 cohort of students. For graduation rates, the data is for the cohort graduating in a given year. For example, the 4-year completion rate for 2013-14 is for the 2010 cohort. The 6-year completion rate for 2013-14 is for the 2008 cohort.

Table 2 suggests several important findings including: (a) for retention across the last few years, education majors (UG) tend to be retained from their freshmen to sophomore year at a higher rate than the general population; (b) BIPOC education majors (UG) seem to be retained at an even higher rate over the last three years, and; (c) sophomore-to-junior retention also exceeds the general population. This is an atypical, but important metric for this analysis, as undergraduate education majors apply for admission into the licensure program in the junior year so getting students to this point is essential to the funnel analysis.

Figures 3 and 4 showing BIPOC student retention from freshmen to sophomore year and then from sophomore to junior year.





Figures 3 and 4 above give visual information about how retention has trended over time. For freshmen to sophomore analyses, BIPOC education majors were retained at increasingly higher rates over their BIPOC counterparts at the university. This trend is likely due to the increasing effectiveness of the Bilingual Teacher Scholars program and the Teacher Preparation Student Support Services grant. Both of these programs give considerable time and attention to student support, community building, and professional development, all of which would logically contribute to increasing retention rates. Figure 4, however, showing retention from the sophomore to junior year indicates a lesser degree of success for BIPOC education majors. Though the trend is much more stable, it is mostly lower than for the general BIPOC community on campus. It is difficult to understand why that might be the case.

Back to further examination of the information in Table 2, 4-year completion rates, several additional findings including: (a) BIPOC WOU students seem to graduate at a rate almost equivalent to the general student population; (b) education majors seem to graduate at about the same rate as the general population; (c) BIPOC education major rates, however, seem to fluctuate likely due to low numbers; d) for 6-year completion rates, education majors (UG) complete at a rate above WOU, and; (e) BIPOC education majors complete at a rate above the general population and the BIPOC general population. These deeper analyses get challenging relative to BIPOC students as fairly low sample sizes begin to swing trends wildly when only considering percentages. Bottom line, however, is that the retention of education majors and BIPOC education majors is a point of pride that should be celebrated.

Transfer pathways into the funnel

Next, Institutional Research helped analyze student enrollment and completion rates for transfer students, education transfer students, and BIPOC education transfer students. This exploration is essential given that the Teacher Standards and Practices Commission discontinued the compulsory master's degree requirement for Oregon educators about a decade ago pushing more educators to be prepared at the UG level. It should be noted that after this policy change, educator faculty worked strategically and energetically to replace lost enrollment through deep community college relationships. A deeper exploration of these strategies will be explored under Action Steps.

To this point, only the race/ethnicity of students has been considered as there is no measure of "bilingual" available in the student information system at Western. In later analyses, we will use information from a survey supporting student teaching placements where candidates are asked to identify themselves as "bilingual" given a definition provided in the survey. This self-report information is as good as we can do at this time relative to this student characteristic but leaves us with shaky inferences relative to our successes with linguistically diverse students.

Table 3: Transfer student and completion rates

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Number transfer students at WOU	1904	1785	1682	1745	1822	1795	1642	1486	1364	1223
% transfer students at WOU	38%	37%	36%	37%	39%	39%	38%	37%	39%	38%
Number education transfer students	228	223	260	313	387	422	380	372	368	321
% education transfer students	36%	36%	36%	37%	42%	44%	42%	43%	48%	46%
Number BIPOC Ed transfer students	32	38	49	71	82	107	108	123	117	107
% BIPOC Ed transfer students	34%	34%	33%	35%	36%	38%	37%	40%	44%	44%
4-year transfer completion rates	56%	55%	58%	59%	58%	66%	70%	72%	71%	74%
4-year transfer comp rates Ed majors	64%	50%	53%	55%	73%	63%	79%	83%	84%	78%
4-year transfer completion rates for BIPOC education majors	70%	75%	--	57%	93%	77%	67%	85%	84%	75%
6-year transfer completion rates	65%	65%	61%	59%	63%	65%	65%	69%	73%	75%
6-year transf comp rates for Ed majors	69%	70%	70%	60%	60%	64%	84%	70%	83%	86%
6-year transfer completion rates for BIPOC education majors	57%	67%	70%	83%	38%	71%	93%	77%	83%	90%

*IR indicates that rates are for Fall term full-time transfer students. For retention, the rate is for the cohort. For example, the 2013-14 retention rate is for the 2013 cohort of students. For graduation rates, the data is for the cohort graduating in a given year. For example, the 4-year completion rate for 2013-14 is for the 2010 cohort. The 6-year completion rate for 2013-14 is for the 2008 cohort. Data was suppressed for categories with < 3 students.

Table 3 suggests several important findings including: (a) that education has a higher percentage of transfer students than the rest of campus; (b) a higher percentage of those transfer students in education are BIPOC as opposed to our overall population, and; (c) education majors seem to graduate at rates slightly better than the general population, especially at the 6-year mark. It is likely that the rates for BIPOC education transfer students seem to fluctuate greatly likely due to small numbers. The takeaway here is that bolstering our transfer pathways is a good handle for adding BIPOC student enrollment.

Admission in the preparation program as part of the funnel

Next in the funnel analysis comes an exploration of the application process itself to explore whether or not application to the professional preparation programs represents a barrier for BIPOC educators.

Table 4: Educator student program applications over time

	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
UG education program applicants	94	102	127	135	197	166	186	148
UG education admission	94	102	127	135	197	163	184	145
UG education admission percentage	100%	100%	100%	100%	100%	98%	99%	98%
UG BIPOC education admission	6	14	11	20	25	19	18	17
UG BIPOC education admission percentage	100%	100%	100%	100%	100%	100%	100%	100%
GR education program applicants	106	131	107	98	100	102	104	138
GR education admission	106	131	107	98	100	102	104	138
GR education admission percentage	100%	100%	100%	100%	100%	100%	100%	100%
GR BIPOC education admission	2	6	15	3	5	7	10	14
GR BIPOC education admission percentage	100%	100%	100%	100%	100%	100%	100%	100%

*College of Education staff prepared this data report as this information is collected locally and, unfortunately, is not vetted back against Banner information to make a definitive determination about BIPOC status. This is an improvement that needs attention going forward. For these analyses, however, identification as a BIPOC student is self-identified and, in some years, more than one-third of all program applicants "declined" to identify their racial/ethnic identity. This makes it challenging to make meaningful inferences relative to the funnel. In other words, there could be many more BIPOC students admitted and completing educator programs that this data is showing because local completion data tables are not verified against university data. This is a problem that needs to be solved to assure more accurate inferences about overall success.

Table 4 indicates that admission to either the UG education program or the various GR education preliminary licensure programs do not represent significant barriers for any candidates. Admission rates never dip below

98% and are typically 100% for all student demographics. This information eliminates admission concerns as threats to the funnel.

Finally, Table 5 below explores completion rates from the point at which students are admitted to their preliminary educator licensure program to final completion and recommendation for licensure.

Table 5: Program completion rates (from program entry to preliminary licensure)

	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
UG Ed started program #	94	102	123	129	188	153	172	138
UG Ed completion #	92	97	117	123	179	140	143	123
UG Ed completion %	98%	95%	95%	95%	95%	92%	83%	89%
UG BIPOC Ed started #	6	14	11	19	24	37	48	31
UG BIPOC Ed completion #	6	12	8	16	23	32	42	26
UG BIPOC Ed completion %	100%	86%	73%	84%	96%	86%	88%	84%
GR Ed started program #	106	121	96	85	90	93	74	115
GR Ed completion #	94	100	82	78	77	70	51	104
GR Ed completion %	89%	83%	85%	92%	86%	75%	69%	90%
GR BIPOC Ed started #	2	5	13	2	4	6	6	12
GR BIPOC Ed completion #	1	2	12	2	4	8	9	11
GR BIPOC Ed completion %	50%	40%	92%	100%	50%	83%	67%	92%
Total BIPOC completers #	8	14	20	18	40	40	51	37
Total completers who are BIPOC %	4%	7%	10%	9%	16%	19%	26%	16%

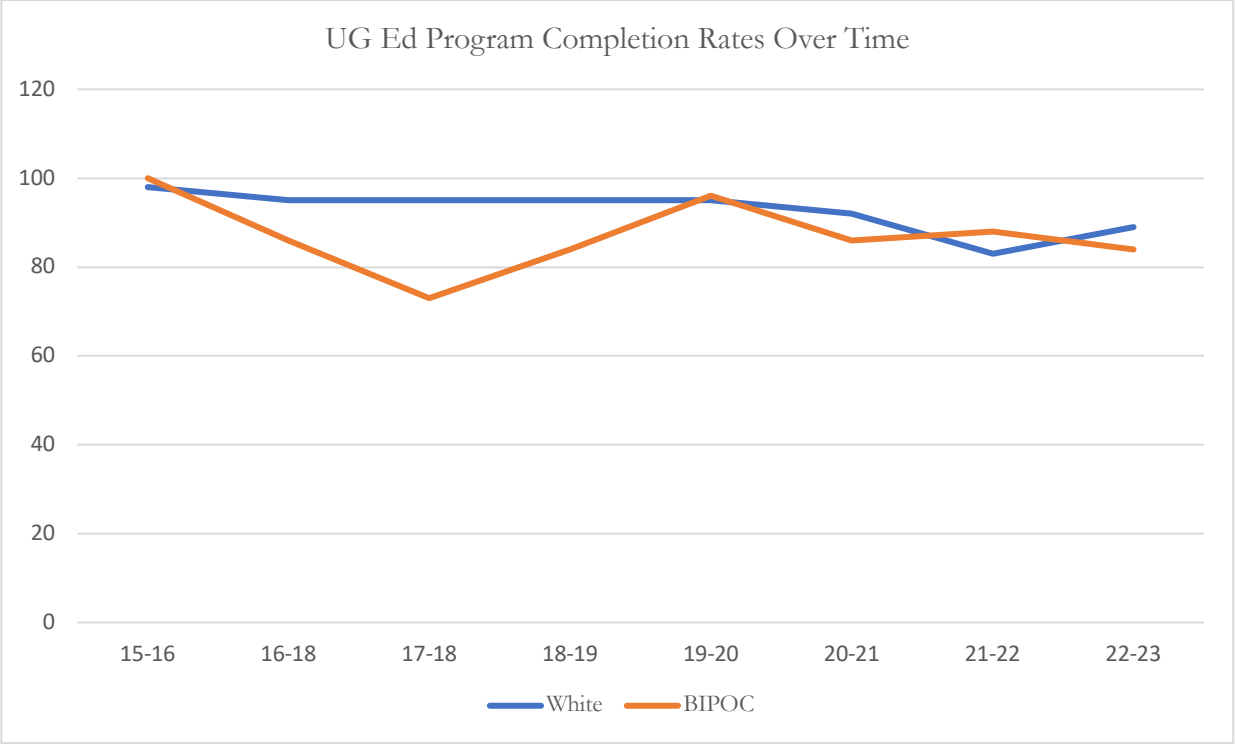
*This information is also provided by the College of Education.

Table 5 indicates several points including: (a) pre-pandemic UG completer rates hovered at 95% and above while post pandemic rates dipped and are slowly recovering; (b) UG BIPOC education completer rates vary more widely but fluctuate more than overall completer rates, and; (c) GR BIPOC rates are too small for meaningful conclusions to be drawn however a distinct uptick in GR BIPOC enrollment is seen in the last two years. The final two rows are critical, showing that the raw numbers of BIPOC completers and the overall percentages of BIPOC completers increased steadily until a drop-off in 22-23. Further study is warranted around within-program completion.

From Table 5, in examination of data from the UG program, it could be that the effects of the pandemic impacted BIPOC candidates slightly harder which resulted in lower completion percentages than their white counterparts. Further exploration needs to be launched to understand if the actual UG licensure program is differentially challenging for BIPOC students to complete.

Figure 2 below show UG education program completion rates over time for BIPOC students and for non-BIPOC students. This visual representation shows more dramatic fluctuations for BIPOC students in earlier years likely driven by smaller numbers and the dip in completion rates in 2022-2023 may be connected to pandemic effects. More detailed understandings of the pandemic on BIPOC candidates is warranted.

Figure 2: UG Education Program Completion Rates Over Time



Secondary analysis of BIPOC UG education program completion rates

Educator faculty conducted a secondary analysis looking back across 14 undergraduate education cohorts over 7 years representing 1,100 admitted education majors. Of this group, it was found that 24 BIPOC students began the program but did not finish. As a process of the "stopping out" process students meet with educator faculty and complete a process that makes re-entry easy if/when students choose to re-enroll. From these reports, in exploration of the 24 BIPOC non-completers, seven were "administratively removed" because of a lack of adequate professional dispositions typically associated with professional behavior and preparedness while serving as a student teacher. Obviously, these characterizations may be connected to other sociological challenges like the need to work or having significant responsibilities as a caregiver outside of the program. Deeper analyses of these cases are warranted. Additionally, three students were "administratively removed" due to performance issues such as the inability to maintain adequate classroom management. Finally, 14 BIPOC students left the program of their own volition for a variety of reasons including discovering that they actually didn't like teaching or having a baby. Again, further analyses of these cases are warranted. More information about this is addressed under Action Steps.

Table 6 is provided to give context to the numbers of education students identifying as "bilingual" through a self-identification process found in the student teaching placement survey after admission to programs. There is no indicator of bilingualism found in institutional records and so this self-report is as strong an indicator that can be found at this time. This "local" determination of bilingualism has only been in place for three years.

Table 6: Self-identified bilingual candidates in preliminary licensure programs

	20-21	21-22	22-23
UG candidates	153	172	138
UG bilingual candidates	33	45	39
Percentage UG bilingual candidates	22%	26%	28%
GR candidates	102	104	138
GR bilingual candidates	4	13	11
Percentage GR bilingual candidates	4%	13%	8%

*UG, MAT, SpEd, and DHHE included. Every DHHE student was bilingual in English and ASL. Mark to edit this point about DHHE… not every student in DHHE was bilingual as several were deaf.

Table 6 indicates that number of bilingual candidates in the UG program have risen in recent years though the trustworthy of this data is limited given the self-report nature and the fact that this data has been available for only a few years. What is clear, however, is that more attention must be given the increasing the number of culturally and linguistically diverse education students admitted to GR programs.

Overall, the funnel concept is a useful metaphor and the analyses presented suggest a few clear inferences including:

1. BIPOC education majors are enrolling at Western at a rate at least equivalent to other majors. Enrollment doesn't seem to be a barrier but is neither a point of clear success.
2. Retention and completion rates don't seem to differentially impact BIPOC education majors. In fact, retention and completion rates sometimes exceed the general population.
3. Admission to educator programs does not play a role in screening out BIPOC students.
4. Completion rates within the UG education program is lower for BIPOC students and should be studied further.

These inferences indicate to faculty that two additional studies should be conducted in the spirit of "seeking to understand the student experiences" in our educator programs. These students are discussed further under Action Steps but include a "middle years retention study" and a "program completer study."

Review of strategies implemented during the 2021-2023 years

Across the 2021-2023 biennium, three major action steps were engaged. These action steps, or innovations, were driven by previous iterations of the Education Equity Plan. In this way, new efforts have been continuously evolving seeking to maximize effectiveness over time. A summary of these major strategies follows drawing from text previously used in the "grant closing documentation" submitted to HECC during the summer of 2023. These summaries are led by a brief table showing how money was invested in support of these initiatives.

Strategy #1: Center for Advancement of Paraprofessionals

Category	Item	Description	Schedule	Amount	Percent of Total Grant Amount
Strategy 1: Shared Navigator, Center for Advancement of Paraprofessionals					
Personnel	Navigator	.33 FTE	22-23	$53,500	35.67%
	Coordinator	.33 FTE	22-23	$21,000	14%
Materials	Web development	Contractor	22 only	$5,000	3.33%
			Strategy 1 Total	$79,500	53%

After several rounds of investigations exploring the working conditions of regional paraprofessionals, opportunities that exist within this professional group, and barriers that regional paraprofessionals face relative to degree completion and licensure, Western worked with Chemeketa Community College and

Willamette Education Service District (WESD) to establish the Center for Advancement of Paraprofessionals (CAP).

The CAP has two major goals including: (a) to support the ongoing professional development of paraprofessionals through the summer Conference for Learning and Instruction for Paraprofessionals (CLIP) hosted by Western and (b) career trajectory mapping helping paraprofessionals considering becoming licensed educators to chart out pathways, navigate systems, and access supports to do so. Western, Chemeketa, and WESD contribute equally to fund a full-time "navigator" who serves and supports paraprofessionals living and working in any of the 21 Polk, Marion, and Yamhill county component school districts served by WESD.

Specifically, the work of CAP seeks to dramatically increase the number of culturally and linguistically diverse regional paraprofessionals who are seeking degree completion and licensure pathways and to become educators. Regional paraprofessionals are twice as diverse as the licensed workforce in the region suggesting that this is a "high leverage" opportunity. As a grow-your-own investment, CAP makes sense for all the same reasons that other GYO programs do including increased diversity, increased retention, and increased cultural and community supports. We have chosen here not to provide a literature review of GYO programming and the many reasons GYO programming continues to be a nationally-lauded strategy to help meet educator workforce development needs in a variety of communities across the country. The efficacy of these types of programming is not under debate in this report.

Despite a delayed start, the Center for Advancement of Paraprofessionals (CAP) has provided high-touch, one-on-one career trajectory counseling to 153 educators working in the region during the last three years. Our abilities to share data across agencies to track enrollment, retention, and program completion for paraprofessionals served by the CAP has been challenging but close to 20 are currently enrolled in programming at Western.

Educator faculty at Western are considering ways to more actively recognize the skills and experiences of working paraprofessionals in terms of curricula, assignments, assessments, and expectations. For example, it is necessary for faculty to honor the rich experiences of paraprofessionals and develop assignments that utilize these experiences in scaffolding new learning and professional growth.

The Center for Advancement of Paraprofessionals will succeed through (a) providing high-quality, high-touch, culturally and linguistically-aligned supports and services in career trajectory coaching, and; (b) understanding and helping users access the systems, supports, and relationships necessary to succeed at every level. Critical partners for CAP include faculty and administration at Chemeketa Community College, Willamette ESD, Western Oregon University, and district users and partners including administrators, human resources, and paraprofessionals.

We believe deeply that CAP is the right innovation because this is what regional paraprofessionals told us through a series of listening sessions funded by previous GYO efforts. Many rounds of conversations have occurred with regional superintendents and human resources personnel and all support the concept and work of the CAP. We know from studying ODE employment statistics that regional paraprofessionals are twice as diverse as licensed educators indicating that supporting paraprofessionals is a high leverage strategy to diversify the regional workforce.

In response to feedback on a previous draft of this report, Western faculty are focused on recruiting, retaining, and assuring completion of increasing numbers of culturally and linguistically diverse educators. The Center for Advancement of Paraprofessionals is the tool we developed, in collaboration with Chemeketa Community College, Willamette Education Service District, and the 21 Polk, Marion and Yamhill county component school districts. These partners are focused on helping more paraprofessionals enter degree

completion and licensure pathways to join the ranks of licensed educators in the region. It is correct, as identified in the feedback for this section, that this strategy does not call out professional standards specifically such as those articulated by CAEP, AAQEP, or TSPC. However, the Center for Advancement of Paraprofessionals plays an enormously important role of helping educators access preparation pathways. Those preparation pathways are directly and rigorously aligned to CAEP and TSPC program and unit-level accreditation standards as required by Oregon law.

Strategy #2: BIPOC Listening Sessions

Category	Item	Description	Schedule	Amount	Percent of Total Grant Amount
Strategy 2: BIPOC Listening Sessions					
Personnel	Coordinator	.17 FTE	22-23	$6,000	4%
	Stipends	Participant stipends	22-23	$18,000	12%
			Strategy 2 Total	$24,000	16%

During the 2020-2021 academic year, Western teacher education faculty conducted listening sessions with over 100 culturally and linguistically diverse teacher preparation candidates, completers, and potential students. These sessions included undergraduates, graduate students, rural partners not yet enrolled in Western programs, community college students, community college students who had transferred to Western, paraprofessionals, and completers teaching in Oregon schools and classrooms. We learned enormously important things from these listening sessions and have been working systematically down through a long list of challenges, innovations, and supports necessary to effectively help Oregon build the educator workforce that our children, families, and communities need. These listening sessions yielded a framework derived from systematic analysis of information from these listening sessions which included improving:

1. Access to educator programs for working adults through flexible degree completion and licensure pathways;
2. Affordability of programs by opening new scholarships and increasing undergraduate licensure options, and;
3. Equity work grounding all educator preparation programming to assure that every future educator is able to succeed and is well-prepared to advocate for equity and inclusion within their communities.

These were the collective take-aways from the 2020-2021 listening sessions and encouraged educator faculty to continue seeking input from students and partners in systematic and authentic ways.

Dr. Maria Dantas-Whitney and Dr. Kristen Pratt convened listening sessions during the 2021-2022 and 2022-2023 academic years focused on understanding the experiences of BIPOC students in our degree completion and licensure pathways. Dr. Dantas-Whitney was selected for this work because of her role as the coordinator of the successful Bilingual Teacher Scholars (BTS) program. Dr. Kristen Pratt was also invited to participate as co-PI of the first round of GYO grants and associated projects. Early findings from this group included that (a) there was a need for ongoing communication, feedback, and steering from our BIPOC students and (b) BIPOC students did not feels as though the BTS program adequately addressed their need for affiliation in a professional community if their assets were not bilingual in Spanish and English. These suggestions led to the formation of the BIPOC Student Advisory Group (which is now ongoing) and expansion of the Bilingual Teacher Scholars program to include Diverse Teacher Scholars for students who are diverse in other ways besides bilingual in Spanish and English. This expansion has allowed us to more actively serve African American students, for example. The Diverse Teacher Scholars program is funded through university remission scholarships in exactly the same manner as the BTS program. This represents a very real commitment to the work at the university level.

Quarterly meetings were held using a change framework in which problems were identified, information was collected about these problems, and changes were proposed. Major findings from this work include:

1. Students shared concerns about university and College of Education incident reporting issues relative to instances of exclusion and bias.
2. Students discussed a desire for diversity values to be more obviously present in art in the College of Education. A mural project has been launched.
3. Students discussed equity across courses, programs, content areas, and barriers related to program entry.
4. Student revealed some areas of need relative to antiracist practices in university coursework.
5. Students discussed their understandings of power and agency at Western and within the field of education.
6. Students offered suggestions for systems and change across the broader university.

Dr. Maria Dantas-Whitney and Dr. Kristen Pratt developed significant expertise in convening, managing, and recording lessons learned from previous listening sessions. These lessons include things like: (a) eliminating deficit language from discussions (b) asking open-ended follow-up questions so as not to steer conversations inappropriately and (c) solicit all voices to fully understand and to seek triangulation of evidence before identifying recurring themes. The BIPOC informants focus on change ideas to accomplish the broad goals of increasing enrollment, retention, and completion for increasing numbers of culturally and linguistically diverse educators. In this way, listening session participants are the major partners in this work. Faculty, administration, and other stakeholders may also become partners as change ideas are implemented.

Following feedback on a previous version of this report, it should be noted that the strategy of listening sessions is specific to serving the retention of culturally and linguistically diverse educators enrolled or seeking to enroll, in preliminary licensure programs at Western Oregon University. Those preparation pathways are directly and rigorously aligned to CAEP and TSPC program and unit-level accreditation standards as required by Oregon law. We are electing not to simply reiterate the preliminary licensure professional standards upon which all our programs rest as that would be redundant and detract from the focus of this section of the report which makes the essential point that retention is critical to assure that increasing numbers of educators complete professional preparation programming.

Strategy 3: College of Education office of Justice, Equity, Diversity, and Inclusion (COE JEDI)

Category	Item	Description	Schedule	Amount	Percent of Total Grant Amount
Strategy 3: College of Education Office of Justice, Equity, Diversity, and Inclusion (COE JEDI)					
Personnel	Coordinator	.25 FTE	22-23	$12,000	8%
	Stipends	Faculty project lead(s) stipend	22-23	$12,000	8%
			Strategy 3 Total	$24,000	16%

Following important internal work supported by the Rural Partnerships Pathways Program (RP3, GYO-funded grant), the College of Education Office of Justice, Equity, Diversity, and Inclusion (COE JEDI) has continued to lead projects, professional development, student support activities designed to retain culturally and linguistically diverse educators in our educator programs and to drive forward on necessary faculty professional development to lead anti-racist teacher education practices, policies, and outcomes. Education faculty have made it clear that continuing to improve our own practices and pedagogy is of the highest importance. Additionally, through student listening sessions, students made it clear that they want to see the work that our faculty are doing to improve in these areas.

The BIPOC Student Advisory group communicated clearly that they wanted to see an active and engaged College of Education Office of Justice, Equity, Diversity, and Inclusion (COE JEDI) and, for this reason, additional resources than were previously anticipated were provided to this office to assure that strong work could be carried out in this area. Dr. Jaclyn Caires-Hurley, who serves as the faculty coordinator of the COE JEDI office, maintains an extensive calendar of student facing events, faculty facing events, and collective professional development opportunities for the entire educator preparation community to continue to learn, grow, and prepare to lead DEIA work in our local communities.

Following feedback on a previous version of this report, faculty recognize that several pertinent CAEP and TSPC unit-level standards are supported by the strategy of implementation of a local COE JEDI office. For the preliminary licensure programs, standards include (excerpted):

- R1.1 The Learner and Learning. The provider ensures candidates are able to… creating safe and supportive learning environments in order to work effectively with diverse P-12 students and their families.
- R2.3 Clinical Experiences. The provider works with partners to design and implement clinical experiences… to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development.
- R3.3 Competency at Completion. The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development.

Focusing on the preparation of effective educators well-prepared to have a positive impact on diverse P-12 students is an essential goal of all preliminary licensure programs at Western Oregon University and the COE JEDI office and programming supports these goals directly.

Additional current action steps, plans, and innovations

In addition to the innovations funded by Educator Equity funding described previously, several additional action steps are currently underway that also support the overarching outcome of increasing the numbers of culturally and linguistically diverse future educators. Each of these are quickly summarized below.

Grow Your Own grant funding at Western and Residency programming. Following funding in the first round of GYO grant investments from the Educator Advancement Council, and several rounds of extensions and supplemental funding from Meyer Memorial Trust and other groups also interested in diversification of the Oregon educator workforce, the current GYO grant is called Project REAL which focuses on Residency programming. In the professional literature, residency programming has a wide variety of definitions. The definition in use at by the educator programs describes a professional currently employed by a school district or Education Service District seeking either a licensure pathway or a degree completion and licensure pathway. We have professionals in residency on restricted and/or emergency teacher licensure, working as paraprofessionals, and even long-term substitute teachers all of whom have been hired, and are desired to be retained, by their employing agency. In this way, Western faculty are using Project REAL to engage in the intellectual work of simplifying and streamlining educator programming while honoring the skills and experiences of these working professionals as they earn full educator credentials. It is a fact that our current educator programs still largely carry the values and designs put into place decades ago when the majority of educator students were white, 20-year old students living in Monmouth. Times have changed and our program structures, supports, and expectations must evolve to assure the success of working adults already employed in educator positions. Dr. Kristen Pratt and Associate Dean, Dr. Marie LeJeune serve as co-Principal Investigators of Project REAL and the major district partner is Salem-Keizer. Supplemental partners also include Willamette Education Service District and Chemeketa Community College.

Additional Grow Your Own grant partnerships. In the last round of EAC GYO grant funding, Western educator programs signed formal partnership agreements with eight GYO grant proposals. Six of these were funded by EAC and education faculty and administration have been working diligently to be the most responsive higher education partner possible to each of these. Separate projects are unfolding at each of the following locations:

1. Columbia Gorge Community College in collaboration with Columbia Gorge Education Service District and their four component school districts focusing on the preparation of elementary teachers;
2. Northwest Regional Education Service District, Tillamook Bay Community College, Clatsop Community College, Portland Community College and the 20 school districts served by NWR ESD focusing on elementary teachers, special education teachers, and some single subjects teachers.
3. Linn Benton Lincoln Education Service District in collaboration with Linn Benton Community College and the 10 component school districts in the region focusing on the preparation of special education teachers.
4. Clackamas Community College, Clackamas Education Service District, and the ten districts served in their region focusing on early childhood professionals.
5. Willamette Education Service District, Chemeketa Community College, and the 21 component school districts in Polk, Marion, and Yamhill counties focused on helping paraprofessionals transition into licensed educator positions.
6. Salem-Keizer School District focused on the preparation of Principals who are culturally and linguistically diverse.

Each of these grant programs will yield new enrollment for Western educator programs and, hopefully, will add increasing numbers of culturally and linguistically diverse education students into those programs.

FLEX programming. Increasing attention to, innovation within, and capacity building to assure the success of hybrid, Saturday FLEX programming designed for working adults seeking degree completion pathways in educator preparation. Dr. Kristen Pratt has provided ongoing leadership for FLEX programming and even led a faculty presentation at Faculty Senate in December 2023 raising concerns about Western's abilities to effectively support working adults. Several recommendations were made in that presentation including assuring that working adults had equitable access to student support services, that online classes could be reserved for working adults who require courses in this modality, and an "opt out" approach to student support services reducing fees for services never utilized. Unfortunately, this conversation did not result in any actionable goals or timelines to begin to address the needs of increasing numbers of working adults in educator preparation programs.

Middle years retention study. Following from discussions in exploration of the retention information shared previously in this report, educator faculty are preparing to launch a "middle years retention study" seeking to identify and then interview students who were designated education majors and then changed their major somewhere in their sophomore or junior year (or equivalent). Deeper conversations exploring student motivations, interests, challenges, and other factors associated with continuation as an education major should yield deepening understandings including potential action steps to retain increasing numbers of majors. Core undergraduate education faculty member, Micah Walker, has agreed to interview students and run this study.

Undergraduate, BIPOC program completion study. Similar to the middle years study described above, faculty are planning to interview BIPOC education majors who did not finish the licensure program in which they were enrolled. Deepening our understandings of the student experiences in our academic programs is

essential as we seek to design additional supports and/or eliminate barriers preventing student success. It has not yet been determined which faculty will be involved in this study.

Prioritizing bilingual for replacement of education advisor position. The College of Education is currently searching for an education advisor seeking to replace a recent vacancy. The hiring committee elected to prioritize a bilingual professional to fill this role as working with students in their first language is sometimes easier. Education professions and the routes to licensure and incredibly nuanced and sometimes language facility may contribute to misunderstandings that we seek to eliminate.

Developing coaching strategies for student teaching supervisors of BIPOC candidates. Dr. Marie LeJeune, Associate Dean of Clinical Practices and Partnerships, has worked with her team including Dr. Jessica Dougherty, Dr. Mandy Olsen, and Karen Spiegel to develop greater capacity of the cadre of student teaching supervisors to use asset-based approaches to coaching and mentoring BIPOC candidates, in particular.

Future goals

Educator faculty and administration have identified the following goals relative to the preparation of culturally and linguistically diverse future educators aligned with the many innovations and efforts described previously. We offer these goals as aspirational targets toward which to strive.

Table 7: Educator goals for the future

	2022-2023	2024-2025	2026-2027
# BIPOC UG education majors enrolled at Western	240	270	300
% BIPOC UG education majors retained from freshmen to sophomore	92%	94%	95%
% BIPOC UG education majors retained from sophomore to junior	95%	95%	95%
# BIPOC UG education majors admitted to preparation program	31	45	60
# BIPOC UG education majors completing preparation program	26	41	55
# BIPOC GR education majors enrolled at Western	14	20	30
# BIPOC GR education majors admitted to preparation program	12	18	26
# BIPOC GR education majors completing preparation program	11	16	24
# Linguistically diverse education majors enrolled in preparation programs	50	60	70
# Linguistically diverse education majors completing preparation programs	46	54	62

It is impossible to make accurate predictions about what percentage of graduating education majors would be BIPOC because the total number of graduates that will be realized is not known. However, the goal numbers set would result in approximately 25% of our graduates being BIPOC completers which is an improvement from the current status but is still far from what is necessary to meet the demographics of Oregon children and families and communities. Oregon needs Western to improve our successes in these areas. Our successes will translate directly to improved outcomes for Oregon children including graduation rates, employment rates, socioeconomic status, and even life expectancy. It is not an exaggeration to state that our successes in this area will mean the difference between life and death for some Oregon children. We must succeed.

Summary and conclusions

This report seeks to summarize data and actions pertinent to the adopted Oregon goal of building an educator workforce that matches the cultural and linguistic assets of our children, families, and communities. Educator faculty and administration have dedicated enormous time and energy to these efforts, have benefitted from millions of dollars of grant-funding and other supplemental assistance, and the work exists within a university culture that is supportive of diverse students broadly. However, despite these concerted efforts, Western is not producing the numbers of culturally and linguistically diverse educators even equivalent to the average numbers prepared at other campuses. It is possible that our immature data systems

are providing misleading under representations of our graduates. It is also possible that our programs, in their current formats, are disproportionately challenging for BIPOC students to navigate successfully. Educator faculty will continue to explore these issues, continue to seek to eliminate barriers, and continue to seek to build supports to assure greater success. Deepening our understanding of student experiences is essential to make progress. We welcome feedback, speculations, and supplemental information that will help Western become a beacon of success in the diversification of the Oregon educator workforce.

Western Oregon UNIVERSITY

April 17, 2024

Dr. Mark Girod,
Dean, College of Education
Western Oregon University
345 N. Monmouth Ave.
Monmouth, OR 97361

Dear Dean Girod,

This letter is to confirm that the Western Oregon University Board of Trustees has reviewed the biennial report “Diversifying the Educator Workforce in Oregon” prepared in accordance with HB 3375 (2015). The report was reviewed for adequacy and feasibility and accepted at the Board’s regular April 17, 2024 meeting.

With the Board’s approval, you may submit this report to the Higher Education Coordinating Commission, the Oregon Legislature, or any other body that requires an approved HB 3375 report.

Respectfully Submitted,

Evan Sorce
Secretary to the Board of Trustees

Educator Equity Plan 2024-2026

Submitted to the Higher Education Coordinating Commission

Prepared by

Southern Oregon University: Education Department

Jesse Longhurst, Ph.D.
Chair of Education and Interim Co-Director: School of Education, Leadership, Health and Humanities

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Vance Durrington Ed.D.
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Southern OREGON UNIVERSITY

OFFICE OF THE PRESIDENT

July 23, 2024

Dear Higher Education Coordinating Commission (HECC),

The School of Education at Southern Oregon University (SOU) is pleased to submit this proposal for continued Education Equity funding. Acting on delegated authority by the Board of Trustees of Southern Oregon University, I have thoroughly reviewed the SOU Educator Equity Plan 2024-2026 for "adequacy and feasibility" and approve its submission to the HECC.

The plan has been shared with the SOU Board of Trustees and at the board's next regular business meeting, or sooner if practicable, the SOU Board of Trustees is expected to review this plan for "adequacy and feasibility," and act on it as well.

We extend our appreciation to the HECC and the Educator Advancement Council (EAC) for their ongoing commitment to the diversification of our teachers in the State of Oregon.

If you have any questions about this matter, please do not hesitate to contact me.

Very respectfully,

Richard J. Bailey, Jr., PhD
President, Southern Oregon University

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Southern Oregon University's Land Acknowledgment

We acknowledge that Southern Oregon University is located within the ancestral homelands of the Shasta, Takelma, and Latgawa peoples who lived here since time immemorial. These Tribes were displaced during rapid Euro-American colonization, the Gold Rush, and armed conflict between 1851 and 1856. In the 1850s, discovery of gold and settlement brought thousands of Euro-Americans to their lands, leading to warfare, epidemics, starvation, and villages being burned.

In 1853 the first of several treaties were signed, confederating these Tribes and others together – who would then be referred to as the Rogue River Tribe. These treaties ceded most of their homelands to the United States, and in return they were guaranteed a permanent homeland reserved for them. At the end of the Rogue River Wars in 1856, these Tribes and many other Tribes from western Oregon were removed to the Siletz Reservation and the Grand Ronde Reservation. Today, the Confederated Tribes of Grand Ronde Community of Oregon and the Confederated Tribes of Siletz Indians are living descendants of the Takelma, Shasta, and Latgawa peoples of this area. We encourage YOU to learn about the land you reside on, and to join us in advocating for the inherent sovereignty of Indigenous people.

University Mission and Alignment with the Equity Lens

Vision

Southern Oregon University will become an inclusive, sustainable university for the future that guides all learners to develop the knowledge, capacities, and audacity to innovate boldly and create lives of purpose.

Mission

Southern Oregon University is a regionally-engaged learning community committed to being the educational provider of choice for learners throughout their lives.

- We inspire curiosity and creativity, compel critical thinking, foster discovery, and cultivate bold ideas and actions.
- We achieve student success, professional preparation, and civic engagement through service excellence, evolving technologies, and innovative curriculum.
- We foster access, equity, inclusion and diversity in thought and practice.
- We prepare our learners to be responsible, engaged citizens in our democracy.
- We promote economic vitality, sustainability, cultural enrichment, and social well-being in our region, the state, the nation, and the world.

SOU Values

- The well-being and success of all learners
- Critical thinking, discovery, and engaged learning
- Equity, diversity, and inclusion
- Creativity and collaboration
- Excellence, continuous improvement, and accountability
- A healthy, safe, and civil campus
- Economic vitality and environmental sustainability
- Improving our community, region, and world

Oregon's Education Equity Lens "...was adopted by the Higher Education Coordinating Commission (HECC) in 2014 as a cornerstone to the State's approach to education policy and budgeting" (HECC 2024a). Southern Oregon University (SOU) embodies *Oregon's Education Equity Lens* by implementing initiatives and practices aimed at promoting equity, diversity, and inclusion across its campus community. This includes efforts to increase access to higher education for historically marginalized groups, creating a welcoming and inclusive campus environment through affinity groups, multicultural events, and the promotion of diverse curricular perspectives.

Foundational to the Equity Lens is a series of belief statements. SOU's Education Department endorses and supports the entire Equity Lens. The belief statements excerpted below are

particularly relevant to the work we do in educator preparation and to the Focus Goal of our Educator Equity Plan:

> We believe that [...] we demonstrate our priorities and our commitment to communities of color, learners experiencing poverty, and other underserved communities, in the ways we allocate resources and make educational investments. We believe in focusing postsecondary education and training resources to serve Oregonians where they are and who they are, with a priority on communities and populations that have been historically underserved.
>
> We believe that communities, students, parents, educators, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with these partners, engage with respect, authentically listen, and have the courage to share decision-making, control, and resources.
>
> We believe in the critical importance of culturally responsive teaching and workforce diversification. An equitable education system requires providing educators with the tools and support to meet the needs of each student, and a dedicated effort to increase the culturally and linguistically diverse educators who reflect Oregon's rapidly changing student population. Our institutions of postsecondary education and training, and the P-20 system, will truly offer the best educational experience when their faculty, staff and students reflect this state, its growing diversity, and the ability for all of these populations to be successful in their educations and ultimately in their careers. (HECC, 2024)

Native American/Alaska Native Students

One of the historically underserved populations that SOU is committed to better serving is Native American/Alaska Native students. SOU is committed to increasing access and retention as well as to reducing systemic barriers for these students. Since the last funding cycle of the Educator Equity Grant, SOU has added a Native Nations Liaison position to our university leadership structure. The role is dual in nature: In addition to serving our student body, the Native Nations Liaison also leads SOU in intentionally and explicitly engaging with tribal nations as sovereign governments.

SOU offers a number of different programs designed to support future and current Native students. We offer both a minor and a certificate in Native American Studies (NAS). The NAS program is interdisciplinary by design and includes two full-time faculty members with dedicated lines and three additional faculty from related programs like Anthropology, English, and History.

SOU hosts an annual Indigenous People's Day Celebration to honor Native American cultural identity and heritage, and builds awareness of the historic and continued presence of

Indigenous peoples in North America and in the Rogue Valley. This large event is open to the whole community and includes dancers, drummers, a salmon lunch and more.

The Southern Oregon University Honors College offers Native students an opportunity to apply for the Tribal Nations Honors Scholar program. The program offers mentorship from Native American students and faculty, opportunities to "Take the Lead" on issues that matter, mentor incoming Tribal Scholars, represent their Tribal nations as a Tribal Honors Scholar, and receive additional funding in support of travel and or training.

The Native American Student Union hosts the annual SOU Powwow which is the largest student led event on the SOU campus. The SOU Powwow has been held annually for 31 years and brings together both Native and non-Native community. It is a social gathering that provides the Native community an opportunity to come together to socialize and honor their culture through traditional song and dance. The powwow also provides the non-Native community an opportunity to learn about Native cultures.

For over 25 years, SOU has offered an on-campus residential academic camp for middle school and high school Native American students – *Konaway Nika Tillicum*, which means "All My Relations" in Chinook Trade Jargon. This event is an eight-day academic program exploring a broad range of classes, lectures, cultural experiences, and recreational activities for Native American students. This program provides not only an enriching and supportive camp experience, but also an introduction to our campus and to college life as well.

In recognition of Tribal sovereignty and that Native students attend SOU as Tribal citizens; the Native American Student Union has a meeting space located in the office of the Native Nations Liaison. This space also provides Native students with a space for mentorship and community. Lastly, the addition of the Native Nations Liaison position will provide much needed focus, energy, and support for SOU's Indigenous students. This position will provide opportunities to expand existing cultural events and build a sense of belonging and connection to support the mental, emotional and spiritual needs of SOU's Native students.

In keeping with the work being done on the campus as a whole, the Education Department is committed to increasing the number of Native educators in Oregon public schools. Increasing the diversity of our educator preparation programs and recruiting more Indigenous education students will require us to leverage all of the resources described above. Educator Equity Grant funding will not only help us recruit Native teacher candidates, but also better connect Native preservice educators to the Native community on campus and to campus supports. Community, trust and a sense of belonging are paramount to student retention and to educator persistence.

Overview of SOU Education Department

Mission Statement

We are a community of learners committed to preparing teachers for educational challenges and opportunities of a changing and increasingly diverse society.

The SOU Education Department offers the following programs:

Degree/Program	Licensure	Endorsement
BA/BS: Early Childhood Development		
BA/BS: Education Studies: Holistic Education Concentration		
BA/BS: Education Studies: TESOL Concentration		
BA/BS: Education Studies: Licensure Concentration	Preliminary	Elementary Multiple Subjects
MSEd: Leadership in Early Childhood Education		
MSEd: Various concentrations		
Master of Arts in Teaching	Preliminary	Special Education (SPED): Generalist, Elementary Multiple Subjects, Math, Biology, Physics, Chemistry, Integrated Science, Social Studies, English Language Arts, Health, Physical Education, Art, Music, Drama, Business, World Language
Principal Administrator License (PAL)	Advanced	PAL
Reading Intervention Endorsement	Added Endorsement	Reading Intervention
English for Speakers of Other Languages (ESOL) Endorsement	Added Endorsement	ESOL
Special Education Endorsement	Added Endorsement	SPED: Generalist
Undergraduate Degree + Teaching License Programs beginning Fall 2025 (pending approval)		
Degree/Program	**Licensure**	**Endorsement**
Bachelor's: Education Studies	Preliminary	SPED: Generalist
Bachelor's: English + Single Subject License	Preliminary	English Language Arts
Health& Exercise Science + Single Subject License	Preliminary	Health/PE
Math + Single Subject License	Preliminary	Math
Spanish + Single Subject License	Preliminary	World Language: Spanish
Minors, non-licensure certificates and microcredentials		
Minor in SPED		
Minor in Education Studies		
TESOL Certificate		
Adult Education Certificate		

Early Childhood Education Certificate		
Holistic Education Certificate		
Microcredentials: Early Childhood Development Facilitating Adult Learning Foundations of School Mental & Behavioral Health Leadership in Early Childhood Education Leadership in Higher Education Public Health Education		

Rural and Remote Access

A major focus of SOU's educator preparation programs is improving access and removing barriers to becoming licensed teachers: particularly for rural teacher candidates. The region served by Southern Oregon University includes communities from the Central Oregon Coast (Coos Bay) south to the California border (Brookings) all the way to the rural areas southeast of the Cascades (Klamath Falls, Lakeview). Our students may commute from as far away as Roseburg to the north and Yreka to the south. Increasingly, we serve students who cannot commute and attend class at a distance. While there is some variation in socio-economic level, most of our students are reliant on financial aid to cover the expenses of a teacher preparation program and nearly all also need to maintain some level of employment to support themselves and their families.

The rural teacher shortage is acute and persistent. According to TSPC's *Oregon Educator Data Dashboard*, during the 2023-2024 school year, there were 428 teachers on restricted or emergency licenses in the six counties surrounding SOU. Of those, only 124 were in Jackson County and therefore within easy driving distance of our campus (TSPC, 2024).

Beginning with the 2023-2024 academic year, SOU now offers all of our preliminary, educator licensure programs via remote technology as well as in-person classes. Students who live and work in rural Oregon can earn their degrees and teaching licenses *without* leaving their home communities. This is particularly important for rural educators who may be teaching on a restricted license as well as completing a degree and educator licensure program. We hope that this model will help rural school districts with staffing shortages while still providing a high-quality, supportive educator preparation program to rural teacher candidates.

For undergraduate students, we do this in partnership with ten community colleges throughout Oregon and Northern California. Students are able to complete their general education requirements and prerequisite coursework at their local community colleges and then transfer to SOU to complete their upper division classes as well as student teaching. Upper division and licensure classes are offered either asynchronously online or via Zoom. Similarly, our MAT students who live outside the Rogue Valley can access their graduate coursework from a distance and student teach in their home communities.

There are several fully-online institutions with a teacher education footprint in Oregon. Those programs may be appealing in terms of convenience and flexibility. However, SOU provides more comprehensive, humane and specific supports than online institutions can do.

This model is still new and we will be refining it for some time. However, we feel that it has great potential to support rural, Native students who may wish to become teachers but who may not wish or be able to move to the Rogue Valley. This plan will allow us to make the case to prospective Native students that distance will not be a barrier to becoming a teacher and that SOU cares about their education, careers and communities.

SOU also hopes to support Native students in maintaining their traditional familial, community, and cultural connections. SOU recognizes, the significant role that family plays in the success of Native students (American Indian College Fund, 2021, p.11). Therefore, SOU seeks to support these students in maintaining traditional familial and community connections and "to imagine and frame their futures and possibilities in a healthy, positive, culturally appropriate way" (p. 7). We also hope that this model will support tribes as they seek to grow their own teaching workforce in tribal communities and serve to strengthen trust and relationships between SOU and Native communities in Oregon.

Southern Oregon University Educator Equity Plan

Past Biennium

SOU's 2022-2024 Educator Equity Plan was included three strategies:

1. Peer Navigation Coaches and Facilitated Culture Circles
2. Culturally Responsive Teaching Innovation Community
3. Appointment of what was then called a Tribal Nations Liaison for education programs

During the past biennium, we learned that while some populations of culturally and linguistically diverse educators were increasing in our programs (particularly Latinx and Spanish speaking), numbers of Native American/Alaska Native Students had not increased. For the next biennium, we have chosen to focus our efforts on increasing the number of Native American/Alaska Native teacher candidates at SOU.

2024-2026 Focus Goal: Recruitment of Native Educator Candidates: Develop Trusting Relationships with Tribal Nations and Indigenous Students

Purpose and Logic

The underrepresentation of Native American educators within the American education system is a pressing issue that undermines both cultural diversity and educational self-determination for tribes. Native parents want the best for their children, but opinions on what is best differ at both the policy and family level. Some parents may see assimilation as the only path to providing their children opportunity for success, while other parents reject assimilation and the

schooling that has often been complicit in that process. The reasons behind the rejection are understandable when taking into account past experiences with boarding schools, forced assimilation, glaring disparities in punitive discipline rates, and the all-too-common failure of schools to acknowledge or welcome Indigenous families.

Despite these inequities (historical and present-day), according to the National Indian Education Association, “Ninety-three percent of the 650,000 American Indian, Alaska Native, and Native Hawaiian students in schools across the United States attend public schools” (National Indian Education Association, 2024, p.1). The National Indian Education Association also stresses that, “From early childhood through postsecondary education, Native students must have access to programs and resources that provide them the best chance at success" (p.1).

Just as Native students are underrepresented in higher education (National Center for Education Statistics, 2020), they are underrepresented in our teaching workforce. Less than 1% of Oregon educators identify as American Indian/Alaska Native (Educator Advancement Council, 2024). In 2022, the number of Native teachers that would have been required to close the diversity gap between Native students and Native educators was 245 in Oregon alone (Educator Advancement Council, 2022a).

The lack of representation contributes to cultural erasure, marginalization, and a lack of understanding of Native American history and cultures within education settings. It also creates a feedback loop in which Native students are underrepresented in college and underrepresented in the teaching workforce. Therefore, Native students may rarely see teachers like themselves in public schools. Without Indigenous educator role models, young people may be less likely to become educators (American Indian College Fund, 2029). This is particularly relevant for public schools where the vast majority (93%) of the 650,000 American Indian, Alaska Native, and Native Hawaiian students in schools across the United States attend public schools (National Indian Education Association). They also assert that access to high-quality, culture-based education options is critical to the success of those students.

Oregon’s *American Indian/Alaska Native Student Success Plan 2020-2025* includes the following statement:

> [...]competent and committed teachers have the greatest influence on AI/AN student achievement beyond the students’ families. The Office of Indian Education knows the primary strategy to recruit and retain committed teachers must be done by supporting teacher preparation programs and professional licensure that include coaching and mentoring so that they are successful in the classroom with their students. (Oregon Department of Education,2020a, p.15).

In our educator preparation programs at SOU, we want our Native students to learn and experience how their cultural backgrounds and funds of knowledge (Moll et al, 1992) can enrich their teaching practice. We want to not only help them experience a culturally responsive

education environment as students, but to be able to carry that forward in their own classrooms as teachers.

Our first and primary goal must be to recruit Native American/Alaska Native students to SOU; specifically, to our educator preparation programs. This aligns with the objective outlined in Oregon's American Indian/Alaska Native Student Success Plan 2020-2025:

> Increase the number of AI/ AN identified teachers, paraprofessionals, and administrators employed in early learning, school districts, and post-secondary institutions at a rate comparable to that of Oregon's AI/ AN student population. (Oregon Department of Education, 2020a, p.16)

It also aligns with the work of the Educator Advancement Council's *Tribal Nations Educator Collaborative* work (Educator Advancement Council, 2022a). An important first step toward successful recruitment of Native students is to build relationships and trust with sovereign tribal governments, with Native communities, with prospective students, with school districts and with our community college partners.

Oregon's *American Indian/Alaska Native Student Success Plan* also asks Oregon institutions to:

> Support the development of transparent and streamlined pathways from community colleges to university teacher preparation programs [and to] to help AI/AN students navigate the complicated journey through preparation, licensure, job search and employment in Oregon's educator workforce. (Oregon Department of Education, 2020, p.16)

The second step is to help those stakeholders understand what SOU offers and to hear from them what barriers remain and what their needs are. They will be connected with the Native Nations Liaison who will offer cultural and community connection as well as support and mentorship. This happens both formally, through directed outreach, campus events, clubs, and resources and informally through one-on-one outreach and communications. The third step is to smooth the way for prospective educators as they become SOU students and eventually, teachers.

Secondary Goal: Incorporate *Tribal History/Shared History* course into SOU's Master of Arts in Teaching Program Redesign

Purpose and Logic

Oregon is engaged in an ongoing process to bring Native knowledge, history and perspectives to K-12 schools. Oregon Senate Bill 13: *Tribal History/Shared History* is an ambitious effort by the state of Oregon to ensure that all students develop a true understanding of Oregon's history that includes an understanding of the identity, culture, and contemporary contributions of Oregon's Indigenous population. *Oregon's American Indian/Alaska Native Student Success Plan* seeks to "Ensure that educator certification processes result in educators who understand

Essential Understandings regarding tribes in Oregon" (Oregon Department of Education, 2020, p.15).

In light of this work, SOU's Education Department is in the process of redesigning the curriculum of our Master of Arts in Teaching program. We see this redesign as integrally tied to our focus goal of recruitment and retention of Native educators. Importantly this also dovetails with the imperative to prepare all Oregon educators to meet the requirements of *Tribal History/Shared History* legislation.

Strategies

Focus Goal: Recruitment of Native Educator Candidates: Develop Trusting Relationships with Tribal Nations and Indigenous Students

Strategy: Appoint a Pathways for Native Educators Coordinator (PNEC)

The primary activities of the PNEC are designed to build a pipeline into teaching for Native educators. This will require relationship building with Tribal partners and Indigenous Oregonians. It will also require publicizing SOU's variety of pathways to educator licensure, particularly the programs that are available at a distance. The PNEC will visit community colleges and school districts to meet with prospective students, school administrators, faculty, and staff.

In addition, the PNEC will hold meetings and events in local communities to provide information and support to prospective Native educators. To develop authentic, lasting, and trusting relationships, it will be important for the PNEC to attend Tribal events and conferences focused on Native issues. The PNEC may also attend cultural and/or educational events to promote SOU's educator preparation programs.

The PNEC will also play a key role in facilitating students' entry into SOU. They will mitigate institutional barriers by shepherding students through the administrative complexities of admissions and financial aid. They will also assist with academic onboarding processes including general consultation about transfer credits, degree pathways, and navigating the intersections between family, work, and school obligations. They will provide students with a warm hand-off to existing SOU support systems but will remain as a primary point of contact and advocate for student concerns during their time at SOU.

We recognize that many of the existing resources and events for Native American/Alaska Native students at SOU are geared primarily toward our Native students who attend classes on campus, in Ashland. While those resources would still be available to Native students who pursue coursework and/or full degrees remotely, they will inevitably be harder to access. Consequently, part of our efforts will be directed toward identifying the specific needs of our remote students and connecting with them to make sure that they are supported adequately and to look for ways to build community for students who attend classes remotely (Berg et al, 2018). This will be one of the primary responsibilities of the Pathways Coordinator. The PNEC

will meet with remote student periodically through zoom calls and in person when visiting Tribal communities.

Position Summary: Under the direction of and in coordination with SOU's National Nations Liaison the Pathways for Native Educators Coordinator (PNEC) will:

- Build relationships with Tribal communities and governments.
- Serve as the main point of contact for Indigenous students and educator preparation programs at SOU.
- Recruit Indigenous students to SOU's educator preparation programs
- Serve as liaison to community colleges, school districts, and tribal partners in service of developing a Native teacher pipeline. This includes promoting SOU's educator preparation programs, particularly remote access options.
- Identify, track and connect Native students to educator preparation programs, to the Native Nations Liaison and to additional resources as needed.
- Meet with students periodically via Zoom or in-person
- Attend cultural and community events as SOU's educator preparation program representative
- Hold events in service of grant goals
- Participate in the Educator Equity Grant Community of Practice: Attend meetings and convenings as appropriate.
- Work in partnership with SOU's Office of Sponsored Programs to administer and oversee grant activities, gather data, track grant outcomes, and produce reports as required

Connection Between Strategy and Evidence

SOU's American Indian/Alaska Native students made up around 1% the student body for 2022-2023 which reflects the statewide rate at the other public universities (Higher Education Coordinating Commission, 2024b). In actual headcount, our students identifying as American Indian/Alaska Native have dropped from 81 in 2018 to 61 in 2023 (Southern Oregon University, 2023). However, declining general enrollments and a sharp increase in students identifying as Unknown/Other may complicate attempts to explain this trend.

We are encouraged that Education consistently ranks in the top three most popular majors for AI/AN students at SOU which is higher than all but one of our sister institutions (Higher Education Coordinating Commission, 2024b). We hope to build on the relative popularity of Education as a major and to continue to increase the number of both undergraduate Education majors and graduate students in our graduate programs.

As we collect data concerning the progress of this plan, we also intend to follow the advice of the Institute for Higher Education Policy's recent research brief that recommends that institutions collect information on students' tribal affiliation in addition to their identification as AI/AN. Additionally, the authors recommend that institutions:

> [...]clearly document limitations they encounter with AI/AN data and explain how those limitations were addressed. In cases where AI/AN student data are excluded from findings, provide a clear explanation for the decision" (Santos & Tachine, 2024, p. 11).

SOU's Educator Preparation Programs conduct completer surveys every year to comply with AAQEP and TSPC reporting requirements and to drive our continuous improvement practices. We will track the numbers of Native American/Alaska Native students who are in the pipeline and who graduate and achieve licensure over the next biennium. We will also leverage these surveys to ask our students about their pathways into teacher preparation at SOU and about their experiences as preservice educators. While the numbers of Native students will likely be too small to be statistically significant and disaggregating by tribal affiliation could jeopardize confidentiality of the survey, we can see if there are patterns of response about community outreach and support.

The PNEC will also gather qualitative data from partners and stakeholders about outreach efforts and relationship building. This may take the form of surveys or of qualitative interviews/documenting conversations.

Connection Between Strategy and Standards of Practice

The Association for Advancing Quality in Educator Preparation's *Accreditation Standard 3d* requires that educator preparation programs to enact "...admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards" (Association for Advancing Quality in Educator Preparation, 2022). The State of Oregon has made the recruitment, admission and graduation of culturally and linguistically diverse educators a priority. We see our focus goal of recruiting Native educators to SOU's educator preparation programs as aligning with both this standard and with Oregon priorities.

Connection Between Strategy and Culturally Sustaining Learning Experiences

One of the goals outlined in the HECC's 2017 report: *Strengthening Oregon's Higher Education Landscape: Tribes, American Indian/Alaska Native Students, and Institutions of Higher Education* is that the HECC*:*

> Encourage Culturally Relevant Academic Programs, Courses and Curriculum at Post-Secondary Institutions [...]A growing body of scholarship supports the idea of culturally relevant curriculum and educational programs as a positive influence on Native students particularly through enrollment, retention and completion metrics. (Newmark, 2017)

Importantly, Native educators need to experience culturally sustaining classrooms in their own learning contexts, including in educator preparation programs. SOU Education faculty and staff

becoming more connected to Native students, building relationships with tribes and convening and participating in culturally sustaining events for outreach and support will serve that goal.

Connection Between Strategy and District Needs to Reduce or Eliminate Disproportionality, Disparity, and Predictability in Student Outcomes

While SOU's educator preparation programs work with school districts around the state, we work most closely with the districts in the table below.

Table 1.
Partner Districts and NA/AN Representation

District	Percentage NA/AN Students	Percentage NA/AN Teachers	Demographic Parity between NA/AN Students and Teachers?
Medford SD 549-C	1%	1%	Yes
Ashland SD 5	1%	2%	No (more teachers)
Central Point SD 6	1%	0%	No
Phoenix-Talent SD 4	1%	0%	No
Eagle Point SD 9	1%	0%	No
Grants Pass SD 7	1%	0%	No
Three Rivers SD	2%	2%	Yes
Klamath Falls City School	6%	1%	No
Klamath County SD	6%	2%	No
Rogue River SD 35	1%	0%	No
North Bend SD 13	2%	1%	No
Brookings-Harbor SD 17C	5%	1%	No
Coos Bay SD 9	3%	2%	No

(Oregon Department of Education, 2023)

ODE data show that in a majority of our partner-districts there is a significant mismatch between the populations of Native students and Native teachers. The Oregon Department of Education identified disproportionalities in the attendance rates, discipline rates, graduation rates and tested academic proficiency of Oregon's Native students (Oregon Department of Education, 2020b). Egalite (2024) reviewed the research concerning the interactions between teacher race and student outcomes. Egalite found that increases in the diversity of teacher populations helped mitigate negative outcomes for Native students but was also correlated with positive outcomes for all students. We hope that increasing the number of Native students in SOU's educator preparation programs will ultimately help to increase diversity of Oregon's teacher workforce and help support Native K-12 students.

One role of the PNEC will be to connect with Native educators in our partner-districts and to connect them with each other. Our district partners tell us that it is just as important to retain teachers as it is to recruit them and that they need teachers who will thrive and stay in their jobs over the long term. Unfortunately, teachers of color in Oregon are disproportionately likely

to have less than five years of experience teaching (Educator Advancement Council, 2022b). As the work of this Educator Equity Plan continues, we will work to help retain Native teachers and to facilitate collegial and community connections between those teachers and their new colleagues.

Secondary Goal: Redesign of MAT program to include a required course focused on Tribal History/Shared History

Strategy: Develop syllabus and course materials for MAT course in Tribal History/Shared History

Teachers cannot create classroom communities, curricular experiences and pedagogical practices that are culturally sustaining for Indigenous students unless they have been taught what that entails. They need to understand context and background. They need access to appropriate curricula and they need to see models of this work done well. In our educator preparation programs at SOU, we have been working to better incorporate Indigenous knowledge perspectives and to educate our students about Tribal History/Shared History.

However, what we now recognize is that incorporating Tribal History/Shared History into our curricula must be intentional and explicit. We must build a curriculum that includes foundational elements, requirements, and learning objectives. In addition, we seek to educate teachers on why these elements are important. Attempting to build a culturally sustaining curriculum without these more formal elements makes them vulnerable to being watered down or excluded altogether. During the 2024-2025 school year, faculty will collaborate to redesign the MAT program. This redesign will include a required course focused on Tribal History/Shared History. The timeline for program redesign is slow since changes must be approved at the department, university and state level. However, we hope to have this course in place for the cohort entering the MAT in Fall Term, 2026.

Connection Between Strategy and Evidence

In October of 2023, The Comprehensive Center Network published a report on the ongoing implementation of Tribal History/Shared History Curriculum in Oregon. They found that only 14% of teachers surveyed were aware of the curriculum being either piloted or implemented in their schools (Christian & Larson, 2023). They also found that over 56% of those surveyed said that their teacher preparation programs did not prepare them for this work. The survey did not disaggregate by when those teachers completed their educator preparation programs and many of them likely did so prior to Tribal History/Shared History becoming law. However, even taking that into account, it is clear that many Oregon teachers feel unprepared to incorporate this curriculum into their practice. This does a disservice to all students and all Oregonians, but particularly to Native students and tribal communities.

At SOU we wish to ensure that our teacher candidates enter the field with a firm grounding in the requirements and the essential understandings of Tribal History/Shared History. Redesigning

our MAT program (and eventually all of our educator preparation programs) to explicitly require coursework in Tribal History/Shared History is one step toward that goal.

Connection Between Strategy and Standards of Practice

This strategy directly aligns with the INTASC standards that teacher candidates and licensed teachers are held to in Oregon schools, specifically, INTASC Standard #9:

> The teacher engages in ongoing professional learning and uses evidence to continually evaluate [their] practice, particularly the effects of [their] choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Each INTASC Standard is further broken down into teacher *performances*, *essential knowledge,* and *critical dispositions*. Of those, we have identified the following as connecting to this strategy.

> *Performance:*
>
> 9(e) The teacher reflects on [their] personal biases and accesses resources to deepen [their] own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
>
> *Essential Knowledge:*
>
> 9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
>
> *Critical Disposition:*
>
> 9(m) The teacher is committed to deepening understanding of [their] own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families. (Council of Chief State School Officers, 2011)

Similarly, AAQEP Expectations *Framework Standard 1* states that:

> Successful candidate performance requires knowledge of learners, context, and content. Candidates demonstrate the ability to plan for and enact and/or support instruction and assessment that is differentiated and culturally responsive. Evidence shows that, by the time of program completion, candidates exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree, including: [...]1c. Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and

> expression, sexual identity, and the impact of language acquisition and literacy development on learning. (Association for Advancing Quality in Educator Preparation, 2021, p. 11)

Connection Between Strategy and Culturally Sustaining Learning Experiences as well as District Needs to Reduce or Eliminate Disproportionality, Disparity, and Predictability in Student Outcomes

According to the National Indian Education Association:

> Incorporating culturally responsive teaching practices has been proven to enhance the academic outcomes of Native American students. Studies have shown that Native American students with a strong sense of cultural identity are more likely to graduate from high school and pursue higher education. Therefore, prioritizing the promotion of wellbeing and cultural identity can help ensure that Native American students have a positive and rewarding educational experience. (National Indian Education Association, 2024, p.2)

The full incorporation of Tribal History/Shared History into our educator preparation programs is not only a legal imperative but a moral one. It is also a vital element of education for both Native and non-Native children in Oregon. We are committed to the Essential Understandings of Native Americans in Oregon:

> Essential Understanding 1: Since Time Immemorial
> Essential Understanding 2: Sovereignty
> Essential Understanding 3: History
> Essential Understanding 4: Tribal Government
> Essential Understanding 5: Identity
> Essential Understanding 6: Lifeways
> Essential Understanding 7: Language
> Essential Understanding 8: Treaties with the United States
> Essential Understanding 9: Genocide, Federal Policy and Laws (Oregon Department of Education, 2020c)

In addition, the following Critical Orientations for Indigenous Studies Curriculum will drive this redesign: *Place, Presence, Perspectives, Political Nationhood, Power*, and *Partnerships* (Oregon Department of Education, 2020c).

Table 2. 2024-2026 Goals, strategies, and success indicators		
Goal	**Strategy**	**Success Indicator and Date**
Focus Goal: Recruitment of Native Educator Candidates: Develop Trusting Relationships with Tribal Nations and Indigenous Students	Development of comprehensive database of point of contact for local, regional and other relevant school districts, community colleges* and tribal entities.	Database shared with Native Nation Liaison and School of Education Director-anticipated Spring 2025
	Work with relevant on-campus entities to develop culturally appropriate recruitment materials	Increased awareness of Teacher Preparation Programs as measured by Survey data-anticipated Fall 2025
	Site visits to school districts, community colleges and, in consultation with Native Nations Liaison, tribal entities to introduce PNEC as main point of contact for SOU	Progress report including accounts of all site visits-anticipated Spring 2025
	Develop printed and web-based materials and procedures to streamline entry into SOU for Native students	Survey of admitted students-anticipated spring 2026
Secondary Goal: Redesign of the Master of Arts in Teaching Program to center Tribal History/Shared History teacher preparation	Development of course syllabus and supporting materials for MAT course concerning Tribal History/Shared History	Shared evaluation of syllabus performed by Education Chair, MAT Coordinator, and Native Nations Liaison anticipated Spring 2025

**Primary focus will be those community colleges with which SOU has existing articulation agreements*

Table 3. Budget Plan					
Category	**Item**	**Description**	**Schedule**	**Amount**	**Percent Of Grant Total**
Strategy 1: Recruit Native students into Educator Preparation Programs					
Personnel	.5 FTE position	Pathways for Native Educators Coordinator	Yearly	$85,506	57%
Travel	Travel to sites	Tribal Events Conferences Recruiting Trips to Community Colleges, Tribal Organizations and School Districts Travel to Convenings	Ongoing as needed	$19,494	13%
Technology	Classroom tech for distance learning	Microphones, cameras, and related tech to improve remote teaching/learning experience	Year 1	$18,500	12%
Materials	SOU branded materials	SOU branded materials to assist with recruiting and relationship building	Ongoing as needed	$3,500	2%
Strategy 1 Total				**$127,000**	**85%**
Strategy 2: Redesign of the MAT program to include culturally sustaining learning experiences					
Stipends	Curriculum Development Stipends	Compensation for existing faculty to redesign MAT program	Yearly	$8,000	5%
Strategy 2 Total				**$8,000**	**5%**
Administrative Costs					
Indirect Cost Recovery	Administrative		One-time	$15,000	10%
Total Administrative Costs				**$15,000**	**10%**
Total				**$150,000.00**	**100%**

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