



Portland State University

NEW PROGRAM PROPOSAL: Licensure in Elementary Education Program

Institution Contacts:

Jose Coll, Interim Dean
coll@pdx.edu
503-725-4619

Amanda Sugimoto and Dot
McElhone, Program Contact
sugimo2@pdx.edu;
mcelhone@pdx.edu
503-725-4619

Dot McElhone, Proposal Author
mcelhone@pdx.edu
503-725-8983

New Program Proposal:

**PORTLAND STATE
UNIVERSITY**
Portland, Oregon

This proposal was provided to TSPC on: May 11, 2023

5.1 d (2)(a)

Table of Contents

New Program Description	2
Program Name and Description	2
Program Delivery and Variants	5
edTPA	6
Justification for the New Program	6
Educator Preparation Provider’s Capacity	9
EPP Program Development Committee and Liaison Officer	15
Program Goals and Objectives	16
Strategy for Achieving Our Goals	18
Program Alignment to State Standards	20
Clinical Practices	22
Key Transitions	27
Assessments & Rubrics/Scoring Guides	29
Program Data Collection Plan	33
Program Implementation	34
Program Recruitment and Retention	34
Partnership Efforts	38
Degree Authorization	41
Addenda	41

NEW PROGRAM PROPOSAL

Portland State University

New Program Description

Program Name and Description

Proposed Program Name:

Licensure in Elementary Education Program - BA/BS

The program proposal submitted is for:

Note: To click a box, double-click the box and select [Checked]. To remove, double-click and select [Not checked].

☒ Preliminary Teaching License: Elementary – Multiple Subjects (undergraduate)

☐ Preliminary Teaching License: Elementary – Multiple Subjects (graduate)

☐ Preliminary Teaching License: Single-subject areas (undergraduate)

Please indicate the single-subject endorsement area(s) offered by your preliminary license program:

☐ Advanced Mathematics (includes Foundational)

☐ Agricultural Science

☐ Biology

☐ Business: Generalist

☐ Business: Marketing

☐ Career Trades Generalist

☐ Chemistry

☐ English Language Arts (includes Foundational ELA)

☐ Family and Consumer Sciences

☐ Health

☐ Integrated Science (includes Foundational Science)

☐ Physics

☐ Social Studies (includes Foundational Social Studies)

☐ Speech (Forensics)

☐ World Language:

☐ Chinese

☐ French

☐ Japanese

☐ German

☐ Latin

☐ Russian

☐ Spanish

☐ Preliminary Teaching License: Single-subject areas (graduate)

Please indicate the single-subject endorsement area(s) offered by your preliminary license program:

- ☐ Advanced Mathematics (includes Foundational)
- ☐ Agricultural Science
- ☐ Biology
- ☐ Business: Generalist
- ☐ Business: Marketing
- ☐ Career Trades Generalist
- ☐ Chemistry
- ☐ English Language Arts (includes Foundational ELA)
- ☐ Family and Consumer Sciences
- ☐ Health
- ☐ Integrated Science (includes Foundational Science)
- ☐ Physics
- ☐ Social Studies (includes Foundational Social Studies)
- ☐ Speech (Forensics)
- ☐ World Language:
 - ☐ Chinese
 - ☐ French
 - ☐ Japanese
 - ☐ German
 - ☐ Latin
 - ☐ Russian
 - ☐ Spanish

PROGRAM-REQUIRED AREAS:

- ☐ Art – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
- ☐ Drama – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
- ☐ Elementary – Multiple Subjects – includes: ☐ Graduate ☐ Post-graduate
(Only check if this report is for an advanced program. Initial reports are submitted in the Preliminary Teaching License: Elementary – Multiple Subjects report)
- ☒ ESOL – includes: ☒ Undergraduate ☐ Graduate ☐ Post-graduate
- ☐ Library Media – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
- ☐ Music – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
- ☐ Physical Education (PE) – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
- ☐ Reading Intervention – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
- ☐ SPED: Deaf and Hard-of-Hearing – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
- ☐ SPED: Early Intervention – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
- ☐ SPED: Generalist – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
- ☐ SPED: Visually Impaired – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate

DUAL PROGRAM AREA REQUESTS:

- ☐ Name: _____ – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate

ADMINISTRATOR AND PERSONNEL SERVICES LICENSE PROGRAMS:

- ☐ Teacher Leader License Program
- ☐ Principal License Program

- ☐ Professional Administrator License Program
- ☐ Initial School Counselor License Program
- ☐ Continuing School Counselor License Program
- ☐ Initial School Psychology License Program
- ☐ Continuing School Psychology License Program
- ☐ Initial School Social Worker License Program
- ☐ Continuing School Social Worker License Program

SPECIALIZATIONS:

- ☐ Adaptive Physical Education Specialization
- ☐ American Sign Language Specialization
- ☐ Autism Spectrum Disorder Specialization
- ☐ Dual Language Specialization
- ☐ Early Childhood Education Specialization
- ☐ Mathematics Instructional Leader: PreK-8 Specialization
- ☐ Mathematics Instructional Leader: 6-12 Specialization
- ☐ Talented and Gifted Specialization

General description of the proposed program:

The Licensure in Elementary Education Program (LEEP) program is designed for students who wish to become elementary classroom teachers in K-12 public schools. Successful completion of the program will culminate in a recommendation to Oregon's Teacher Standards and Practices Commission for a **Preliminary Teaching License** with endorsements to teach **Elementary Multiple Subjects** and English for speakers of other languages (**ESOL**), along with a BA/BS in Elementary Education.

The LEEP undergraduate program is designed to allow community college students completing the Associate of Arts Oregon Transfer degree and following the Major Transfer Map in Education to transfer to PSU and into the major as juniors and complete all of their degree, general education, and major requirements, along with requirements for licensure and multiple subjects (elementary) and teaching English to Speakers of Other Languages (ESOL) endorsements within 90 upper division credits, or 2 years full time. The program also offers a pathway for students attending 4 years at PSU who wish to become elementary teachers through the LEEP.

Our overarching goals in this effort are to:

- Ensure that every elementary teacher that graduates from PSU is well-prepared to meet the needs of every student, prepared to make and sustain deep connections with communities around the school, and prepared to take action toward disrupting systems of oppression as they impinge on students and schooling.
- Ensure that every child in the Portland area has at least one well-prepared, well-supported Teacher of Color in the elementary years by making a high-quality teacher education program and teaching license more accessible for prospective

students of all backgrounds. The program welcomes teacher candidates of all backgrounds, and our recruitment efforts will prioritize future teachers of Color.

Name of the school or college where the program is proposed to be housed (College of Education, School of Music, School of Social Work): College of Education

Date the new program will be implemented, if approved: September 2024

Proposed degree to be awarded on program completion: BA/BS in Elementary Education

Program Delivery and Variants

Standard delivery:

Location:

- ☐ Campus-based (traditional in person instruction)
☐ Main campus ☐ Branch campus ☐ Other:
☐ Online program
☒ Hybrid program

Courses are offered:

- ☐ Daytime | ☒ Evenings | ☒ Weekends

Additional description (*if needed*):

Delivery variant(s) (If applicable, describe variation circumstances. Duplicate this section for additional variances:

X N/A (Select if the proposed program does not have any delivery variances.)

Location:

- ☐ Campus-based (traditional in person instruction)
☐ Main campus ☐ Branch campus ☐ Other:
☐ Online program
☐ Hybrid program

Courses are offered:

- ☐ Daytime | ☐ Evenings | ☐ Weekends

Additional description (*if needed*):

Number of credit hours proposed to be required to complete the program:

- ☐ Semester | ☒ Quarter = 180 total for the complete BA/BS degree

edTPA

Indicate here if edTPA is not required for this proposed area: ☐

If edTPA is required, indicate which handbook will be used for each requested endorsement area:

Endorsement:	Handbook:	EPP's lowest passing score:
Multiple Subjects (Elementary)	Elementary Education Literacy with Math Task 4	42

Justification for the New Program

Need for new educators in the program area:

- Oregon is one of many states facing a profound teacher shortage. As of August 2022, “Portland Public Schools, the state’s largest district by enrollment, [had] 226 open teaching and classified school staff positions.”
<https://oregoncapitalchronicle.com/2022/08/23/schools-hope-to-overcome-staff-shortages-with-millions-in-wage-bonus-incentives/>
- In addition to the overall teacher shortage, there is an enormous demographic disparity between the student population and the population of elementary teachers. In 2022, 40% of students statewide were identified as “ethnically and linguistically diverse” [in other words individuals of Color who may be speakers of languages other than English] by the Educator Advancement Council, in contrast to 12% of teachers.
https://www.oregon.gov/tspc/about/Publications_and_Reports/2022_Oregon_Educator_Equity_Report.pdf
- Through partnerships with community colleges (in particular Portland Community College, Clackamas Community College, and Chemeketa Community College) via the Education Major Transfer Map agreement, we have designed the program to reduce barriers that often prevent aspiring teachers of Color from entering the field (for example, arranging for students to be able to complete upper-division major, junior cluster, capstone, licensure, endorsement, and student teaching requirements all within 90 upper division credits after transferring with the AAOT MTM for Education program of study).
- We have designed our program around a set of evolving Touchstones for Anti-Bias Anti-Racist educators and foregrounded equity, social justice, and anti-racist practice in every course. We hope that these curricular decisions

will draw to PSU a wide range of aspiring teachers with a mission of interrupting systems of oppression through education and providing culturally, historically, and linguistically responsive educational experiences for elementary students. We hope that our intentional critical focus will make PSU and the Licensure in Elementary Education Program (LEEP) especially appealing to aspiring teachers of Color.

- Further, as the student population in Oregon grows increasingly linguistically diverse, we have designed the program to prepare every graduate to effectively serve multilingual learners (MLLs) through their preparation for the teaching English to Speakers of Other Languages endorsement. Every course throughout the program foregrounds the language development, assessment, or instruction of MLLs. Providing this preparation universally to all elementary teacher candidates meets an important need across the state.
- Our community college partners report that there has been a large, ongoing demand among students pursuing the AAOT MTM in Education for an undergraduate pathway to elementary licensure and a BA/BS specifically at PSU. PSU is the school the majority of students in local community colleges want to attend. [See attached letters of support](#) from community college partners.
- In designing the program, we have drawn on feedback and guidance from our community college partners in terms of program modality. To facilitate accessibility for students across the region, the majority of class sessions (weeks 2-4, 6-9) for all courses will be online synchronous (with some asynchronous components). Finals week classes will be asynchronous. Weeks 1, 5, and 10, instructors will hold either face-to-face or asynchronous sessions. The face-to-face sessions are important opportunities to model best practice, engage in hands-on learning experiences unavailable online, and build relationships and community crucial for culturally sustaining practice. Classes will be scheduled evenings and weekends to enable students to continue working full time as educational assistants, paraprofessionals, emergency licensed teachers, or in other roles while completing coursework requirements. These modality and scheduling decisions will significantly increase the number of students who will be able to access and pursue the program.
- While other pathways to elementary licensure do exist in the area, our community college education department partners have clearly articulated a need for this undergraduate program at PSU and a strong interest among their students. [See attached letters of support.](#)

- The direct effect of implementing this undergraduate licensure program will be to make pursuing a teaching license and education degree more attainable for students for whom completing a bachelors degree followed by an MEd has seemed unattainable. Along with “traditional” undergraduates at PSU, we also expect to enroll students as junior transfers from community colleges who otherwise would not have continued their education.
- As a follow-on effect, over time, our program will graduate a growing and increasingly diverse pool of elementary and English Language Development teachers, thus moving the proportion of teachers of Color gradually closer to the proportion of students of Color they serve. The benefits to students of Color of having a teacher of Color in the elementary years have been well documented. Further, there is evidence that ALL students, regardless of race, benefit from having teachers of Color. We expect that as we grow our program, the benefits directly to elementary learners will also improve educational attainment for the region and the state.

EXCERPT FROM USDE (2016):

<https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>

- *Research shows that diversity in schools, including racial diversity among teachers, can provide significant benefits to students. While students of color are expected to make up 56 percent of the student population by 2024, the elementary and secondary educator workforce is still overwhelmingly white. In fact, the most recent U.S. Department of Education Schools and Staffing Survey (SASS), a nationally representative survey of teachers and principals, showed that 82 percent of public school teachers identified as white. This figure has hardly changed in more than 15 years; data from a similar survey conducted by the Department in 2000 found that 84 percent of teachers identified as white.*
- *Improving teacher diversity can help all students. Teachers of color are positive role models for all students in breaking down negative stereotypes and preparing students to live and work in a multiracial society. A more diverse teacher workforce can also supplement training in the culturally sensitive teaching practices most effective with today’s student populations.*
- *In addition to providing social advantages for all students, the racial diversity of the teaching workforce can help to close the achievement gap (Dee, 2004), emerging research suggests (Egalite, Kisida, & Winters, 2015). Both quantitative and qualitative studies find that teachers of color can improve the school experiences of all students;*

further, teachers of color contribute to improved academic outcomes while serving as strong role models for students(Klopfenstein, 2005).

- *One report suggests that, compared with their peers, teachers of color are more likely to (1) have higher expectations of students of color (as measured by higher numbers of referrals to gifted programs) (Grissom & Redding, 2016) (2) confront issues of racism; (3) serve as advocates and cultural brokers; and (4) develop more trusting relationships with students, particularly those with whom they share a cultural background (Villegas & Jordan Irvine, 2010).*
- *A recent report shows that, despite the critical role that teachers of color can play in helping students of color succeed, every state has a higher percentage of students of color than teachers of color.*

Works Cited in Excerpt:

- Dee, T. (2004). Teachers, race, and student achievement in a randomized experiment. *The Review of Economics and Statistics*, 86, 195-210.
- Egalite, A., Kisida, B., & Winters, M. A. (2015). Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, 45, 44-52.
- Grissom, J. A., & Redding, C. (2016). Discretion and disproportionality: Explaining the underrepresentation of high-achieving students of color in gifted programs. *AERA Open*, 2, 1-25.
- Klopfenstein, K. (2005). Beyond test scores: The impact of Black teacher role models on rigorous math taking. *Contemporary Economic Policy*, 23, 416-428.
- Villegas, A. M., & Irvine, J. J. (2010). Diversifying the teaching force: An examination of major arguments. *The Urban Review*, 42, 175-192.

Educator Preparation Provider's Capacity

List faculty names and attach vita for each faculty member:

- Full-time faculty: Dot McElhone, Olivia Murray, Cynthia Lam Moffett, Shanté Stuart McQueen, Yer Thao, Lauren Vega O'Neil
- In recent years, we have worked with the following adjunct instructors: Marleen Carroll (Literacy and Science Methods), Matt Ellinger (Science Methods), and Conrad Schumacher (Arts Methods).

Faculty structure description:

Students in the undergraduate program will be taking courses with graduate students in a revised version of the existing M.Ed. elementary education program, therefore, the same faculty and resources will initially be used to sustain the BA/BS and MEd programs. As the program enrollment grows gradually over time, additional resources may be needed, e.g., adjunct faculty. Our faculty have the capacity to run this new program.

Financial resources (include, at a minimum, an analysis of proposed operational costs, resources, and revenues):

The College of Education has the capacity to offer and maintain the Licensure in Elementary Education Program. The LEEP will operate using existing tenure track, non-tenure track, and adjunct faculty, so the COE is able to utilize current FTE to run the program. The operating budget comes from the Education General Fund (E&G). PSU and the COE expect the Licensure in Elementary Education Program will generate revenue, allowing it to become stable and sustainable. We projected \$547,650 will be generated for the first cohort of 25 students (90% resident and 10% non-resident) starting AY24-25 and AY25-26. By the end of AY 26-27, the program will generate revenue and become stable and sustainable.

The following information was provided in our 2022 AAQEP Quality Assurance Report as evidence for our fiscal sustainability and capacity. The College of Education's budget includes money for salaries, for both full-time and adjunct faculty, teaching supplies and equipment, and support staff. Departments are given budgets by the COE's Chief Operating Officer Long Tran. Department budgets includes monies for personnel and supply and service. The College of Education budget also budgeted funds needed for accreditation and field placement related expenses.

The College of Education faculty are paid according to the union bargained faculty salary scale used for all faculty at an average rate:

Tenure-Track Faculty at Professor level - \$109,977

Tenure-Track Faculty at Associate Professor level - \$81,182

Tenure-Track Faculty at Assistant Professor level - \$69,926

Non-Tenure-Track Faculty at Professor of Practice level - \$96,002

Non-Tenure-Track Faculty at Associate Prof. of Practice level - \$76,329

Non-Tenure-Track Faculty at Assistant Prof. of Practice level - \$65,793

Senior Research Asst I - 48,780

Senior Research Asc II - \$105,300

Academic Professional - \$62,385

Unclassified - \$87,655

Classified - \$44,904

Adjuncts are paid at a rate of \$1,084 per credit hour compliance with the PSUAFT Collective Bargaining Agreement. University supervisors are paid at a rate of \$542 per student (one half of an adjunct rate). Personnel costs make up about 96% of the E&G budget. All employees are paid overload for any hours they work above their contracted number.

Further evidence that PSU/COE can afford to offer this program:

Students in the undergraduate program (LEEP-BA/BS track) will be taking courses with graduate students in a revised version of the existing M.Ed. elementary education program (LEEP-MEd track), therefore, the same faculty and resources can initially be used to sustain the BA/BS and MEd programs. As the program enrollment grows gradually over time,

additional resources may be needed, e.g., adjunct faculty. This program and its partner program (Licensure in Elementary Education Program - MEd track) supplant the existing elementary Graduate Teacher Education Program. We will be submitting a program change form to change elementary GTEP to the LEEP MEd track.

The demands for facilities/classrooms will be significantly reduced in the LEEP as compared to the current elementary GTEP due to the move from a fully face-to-face model (GTEP) to a hybrid heavily weighted toward online instruction (LEEP). On the whole, the LEEP (BA/BS and MEd tracks) will function using existing resources.

The LEEP BA/BS will draw students to PSU who otherwise would not have attended, thus enhancing revenue.

The LEEP will be housed in the newly constructed Vanport Building that has adequate resources for this program. For example, we will use the newly built Vernier STEM Lab and Lab materials and other classroom spaces.

The LEEP will use existing resources for student recruitment.

- Laura Sequeira currently serves as the Admissions Recruiter and Advisor for elementary GTEP and other teacher licensure programs in the COE. She will continue in this role when we transition to the LEEP. Laura's role is to respond to program inquiries and questions from students, prepare and present program information and application requirements through virtual information sessions and one-on-one Zoom or in-person meetings, assist applicants through the application process, and communicate admissions decisions and steps to begin the program.
- The following additional recruitment resources are also already in place in the COE and for elementary GTEP (which will be phased out and replaced with the LEEP BA/BS and MEd tracks), and will also be available for the LEEP.
 - CRM/Slate - We have completed significant work in Slate to automate email series for all 42 COE programs. Slate leads go to SSMC recruiter/advisors, and each program has a recruitment plan. More details of our recruitment plans are found [here](#).
 - Digital advertising - social media ads and online ads using SEO search terms
 - Campus events at PSU to recruit undergrad students – in person and virtual
 - Outreach to community colleges, school districts, and organizations for virtual events
 - Earned media (COE news shared by external media outlets and websites)
 - Owned media: COE program webpages, blog, newsletters, social media, et al.
 - Alumni outreach and referrals: COE newsletters and virtual events, alumni outreach campaign

- Core full-time faculty (and current LEEP designers) will teach CI 116 Foundations of Education and CI 169 Overview of Special Education, which will offer opportunities to encourage lower division students to consider Elementary Education as a major and to pursue the LEEP. This avenue of recruitment has not been available in the past, and thus will enhance our recruitment efforts.

Candidate resources (include, at a minimum, plans for facilities, technology, library, and student services):

The COE moved to a newly constructed building on campus called the Vanport Building in January 2021. The building is a seven-story condominium partnership between Portland State University, the City of Portland, Portland Community College, and Oregon Health & Science University with retail tenants on the ground floor. The building has an indoor bike parking space, lactation spaces, student lounges on almost every floor, open study areas spread throughout the building, enclosed study areas in departments, classrooms, and a computer lab. The COE occupies the second and fourth floors of the Vanport building.

The COE has potential access to the majority of the classrooms across the PSU campus. Within the Vanport building, the COE has shared access to four classroom spaces that it shares with the other building tenants and PSU colleges. The fifth classroom, the Vernier STEM classroom, was funded by the Vernier company specifically for COE use in order to support our preparation of STEM educators. All of the classrooms have a technology station that includes a computer, projection capabilities, a document camera, a microphone and newly installed attend anywhere technology that allows students to zoom into classes when they are unable to attend in person. In the Vanport.

COE faculty and staff are provided with a computer and have access to shared multifunction printers in each department. Students have access to a computer lab in the COE as well as six other open computer labs around campus. The PSU Library, and when possible the COE, has a laptop and other equipment loan program where students can check out laptops, tablets, headsets, document cameras, calculators and webcams. The COE has a dedicated IT coordinator for technology support. PSU also has an entire Office of Information Technology that supports students, faculty, and staff. There are also several PSU-wide and COE-specific software that we use. PSU uses Banweb as a unified system for financial and procurement systems, human resources systems, and student information systems. This unified system also supports the DataMASTER warehouse that allows faculty and staff access to data to support reporting and decision making. PSU recently switched to Canvas as the university-wide Learning Management System, previously we used D2L. The COE uses TK20 as its assessment and reporting management system, and Slate as its recruitment and application software.

Each department has at least one full-time department administrator. Additionally, there are support staff in the areas of Student Services, Marketing, and Communication, COE

Technology Services, Field Placement and Partnerships, Licensure, Accreditation and Assessment, and Data Coordination.

The PSU Library is available to all current students and alumni. The Library offers many services including research tools and support, access to multiple collections, student help and tutoring, teaching and classroom support, publishing and research support, study rooms, and access to computers and technology.

Portland State University and the College of Education have an extensive web of distinct but interrelated support services for candidates. These services are available to all students, and each make great efforts to support the diverse student population in the COE. While the goal of these services has always been to equitably serve all students regardless of candidate, program type or mode, innovations for access made during the pandemic have made these services even more accessible through online platforms, resources, and outreach. Candidates in the COE are made aware of these services via multiple structures, including the PSU and COE website, advising from recruitment to completion, COE emails and posts, faculty and staff referrals, and program communication and support structures like orientations, webpages, or other forms of connection like Slack, advising, cohort structures, and handbooks. In the two lists below, we outline student services offered by PSU to all enrolled students, COE specific student services.

PSU Student Services

PSU has made student support and services a priority for the entire campus. In the following, we outline germane services, departments, and centers that all students have equitable access to (e.g., Center for Student Health and Counseling, Learning Center, or Financial Wellness Center) as well as support services that explicitly designed to meet the unique and varied needs of our diverse student population (e.g., Cultural Resource Centers, Resource Center for Students with Children, or Transfer and Returning Student Resource Center). PSU Services include:

- Basic Needs Hub
- Center for Student Health & Counseling
- Cultural Resource Centers
- Disability Resource Center
- Diversity and Multicultural Student Services and Student Resource Centers
- Financial Wellness Center
- Helen Gordon Early Childhood Center
- Learning Center
- Library Services
- Multicultural Retention Services
- Native American Student and Community Center
- Resource Center for Students with Children
- Student Legal Services

- Transfer & Returning Student Resource Center
- TRIO Student Support Services
- Queer Resource Center
- Veterans Resource Center
- Women's Resource Center
- Writing Center

COE Student Services

The COE maintains several supports that can be accessed by all COE students as well as student-identity specific supports.

BIPOC Student Supports.

The COE has intentionally focused on programs and supports for students who identify as Black, Indigenous, and/or as a Person of Color. There is a funded Graduate Assistant who helps facilitate the COE's BIPOC Student Council that supports BIPOC student-led initiatives.

COE Emergency Fund.

The COE Emergency fund is a source of immediate support for currently enrolled COE students who are experiencing an unexpected and/or temporary financial hardship. Examples of expenses considered for funding include but are not limited to overdue rent and utilities, childcare, food / groceries, insurance costs for self and dependents, medication/prescription expenses, books, tuition, fees, other school related expenses, emergencies and/or natural disasters, issues related to transportation, and/or safety related needs. The COE also awards over 50 scholarships annually to students in master's, doctoral, and/or licensure programs.

COE Writing Tutor.

The COE offers tutoring to COE students. Students can either self-identify or be referred by a faculty or staff member. These tutors have been particularly useful for students with course projects and performance-based assessments.

COE's Equity, Diversity, and Inclusion Coordinator.

The COE Equity, Diversity and Inclusion Coordinator proactively works with students and faculty to resolve issues that present barriers to degree completion. This role is explicitly a student-focused role so that the coordinator is able to focus their efforts on supporting all students in the COE. It should be noted that the COE's Equity Committee coordinates quarterly professional development opportunities for faculty and staff designed to increase knowledge, awareness, and skills related to working with all students equitably, particularly BIPOC students, gender non-conforming students, and students with disabilities.

Formal and Informal Communication Structures.

We know that any student service is only effective if it actually reaches the student(s) who need it. Therefore, we have worked to increase and systematize communication to current students throughout their academic journey. This includes regular direct communication to students via email as well as regular reminders and updates for faculty and staff about student services so that they can also share the information through formal and informal communication structures. Some of examples of topics of communication are one-to-one mentoring programs, scholarship updates, health related resources, and any of the support service detailed in this Appendix.

LGBTQIA+ Student Supports.

Faculty members in the COE have worked to establish and maintain a Queer and Trans Student Affinity group. The goal of the group is to connect queer and trans students in the COE to build community and discuss pressing issues related to gender and sexual orientation in education and counseling. This is a student-led group that has committed faculty who want to support LGBTQIA+ students in the COE. Additionally, the COE has included a mandatory LGBTQIA+ Resolution that has to be included in all COE syllabi for students and instructors. The statement asserts, “As part of its commitment to social justice and human dignity, the COE demonstrates LGBTQIA+ advocacy through inclusive policies and practices that are both intentionally proactive and strategically responsive. Instructors should honor student pronoun preferences.”

Evidence of institutional approval:

The new program proposal for the Licensure in Elementary Education Program - BA/BS track and new course proposals for all the lower and upper division courses that compose the program have been unanimously approved by the Curriculum and Instruction Department (as of April 11, 2023). The COE Program and Policy Committee is currently considering the proposals, and voted to approve the overall program proposal on May 2, 2023. Votes on the remaining proposals (for individual courses) will occur on May 16 and May 30, 2023. Once the proposals pass the Program and Policy Committee, they will be offered as consent agenda items to the full College of Education. We expect to have the proposals approved by the COE and on to the PSU Undergraduate Curriculum Committee before summer. In the fall, we expect smooth approvals for the proposals by the Undergraduate Curriculum Committee, Faculty Senate Steering Committee, and full Faculty Senate. After PSU Faculty Senate approval, the proposals will be advanced to the Higher Education Coordinating Commission's Office of Degree Authorization for review and approval. HECC and the HECC MTM Education Subcommittee are aware of the proposals, and we will be presenting about the proposals briefly on May 5, 2023.

EPP Program Development Committee and Liaison Officer

Program Development Committee

- Cynthia Lam Moffett, Senior Instructor III
- Olivia Murray, Professor of Practice
- Dot McElhone, Associate Professor of Curriculum and Instruction
- Shanté Stuart McQueen, Assistant Professor of Curriculum and Instruction
- Amanda Sugimoto, Interim Associate Dean and Associate Professor of Curriculum and Instruction
- Lauren Vega O'Neil, Assistant Professor of Practice

Liaison Officer: Lisa Todd, Licensure Programs Administrator

Program Goals and Objectives

Goals:

Current faculty from the Elementary Graduate Teacher Education Program in the College of Education at PSU have collaborated with multiple local community colleges and other stakeholders to develop an undergraduate elementary education licensure program and major. This program is designed for students who wish to become elementary classroom teachers in K-12 public schools. Successful completion of the program will culminate in a recommendation to Oregon's Teacher Standards and Practices Commission for a **teaching license with endorsements to teach elementary multiple subjects and English for speakers of other languages**.

Our overarching goals in this effort are to:

1. Ensure that every elementary teacher that graduates from PSU is well-prepared to meet the needs of every student, prepared to make and sustain *deep connections with communities* around the school, and prepared to *take action toward disrupting systems of oppression* as they impinge on students and schooling.
2. Ensure that every child in the Portland area has at least one well-prepared, well-supported Teacher of Color in the elementary years **by making a high quality teacher education program and teaching license more accessible** for prospective students of all backgrounds.

The LEEP serves teacher candidates of all racial and cultural backgrounds, and is also intentionally designed to attract and be accessible to and meaningful for prospective Teachers of Color.

Relationship of our overarching goals to the goals of other approved PSU programs:

The LEEP-BA/BS track is an important addition to the program offerings at PSU because there is currently no other undergraduate pathway to licensure with multiple subjects (elementary) endorsement except for the Bilingual Teacher Pathways program, which is reserved for students who are fluent in a language other than English. Offering this undergraduate path to licensure is an important step toward achieving our goal regarding diversifying the profession.

The LEEP-BA/BS track also extends the existing aims of elementary GTEP by centering anti-bias anti-racist (ABAR) practice even more explicitly and incorporating the content of the ESOL endorsement across the entire program. Preparing every graduating elementary teacher with the ESOL endorsement is an important step toward ensuring that our graduates are well-prepared to meet the needs of every student.

The goal of preparing teachers who can *make and sustain deep connections to communities around the school* arose in part from our research with affinity-based focus groups. At the beginning of our program design process, we convened alumni and community leaders of Color in racial and role affinity groups for semi-structured conversations about perceptions of and experiences with elementary GTEP and recommendations for structures and content in the new program. These stakeholders saw a need for more explicit attention to preparing new teachers with knowledge, dispositions, and skills that will help them connect with community members and community organizations in ways that help them see children as whole people, cultural beings, and valued members of their communities. To address these topics, we developed a course called Community Engagement and Collaboration. We also incorporated related content and its application into the Student Teaching Seminar Series, for example requiring students to attend community events and familiarize themselves with community agencies and resources.

The goal of preparing teachers to *take action toward disrupting systems of oppression* as they impinge on students and schooling arose from the critical, anti-racist stance of the program, which is embodied in the [Touchstones for Anti-Racist/Anti-Bias Educators](#). These Touchstones were developed collaboratively by the program design team (7 core members, 5 of whom are faculty of Color) through multiple iterations of synthesis of relevant scholarly literature. We solicited feedback and edits on the Touchstones via our focus groups and from a wide range of representatives of various communities. To achieve the goal of preparing teachers to disrupt systems of oppression, we have developed a course sequence that intentionally builds structural and historical knowledge (including about settler colonialism, colonization, environmental injustice, and ableism), engages students in the identity work necessary for anti-racist practice, and cultivates concrete skills around identifying and interrupting microaggressions and communicating about systemic injustices involved in schooling.

The specific goals listed above represent an evolution from the stated goals of elementary GTEP. To enable all teacher candidates to take advantage of that evolution, we are proposing (in a separate document) a major program modification to elementary GTEP to align that MEd program with the aims and strategies of the LEEP-BA/BS track. The LEEP-MEd will pursue the same goals as the LEEP-BA/BS, with enhancements and extensions (e.g., an emphasis on leadership) that move the coursework to a graduate level.

The Licensure in Elementary Education Program (LEEP) is designed to address all of the standards listed here: [Complete Professional Standards for the Program](#), including those mandated by TSPC and those recommended by professional organizations in education (e.g., the International Dyslexia Association Knowledge and Practice Standards; the Learning for Justice Social Justice Standards).

Strategy for Achieving Our Goals

Our strategy for achieving our overarching goals has been to create a robust undergraduate major in elementary education that fits seamlessly with the [Associate of Arts Oregon Transfer degree](#) Major Transfer Map ([MTM](#)) in elementary education in order to attract a more diverse pool of teacher candidates.

In keeping with PSU's growing commitment to collaborate with our community college partners and to serve a more diverse student body, this program is designed as a **2 + 2 model**. Students who pursue 2 + 2 models spend the first two years of their higher education experience completing their general education requirements and come to the university to focus on their professional preparation. (Students attending PSU for 4 years will also have the opportunity to complete the program. We have created a lower division pathway for those students.)

Internal and External Support

Please see [this folder](#) for an array of letters of support from our external partners and internal faculty and other leaders. There is momentum in our little region gathering behind this program, which is an important step toward achieving our goals.

In addition to the overarching goals of our effort [listed at the beginning of this section] and the learning goals articulated by each of the 280+ standards to which we have mapped our courses, the Licensure in Elementary Education Program (LEEP) also supports PSU's mission to "Let knowledge serve the city," to "sustain a vibrant urban region through our creativity, collective knowledge, and expertise," to engage with communities, and to "educate a diverse community of lifelong learners." Specifically, this program serves the city by deepening and extending the knowledge and skills teachers bring to the classroom.

- Access: The design of LEEP intentionally supports access to the elementary education profession and PSU by (1) integrating the AAOT major transfer map so that community college students will have a smoother transition to PSU, (2) continually

collaborating with community colleges to identify barriers for transfer students, and (3) strategically integrating predictable and multiple course modalities into each of the courses

- Equity and Inclusion: Acting on equity and racial justice has been an ongoing top strategic priority for this university. In line with the four initiatives outlined in [Time to Act: Plan for Equity and Racial Justice](#), LEEP has been designed based on a set of faculty-developed and focus-group-refined [Touchstones for Anti-Bias Anti-Racist Educators](#).
- Student learning: Program coursework has been designed around current, relevant scholarship, and each course has been developed and reviewed through a Universal Design for Learning perspective, thus enhancing learning opportunities for all students.
- Research/Scholarly Work: We believe that our model is innovative and that our design process and student learning in this model both warrant study and knowledge dissemination. We look forward to continuing our research into the program and its impacts.
- Service: The LEEP provides service to local schools and communities by educating future teachers to effectively teach all elementary learners, with special attention to multilingual learners (MLLs) and engaging in culturally responsive and sustaining practice. During the program, students contribute to schools via three practicum experiences and a full year of student teaching.
- This benefit to the community and region is particularly important in the context of an extreme teacher shortage. The content of the program centers access, equity, and inclusion in all courses. By offering this intensive professional development to practicing teachers, we offer service to our surrounding communities and support equity work in elementary schools.
- The Licensure in Elementary Education Program (LEEP) clearly connects to [PSU's strategic priorities of](#) acting on equity and racial justice, a laser focus on student success, and mobilizing engagement to serve our city. Each course in the Licensure in Elementary Education Program (LEEP) is designed with equity and anti-racist practice at the center, based on the elementary licensure faculty's Touchstones of Anti-Bias Anti-Racist Educators. This program supports PSU's endeavors to "advance the success, graduation, and career readiness" of our students by offering them opportunities to advance in their careers in ways that are increasingly rewarding to them. The program embodies the flexibility PSU aspires to through its intentional design and scheduling, which enable students to continue working full-time as educational assistants, paraprofessionals, emergency licensed teachers, and in other roles while completing coursework requirements. To facilitate accessibility for students across the region, the majority of class sessions (weeks 2-4, 6-9) for all courses will be online synchronous (with some asynchronous components). Finals week classes will be asynchronous. Weeks 1, 5, and 10, instructors will hold either face-to-face or asynchronous sessions. The face-to-face sessions are important

opportunities to model best practice, engage in hands-on learning experiences unavailable online, and build relationships and community crucial for culturally sustaining practice. This program contributes to PSU’s role in “helping to solve the complex problems vexing our city... [toward] a more just, vibrant, and resilient community” by graduating elementary-endorsed teachers prepared to help all students become literate, well-informed, critical, engaged citizens.

Objectives:

The objectives of each individual course (presented in the course syllabi) represent steps toward the goal of all graduates demonstrating proficiency regarding all 280+ standards to which the program is mapped in this document:

 PSU LEEP Preliminary TL ELEM MS Standards Table (3).docx

Steps toward our goal of graduating teachers well-prepared to meet the needs of every student, prepared to make and sustain deep connections with communities around the school, and prepared to take action toward disrupting systems of oppression as they impinge on students and schooling are also represented in individual course objectives and our curriculum map.

Our efforts to align with the AAOT MTM for Education and to partner with community colleges, as well as our recruitment efforts, all represent steps toward the goal of diversifying the profession by making the pathway to teaching more accessible for a wider range of prospective students.

Program Alignment to State Standards

The Licensure in Elementary Education Program has been designed in careful alignment with all state program standards, as well as the International Dyslexia Association Knowledge and Practice Standards, TESOL standards, Learning for Justice Social Justice Standards, and with explicit attention to content related to SB 13 Tribal History/Shared History, SB 664 Holocaust and Other Genocides, and Ethnic Studies and Inclusive Education. Please see the multiple sheets included in the [Curriculum Map](#) by accessing the tabs at the bottom of each sheet.

Alignment with state program standards is also presented in this table:

 PSU LEEP Preliminary TL ELEM MS Standards Table (3).docx

Program Curriculum & Course Syllabi

Curriculum and Course Syllabi:

The Licensure in Elementary Education Program (LEEP) Program of Study is presented in [this document](#), with hyperlinks to each syllabus.

Please see the multiple sheets included in the [Curriculum Map](#) by accessing the tabs at the bottom of each sheet.

Research-based rationale for the curriculum:

The curriculum for the LEEP is designed around the research-based standards in the [Complete Professional Standards for the Program](#), which include the INTASC and other standards mandated by the OARs, along with standards from a range of professional organizations such as the International Dyslexia Association, Learning for Justice, the National Science Teachers Association, the National Council of Teachers of Mathematics, and TESOL International.

The curriculum addressing the preparation of elementary reading teachers is explicitly organized around the Simple View of Reading, Scarborough's Reading Rope, and Duke's Active View of Reading, in alignment with the 2023 Oregon Early Literacy Framework and current scholarship in reading education. All of the International Dyslexia Association Knowledge and Practice Standards are addressed in the program.

Current scholarship regarding the education of multilingual learners is also at the heart of the curriculum, which includes courses explicitly focused on teaching English to speakers of other languages (e.g., the ESOL Bridges course), and also embeds standards and content related to multilingual learners in every course.

The process of curriculum development began with collaborative examination of foundational and current scholarship around anti-bias/anti-racist practice. The seven core members of the program design team (5 of whom are faculty of Color) reviewed and synthesized relevant scholarly literature through multiple iterations, and through that process developed the Touchstones for Anti-Bias/Anti-Racist Educators, which serve as the heart of our program and curriculum.

We solicited feedback and edits on the Touchstones via our focus groups and from a wide range of representatives of various communities.

At the beginning of our program design process, we convened alumni and community leaders of Color in racial and role affinity groups for semi-structured focus group interviews about perceptions of and experiences with elementary GTEP and recommendations for structures and content in the new program. These focus groups also served as fora for feedback on our Touchstones, which led to revisions. The stakeholders in our focus groups saw a need for more explicit attention to preparing new teachers with knowledge, dispositions, and skills that will help them connect with community members and community organizations in ways that help them see children as whole people, cultural beings, and valued members of their

communities. In response to the findings of this focus group research, we developed a course called Community Engagement and Collaboration. We also incorporated related content and its application into the Student Teaching Seminar Series, for example requiring students to attend community events and familiarize themselves with community agencies and resources.

Clinical Practices

LEEP BA/BS Clinical Practices							
	Year 1, Term 1, Fall	Year 1, Term 2, Winter	Year 1, Term 3 Spring	Year 1, Term 4, Summer	Year 2, Term 1 Fall	Year 2, Term 2 Winter	Year 2, Term 2 Spring
Field Experience Requirements	In ITP 357U, TCs must successfully complete and share: 1. Background clearance 2. Knowledge of Civil Rights Module	ITP 309U: Prior to beginning practicum experience, confirm successful completion of: 1. Background clearance 2. Knowledge of Civil Rights Module 30 hrs/11 weeks part time	ITP 409 Elementary Practicum 30hrs/ 11 weeks part time	ITP 492 Student Teaching 1 100hr/4 or 5 weeks depending on district schedule part time	ITP 493 Student Teaching 2* 160hr/10 wk. part time	ITP 494 Student Teaching 3* 175hr/11wk AND ITP 409 ESOL Practicum 90 hr/11 wk part time	ITP 495 Student Teaching 4* 440hr/11wk full time
Location of field experience	n/a	General Education multiple subjects elementary classroom	General Education multiple subjects elementary classroom	General Education multiple subjects elementary classroom	General Education multiple subjects elementary classroom	Student Teaching: General Education multiple subjects elementary classroom ESOL Practicum: In the student teaching placement classroom if 6 or more students in the classroom are identified for ELD services as multilingual learners. If the student teaching	General Education multiple subjects elementary classroom

						placement does not have an adequate number of multilingual learners, ESOL practicum will occur in an elementary classroom with an appropriate population or with an ELD teacher.	
Summary Observation schedule	n/a	Practicum is supervised by a university supervisor who solicits feedback from the cooperating teacher. No formal observations.	Practicum is supervised by a university supervisor who solicits feedback from the cooperating teacher. No formal observations.		Requires at least one observation by the candidate's university supervisor and cooperating teacher.	General Education, Multiple Subjects Classroom: Requires at least one observation by the candidate's university supervisor and cooperating teacher. In addition to the 875 hours in multiple subjects classrooms, teacher candidates complete a 90-hour ESOL practicum in a qualifying placement, which requires two observations.	Requires at least two observations by the candidate's university supervisor and cooperating teacher.
Evaluation schedule	n/a	No formal evaluation. End of term: University Supervisor solicits evaluative feedback from Cooperating Teacher using the Professionalism	No formal evaluation. End of term: University Supervisor solicits evaluative feedback from Cooperating		One formal evaluation <i>each</i> by the candidate's university supervisor and the cooperating teacher.	General Education: One formal evaluation each by the candidate's university supervisor and the cooperating teacher. ESOL Practicum:	One formal evaluation each by the candidate's university supervisor and cooperating teacher.

		and Collaboration sections of the COE Field Evaluation Rubric.	Teacher using the Professionalism and Collaboration sections of the COE Field Evaluation Rubric.			One formal evaluation each by the candidate's university supervisor and ESOL practicum cooperating teacher.	
Candidate Expectations/ Experiences in the Field			<ul style="list-style-type: none"> Observe and develop positive relationships with students and take on classroom responsibilities with guidance. 	<ul style="list-style-type: none"> Participate in any professional development that CT engages in (meetings, trainings, etc.) as well as special evening events like back-to-school and curriculum presentations. Observe CT, get to know students, assist as appropriate, and complete introductory field-based 	<ul style="list-style-type: none"> Observe and assist, continue to develop positive relationships with students, and take on classroom responsibilities with guidance. Collaborate with CT in planning, teaching, and assessing small groups and the whole class. Complete various field-based assignments, including those related to the edTPA. 	<ul style="list-style-type: none"> Continue to develop positive relationships with students and take on the full range of teacher responsibilities with guidance and support. Collaborate with CT in planning, teaching, and assessing small groups and the whole class. Complete various field-based assignments, including those related to the edTPA. Complete the edTPA. Incorporate co-teaching strategies: stations, parallel teaching, team teaching 	<ul style="list-style-type: none"> Take on the full range of responsibilities for planning, teaching, assessment, communication, and other aspects of teaching. Incorporate co-teaching strategies: one teach/one observe and one teach/one assist with CT as assistant/observer

				assignment s. • Incorporate co-teaching strategies: one teach/one observe and one teach/one assist.	• Attend parent conferences as PSU course schedule permits. • Incorporate co-teaching strategies: supplemental (e.g., small groups) and alternative/differentiated strategies		
--	--	--	--	--	--	--	--

* Student teaching in the second year is primarily designed to utilize the “traditional” cooperating teacher and teacher candidate student teaching model where the teacher candidate co-teaches with the cooperating teacher. However, there has been an increasing number of districts that request teacher candidates to become substitutes, e.g., long term in one classroom or possibly one day a week in their student teaching school, during their second year. In those unique cases, the teacher candidate is moved to an internship contract for the substituting days with a mentor teacher/teacher candidate relationship.

Key Transitions

Program Phase	Assessment/Requirement
Admission to PSU: Rising PSU freshmen	<p>Students from accredited public or private high schools will be reviewed for admission as first year student applicants, including students who have earned college credit while in high school (e.g. Running Start). Transfer students who have completed less than 30 transferable quarter credits (20 semester credits) at the point of application will be reviewed as a first year student applicant.</p> <p>Admission requirements:</p> <ul style="list-style-type: none"> Graduate from high school and meet the following cumulative unweighted grade point average (GPA) requirements: <ul style="list-style-type: none"> 2.5 or higher = automatic admission if college prep coursework requirement met 2.49 or lower (or coursework requirement not met) = further admission review Complete 15 units* of college preparatory coursework with grades of C- or better in the following areas: <ul style="list-style-type: none"> English/Language Arts: 4 units Math: coursework culminating in at least the completion of Algebra II Science: 3 units (one year of lab science is recommended) effective 2012 Social Studies: 3 units Second Language: <u>2 units of the same language</u>* <p>*Oregon high school graduates only (Oregon residents who earn a GED are not held to the second language requirement.)</p> <p><i>Optional:</i> Take the SAT or ACT and have scores sent directly to Portland State University</p> <ul style="list-style-type: none"> SAT School Code is 4610 ACT School Code is 3492 <p>Summer Scholars</p> <p>First year applicants for fall term with a 2.99 cumulative high school GPA or lower are required to participate in <u>Summer Scholars</u>, a FREE two-course program held over three weeks prior to the start of fall semester. Students earn up to four credits for free for completion of the program. Learn more about <u>Summer Scholars</u>.</p>

Admission to the LEEP and access to 400-level courses in the Elementary Education major for Community College Students:	<ul style="list-style-type: none"> • Successful completion of the Associate of Arts Oregon Transfer Degree with the Major Transfer Map for Education Program of Study • GPA of 2.75 or higher • Meet Second Language Admissions Requirement (Oregon High School graduates only)
Access to 400-level courses in the Elementary Education major for 4-year PSU students	<ul style="list-style-type: none"> • Successful completion (C- or better) of : <ul style="list-style-type: none"> ○ MTH 211, 212, 213 ○ CI 116 or ED 420 ○ CI 169 ○ PSY 311U • At least 30 hours working in an elementary school classroom with satisfactory reference from classroom teacher or ED 420 practicum. • GPA of 2.75 or higher
Access to practicum	<ul style="list-style-type: none"> • Civil Rights Module • Background Clearance
Term Requirements	<ul style="list-style-type: none"> • All course grades for the term C- or better.
Advancement to Student Teaching	<ul style="list-style-type: none"> • Successful completion (C- or better) of: <ul style="list-style-type: none"> ○ ITP 456 ○ ITP 357U ○ ITP 360U ○ ITP 361U ○ ITP 309U ○ ITP 463 ○ ITP 465 ○ ITP 470 ○ ITP 409 ○ ITP 458 ○ ITP 464 ○ ITP 466 ○ ITP 459 ○ ITP 462 ○ ITP 473 ○ ITP 474 • Overall GPA of 3.0 or higher. • Passing scores on NES Subtests I and II (or alternate demonstration of content knowledge via Multiple Measures) • Evaluation of Preparedness, Upholding Community Expectations, and Active Engagement and Listening Rubrics from Year 1 coursework • Satisfactory completion of the Curriculum and Instruction Technology Assignment

End of Program & Recommendation for Licensure	<ul style="list-style-type: none"> • Successful completion of all 4 student teaching courses as determined by scores on the Student Teaching [Field Experience] Rubric, the university supervisor's informal and formal observations of teacher candidates, the cooperating Teacher's assessment of Teacher Candidate progress, and the expertise of the university supervisor and cooperating teacher. • Successful completion of the ESOL Practicum as determined by scores on the ESOL Practicum Field Experience Rubric and the expertise of the university supervisor and cooperating teacher. • edTPA: Score 42 or higher • Exit Survey
After Program	<ul style="list-style-type: none"> • Alumni Survey: Sent 18 months after completion of program

Assessments & Rubrics/Scoring Guides

Assessment #1: College of Education Field Experience Rubric (Fall, Winter, and Spring)

The Licensure in Elementary Education Program uses the College of Education's [Field Experience Evaluation](#) rubric to assess teacher candidates' progress in their student teaching field-placements. The rubric was developed as a 4-point proficiency based rubric, and the evaluation criteria were drawn from existing frameworks, e.g., the Danielson group's framework for instruction, the College of Education's conceptual framework, and the program's standards (see [standards mapping](#)). The fall evaluation takes place during the fall term of the student teaching year/senior year. The fall assessment focuses only on category 1 Professional Dispositions and category 2 Professional Collaboration. This focus on the first two categories of the larger rubric was an intentional programmatic choice because elementary GTEP faculty found it was not possible to assess teacher candidates on the whole rubric when they were first entering their field-placements and had limited responsibilities in the classroom, and fall is an opportunity to formatively focus on candidates' dispositions and collaboration in the field. The Cooperating Teacher and the University Supervisor each complete the Field Experience Evaluation rubric during fall term.

The winter evaluation takes place during the winter term of the student teaching year/senior year. The winter assessment evaluates candidate progress on all six categories of the rubric: Professional Dispositions, Professional Collaboration, Learning Environment, Instructional Design, Monitoring Student Learning, and Instructional Strategies. It is scored during winter term separately by the University Supervisor and the Cooperating Teacher for the ESOL Practicum.

The spring evaluation also addresses all six categories of the rubric and is scored separately by the University Supervisor and the Cooperating Teacher.

Each term, a formal evaluation conference is held. The teacher candidate, university supervisor, and cooperating teacher come to the conference having independently scored the teacher candidate on each of the items in the appropriate sections. When scoring, the university supervisor uses their observations of the teacher candidate teaching across the term, as well input from the cooperating teacher. The teacher candidate reflects on their growth over the term, and the cooperating teacher uses their observations and interactions with the teacher candidate over the term. At the conference, the teacher candidate, university supervisor, and cooperating teacher share their scores and come to agreement when possible. Additionally, the teacher candidate, university supervisor, and cooperating teacher identify 1-2 specific and measurable goals for the teacher candidate that will be discussed during the next conference. The scores are then recorded in the university data-management system.

The Lead Site Coordinator then uses these scores, the university supervisor's informal and formal observations of teacher candidates, the cooperating Teacher's assessment of Teacher Candidate progress, and the expertise of the Lead Site Coordinator, university supervisor and cooperating teacher. A passing grade is required to advance to the next term's student teaching. Additional supports for both supervisors and cooperating teachers are made available on a College-wide [website](#), including this [look fors document](#) that supports supervisor training. A full account of the COE's efforts to establish the validity and reliability of the Field Evaluation rubric can be found [here](#).

Assessment #2: ESOL Practicum Field Experience Rubric

During their ESOL practicum experience, the university supervisor and cooperating teacher complete the [ESOL Dispositions Evaluation Rubric](#) and the [Practicum Evaluation Rubric](#). Together, the ESOL Dispositions Rubric and Practicum Evaluation Rubric serve as the final assessment of the candidate's proficiencies and dispositions in the field. Successful completion of this evaluation and the practicum is required for recommendation for an ESOL endorsement. The ESOL Dispositions Evaluation Rubric addresses the College of Education's Conceptual Framework and Dispositions as seen in the ESOL Curriculum Map. The Practicum Evaluation Rubric addresses the following TESOL standards: TESOL Standards 1, 2, 3, 4, and 5; and TSPC 3a, 3b, 3c, 4a, 4c, 5b, 5c. The reliability and validity evidence for this assessment can be found [here](#).

Assessment #3: Curriculum and Instruction Technology Assignment

The key assessment was developed to assess candidates' ability to use technology to enhance student learning. Initial licensure candidates complete the assessment during their student teaching year as part of the Professional Collaborations coursework. The assessment is a

required activity in which teacher candidates write and reflect on a lesson plan that uses technology to enhance student learning.

Performance expectations are aligned to the standards, and there are descriptions for each component at each level (1-4) of the scoring rubric. The criteria for each level are specific and clear, and the descriptors for each level include observable, or behavior-based descriptors. The Committee reviewed the instrument and discussed hardships for candidates who may teach in a school with limited access to technology. The assessment tool was piloted in fall 2019 and both the assignment and the rubric were subsequently revised. A panel of technology education experts (Dr. Todd Cherner, Professor, University North Carolina; Dr. Patricia Morrell, Dean, School of Education, University of Queensland; Tara Makani Miller, Adjunct Technology Faculty, Portland State University) reviewed the assignment and rubric and provided feedback on construct validity. The key assessment was written for flexibility and accommodation of different P-12 settings with different access to technology resources. Three scorers (Dr. Esperanza de la Vega, Bilingual Teacher Pathway Coordinator, Dr. Gayle Thieman, Secondary GTEP coordinator, and Dr. Heidi Meister, technology instructor) reviewed sample student papers in a collaborative training session, then scored three elementary and three secondary candidates' assessments independently and discussed interrater reliability. For all categories the three scorers either agreed on the specific score on the rubric (range 1-4) or within 1 point (e.g. 2,3,3). The assessment and rubric can be found [here](#).

Assessment #4: edTPA

Candidates complete their edTPA during their student teaching year/senior year. Supported by ITP 572: Teacher Performance Assessment, and their elementary mathematics and literacy courses (ITP 463, 464, 465, 466) candidates complete their edTPA during the winter of their student teaching year/senior year.

In alignment with Oregon's score requirements, LEEP candidates must earn a minimum edTPA score of 42. Our candidates in elementary GTEP have had a very high success rate (100% in 2019), but when a candidate does not meet the cut score, they are guided through national resubmission. This process consists of the candidate and a faculty member (e.g., ITP 472 instructor and/or COE edTPA Coordinator) meeting to determine which task(s) must be revised and resubmitted, as well as creating a timeline for this work. Successful completion of the edTPA is required for state licensure. The program reviews the edTPA data to identify areas for more support and program improvement.

Assessment #5: Exit Survey

The College of Education's Exit Survey is administered to all program completers the final term in their COE program. The survey asks candidates to rate their preparation on the conceptual framework along a 1-4 Likert scale. The survey also asks questions about program

quality. The results from each year's exit survey are summarized and sent each summer to each program for review. Response rates vary from 30% to 100% depending on the program.

Since its original creation in 2010, COE staff and faculty have continued to develop, align, and revise the Exit Survey. To align with program standards, the Exit Survey has been mapped to the COE Conceptual Framework on the program's curriculum map. The Exit Survey was significantly revised in 2017 (e.g., the size and scope of the survey was reduced, confusing or unclear items were re-worded, and items were added regarding equity and inclusion to align with the mission and vision of the COE). Additionally, the survey was piloted with a small group of candidates who individually met with the Assessment Coordinator to complete the survey in real time and share their thoughts about the clarity and value of each item as they completed it. These results were compiled and presented to the Assessment Committee to make additional further changes and revisions. A full account of the COE-wide efforts to establish and maintain the validity and reliability of the Exit Survey and the actual instrument questions can be found [here](#).

Assessment #6: Alumni Survey

The COE Alumni Survey is administered annually to graduates who completed a program approximately 18 months prior to receiving the survey. The survey asks about preparation in regard to the COE's conceptual framework. It also asks for employment information. These data are collected in the winter/spring each year and summarized and sent to programs each summer for their review. Response rates average 20%.

The alumni survey has been used since 2010 but has changed over time to increase response rates and usability. To align with program standards, the Alumni Survey has been mapped to the COE Conceptual Framework on the program's curriculum map. Each year there is a review of the outcome data and discussion about the question validity and reliability by the Assessment Committee who may decide on changes or revisions to the survey. A full account of the COE-wide efforts to establish and maintain the validity and reliability of the Alumni Survey and the actual instrument questions can be found [here](#).

Program Data Collection Plan

The College of Education has implemented a yearly cycle for systematic data collection, review, and program improvement. The cycle consists of: (1) collecting data from key assessments and targeted non-key assessments, (2) program faculty analyze the data at the annual Data Review Day in Summer and make specific plans for program improvements during the upcoming academic year, (3) program faculty implement improvement plans and check in on progress during the academic year, and (4) programs share their data review and program improvement efforts with other programs during the college-wide Conversation and Program Improvement Quarterly Events.

How will the unit collect data showing evidence of candidate content knowledge?

Candidates are required to pass state-commission approved content area exams - NES I and NES II. Candidates must pass the required exam(s) before they can be admitted to student teaching.

How will the unit collect data showing the tools for evaluating the clinical practice?

The LEEP will gather data regarding candidate progress in clinical practice via the Field Experience Rubrics submitted by the cooperating teacher and university supervisor as described above.

How will the unit collect data showing evidence of candidate competency?

The LEEP will gather data regarding candidate competency via the key assessments above and course assessments (see syllabi). The LEEP will also gather candidates' perceptions of their own competencies via the COE Exit and Alumni Surveys and the OACTE Beginning Teacher Survey.

How will the unit collect data that shows tools for follow-up with candidates after program completion?

The COE will gather follow up data via the Alumni Survey described above. Additionally, the unit will use data from the OACTE Beginning Teacher and Mentor Survey as another follow up tool.

Program Implementation

Provide a projected timeline for the implementation of the proposed program:

The PSU COE plans to begin offering the LEEP in Fall 2024. We are on track for that timeline in terms of the approval process at PSU, the HECC, and TSPC. We expect to welcome roughly 25 students as juniors in Fall 2024 and hope to gradually expand the program from there.

Program Recruitment and Retention

Program recruitment and retention narrative:

The SSMC department has five dedicated advisors/recruiters who provide a single contact through recruitment, admissions, and enrollment advising. Admissions advisors are assigned to each department to provide pre-admission advising, information sessions, and community outreach on behalf of programs. Laura Sequeira currently serves as the Admissions Recruiter and Advisor for elementary GTEP and other teacher licensure programs in the COE. She will continue in this role when we transition to the LEEP. Laura's role is to respond to program

inquiries and questions from students, prepare and present program information and application requirements through virtual information sessions and one-on-one Zoom or in-person meetings, assist applicants through the application process, and communicate admissions decisions and steps to begin the program. This single-contact method strengthens focus on retention and persistence and improves collaboration with academic programs and faculty. Recruitment strategies further include:

- Dedicated web designer who maintains the COE website in order to make it more accessible for potential and current students.
- Annual updating of marketing and communication messaging each year.
- Dedicated marketing person who creates and updates marketing materials and the COE blog (<https://psucollegeofed.wordpress.com/>) to highlight the accessibility of the COE and the need for teachers.
- Creating social media ads to recruit prospective students who might be interested in the education field. Special attention has been paid to additional markets with a higher proportion of diverse populations, e.g., the SSMC staff survey applicants to see which social media outlets they use to identify other potential platforms for recruitment.
- Admissions advisors and program coordinators participate in tabling, college fairs, community college visits, information sessions, and other in-person or virtual recruitment opportunities throughout the year.
- Outreach to local school districts, e.g., programs are asked to visit specific districts to interact directly with district employees who might be interested in pursuing licensure, endorsements, and/or specializations.
- Campus events, both in person and virtual, at PSU to recruit students, e.g., the recruitment team hosts a COE Open House during October to coincide with the popular Portland State of Mind event that attracts PSU students and people from the greater Portland community. Additionally, recruiters visit and present at PSU undergraduate classes, as well as local community college classes.
- Partnering with PSU student organizations to promote the teaching profession.
- Partnering with PSU departments, such as Diversity and Multicultural Student Services and PSU Career Office Services, to promote the teaching profession and find ways to collaborate on making the COE programs more accessible .
- Partnering with local, culturally-specific organizations to create opportunities for their staff interested in the teaching profession to enroll in COE programs.
- The following additional recruitment resources are also already in place in the COE and for elementary GTEP (which will be phased out and replaced with the LEEP BA/BS and MEd tracks), and will also be available for the LEEP.
 - CRM/Slate - We have completed significant work in Slate to automate email series for all 42 COE programs. Slate leads go to SSMC recruiter/advisors, and each program has a recruitment plan. More details of our recruitment plans are found here.
 - Digital advertising - social media ads and online ads using SEO search terms

- Campus events at PSU to recruit undergrad students – in person and virtual
- Outreach to community colleges, school districts, and organizations for virtual events
- Earned media (COE news shared by external media outlets and websites)
- Owned media: COE program webpages, blog, newsletters, social media, et al.
- Alumni outreach and referrals: COE newsletters and virtual events, alumni outreach campaign
- Core full-time faculty (and current LEEP designers) will teach CI 116 Foundations of Education and CI 169 Overview of Special Education, which will offer opportunities to encourage lower division students to consider Elementary Education as a major and to pursue the LEEP. This avenue of recruitment has not been available in the past, and thus will enhance our recruitment efforts.

Retention

Portland State University has instituted a [Student Success Initiative](#) for undergraduate students. The initiatives are organized into three areas: (1) academic success, (2) reducing administrative and curricular barriers, and (3) financial support. The approach to student success includes both near-term interventions and long-term strategies. The following work was implemented in the Fall 2022 term:

- Just-in-time financial support through remissions,
- Student registration support via nudges and intensive advising outreach,
- Scaling the Student Success Advocacy (SSA) program,
- Increased programming, support, and communication for Summer Bridge Scholars.

Additionally, PSU has several centers and support services for students, listed below:

- Multicultural Retention Services provides academic support, advising, referrals, and advocacy to students who are first generation, low income and/or from diverse and multicultural backgrounds. They strive to ensure the academic success, retention and graduation of students through structured programs.
- The Native American Student and Community Center works to plan programs centering Native American, Alaska Native, Pacific Islander, and other Indigenous community voices that are student-centered and support student's retention.
- The Transfer & Returning Student Resource Center offers academic and career advising to prospective transfer and returning adult students, assistance in accessing PSU resources and services, as well as workshops and events specifically for transfer and returning students.
- TRIO Student Support Services is a college retention and graduation program that helps students develop the academic skills and personal development necessary to successfully pursue and complete a college degree. Students accepted into TRIO Student Support Services are part of the program until they graduate from Portland State. To qualify, students must be income eligible, first generation college students

(neither parent has a bachelor's degree) and/or have a documented disability. In addition, students must also demonstrate academic need.

Along with recruitment efforts, the advisors in the Student Services, Marketing, and Communication department take student support seriously. To this end, they have several services that are designed to explicitly support students as they apply and enter their programs.

The team uses a single email alias, askCOE@pdx.edu, to ensure prompt replies and coverage to program inquiries and applicant questions.

COE admissions advisors facilitate multiple Financial Aid and Scholarship support workshops for all applicants to assist students with funding their schooling.

COE admissions advisors facilitate annual application success workshops designed to assist individual applicants that may be struggling with the online application.

COE admissions advisors host program specific information sessions that include information about program structure, expectations, outcomes, support networks, and application requirements.

If an applicant is denied admission, the admissions advisors offer to meet with them to offer suggestions for future applications.

Finally, the COE uses Slate software for recruitment and admissions processes. Slate collects recruitment inquiries, and the SSMC advisors are able to respond to prospective students directly or through automated email communications. Slate is also used by program faculty to review applications as part of the selection process.

Academic Advising

Students are required to meet with their advisor at various points during their time at Portland State: New Student Orientation, during their first-year, when declaring their major, and before applying to graduate. Advisors help students to (1) understand graduation requirements and create a degree plan, (2) access financial tools and resources and direct them to financial support services, (3) help them identify a major that suits their skills, values, interests, and goals, and review their final graduation plan and apply for their degree.

Field Supports: Site Coordination and University Supervisor

THE LEEP site coordinator supervises candidates, meets regularly with principals and district administrators, provides professional development to cooperating teachers, and collects data to share with all groups involved in the clinical experience including COE faculty, teacher candidates, and school administration, teachers, and staff.

Partnership Efforts

Collaborative efforts between the EPP and districts or other appropriate partners:

The COE has a long history of partnering with the local community and the international community. Currently, we have a full time School Partnership Director, Gabe Hunter-Bernstein, whose role is to facilitate partnerships with Oregon schools and districts to enable our future educators to have the best possible clinical experiences in K–12 schools. Gabe Hunter-Bernstein works on a number of fronts to establish mutually beneficial relationships with schools, districts, Oregon’s Education Service Districts, agencies, and other educator preparation programs. Additionally, the Field Placement Office has developed close relationships with designated district liaisons to help ensure quality placements and follow district guidelines regarding securing placements. This central office has been vital for tracking and responding to individual district and school guidelines and needs.

The School Partnership Director represents the COE as part of Multnomah Educators Rising. This group consists of representatives from all Multnomah County school districts, community colleges, local agencies, and educator preparation programs. Its goal is to identify and eliminate barriers that have kept potential BIPOC educators from becoming teachers, e.g., districts continuing to provide health insurance to paraeducators who must stop working during student teaching, ways to help first generation college students navigate the system, and other cross-institutional partnerships. The COE has asked various members of the group to provide input on its programs such as the development of LEEP.

The PSU College of Education has partnered with regional school districts in preparing future teachers for decades. Partners include Portland Public Schools, David Douglas School District, Tigard Tualatin School District, Beaverton School District, Hillsboro School District, and Gresham Barlow School District. We seek out and intentionally partner with schools committed to addressing inequity and disrupting oppression as it arises in and bears on schooling.

Rise to Teach

Rise to Teach (RTT) is a partnership program between PSU, Portland Community College, Portland Public Schools, and Beaverton School District. It offers tuition support and other support services to BIPOC students interested in becoming teachers. Most candidates in the program are interested in elementary education. Elementary faculty have consulted with RTT in developing LEEP to meet the specific needs of students involved with the program to enable them to make a smooth transition from community college to PSU and continue building an anti-racist perspective.

Multnomah-Clackamas Regional Educator Network (MCREN)

Elementary faculty worked with MCREN staff in developing a series of seminars for new teacher candidates and all instructional and field support faculty to implement community agreements and communication structures to promote effective cross-racial dialogue and to establish affinity groups. These structures have been embedded into LEEP. The COE School Partnership Director serves on the MCREN Coordinating Body and Design Team. Elementary

faculty have attended several series of workshops offered by MCREN and incorporated elements of their learning into the program (e.g., Coaching for Equity, Transforming Professional Development).

Oregon Preservice Education Network Collaboration to Develop Quality Clinical Experiences

The COE School Partnership Director represents the COE as one of the original members of a coalition of school districts and educator preparation programs originally known as the Metro Area Preservice Partners (MAPP), but recently renamed the Oregon Preservice Education Network (OPEN) as it has widened its scope to other parts of the state. The Oregon Preservice Education Network is a coalition of Educator Preparation Programs (EPPs) and school districts that initially came together to design and implement orientation workshops for cooperating teachers so that they would be more effective in modeling for and coaching teacher candidates. We know that the better preparation their cooperating teachers have, the more likely teacher candidates are to experience quality clinical experiences and be successful and to remain in their program. The [orientation](#) was designed to be co-presented by educator preparation program representatives and district representatives. To date, over 1,100 cooperating teachers across several educator preparation programs including the COE have attended. OPEN also created a database of all university teacher licensing programs in the area so that district human resource personnel could refer potential candidates to programs that would best meet their individual needs, further supporting partnership efforts with K-12 districts.

OPEN members meet several times a year to discuss and problem solve around issues related to effective teacher preparation and seek input from both districts and educator preparation programs ([sample of agenda items](#)). Currently, discussions have centered on recruitment and retention of BIPOC candidates and collaborating to find these candidates placements with strong BIPOC teachers.

US PREP Grant to Support Clinical Experiences and Partnerships for Teacher Candidates

The COE has been awarded the University-School Partnerships for the Renewal of Educator Preparation (US PREP) grant from the Michael and Susan Dell Foundation in collaboration with Texas Tech University. Their website states that the US Prep National Center and coalition educator preparation programs share a “common mission of attracting, training, and retaining high quality, racially diverse teachers for underserved communities across the country. Our ultimate goal is to positively impact K-12 students by building teacher candidate content knowledge and competency to meet ALL students where they are and advance their learning by giving them what they need — especially focused on students who have been historically underserved; such as Black, Latinx, Native American, and/or economically disadvantaged students.” As a part of a US PREP grant, the COE committed to renewing and improving its teacher preparation programs by implementing rigorous quality objectives

aligned to the [US PREP Developmental Framework](#) and rooted in research-based practices that ensure candidate preparedness and PK-12 student success beginning on the first day of instruction. Quality indicators in the framework explicitly focuses on developing and maintaining quality clinical experiences where teacher candidates receive useful, ongoing formative feedback, employ co-teaching strategies with their cooperating teacher, have clear and shared understandings of expectations for teacher candidate competencies, and participate in data-driven professional development seminars with university faculty and supervisors and educators at their field placement.

Over a three-year transformation process, the COE is piloting, refining, and scaling the quality objectives across all pathways and programs. Some changes that have directly impacted our partnerships and clinical experiences are:

- Identifying and establishing enduring partnerships through pilot schools in Portland Public Schools, David Douglas School District, and Tigard Tualatin School District. A pilot school has a dedicated COE site coordinator who supervises candidates, meets regularly with principals and district administrators, provides professional development to cooperating teachers, and collects data to share with all groups involved in the clinical experience including COE faculty, teacher candidates, and school administration, teachers, and staff.
- Supervisors in the Graduate Teacher Education Elementary and Secondary, Special Education, Inclusive Elementary Educator, and Secondary Dual Educator programs have begun using the POP (Pre-observation, Observation, Post-observation) cycle when observing teacher candidates. This more rigorous observation process involves meeting with the teacher candidate before the observation to review and revise the lesson plan, observing and recording the actual lesson, having the candidate review and reflect upon the recording, and finally reviewing the lesson with the supervisor and setting goals. This revised observation process increases the support for teacher candidates and the opportunity for formative feedback and self assessment during the clinical experience.
- Elementary Site Coordinators have conducted professional development for cooperating teachers in order to improve their coaching and leadership skills to maximize learning for teacher candidates and the students they work with.

The Graduate Teacher Education Elementary and Secondary programs and the Special Education program strive to cluster teacher candidates in partner schools. This effort has been amplified through our engagement with the USPREP grant. In 2020-2021, programs piloted the use of Site Coordinators responsible for supervising a cluster of teacher candidates at a given school and for collaborating with school leaders in governance meetings focused on improving the quality of the clinical experiences through ongoing examination of teacher candidate performance data. Findings about teacher candidate performance over time are communicated back to our faculty team and used to inform course content. Going forward, we plan to scale this model such that all teacher candidates will be clustered in

schools served by a Site Coordinator, and such that Site Coordinators receive ongoing coaching and support from a Lead Site Coordinator.

The COE faculty and staff seek to engage multiple stakeholders in our data collection, analysis, planning, improvement, and innovation efforts via multiple methods, including the longstanding COE Consortium Advisory Body, specific partnership efforts coordinated by the School Partnership Director, the University-School Partnerships for the Renewal of Educator Preparation Partnership Work, and two completer surveys.

Degree Authorization

Our new program proposal and new course proposals are on track for Fall 2023 consideration by university-level committees (Undergraduate Curriculum Committee, Faculty Senate Steering Committee, and Faculty Senate). We have already presented our new program briefly to the MTM for Education sub-committee for HECC. HECC leadership are aware of the status of program development and are expecting the proposal. We expect to have the program considered by HECC and reviewed by the Office of Degree Authorization after it is approved by the Faculty Senate, and hope to have all approvals in place by late Fall 2023 or early Winter 2024.

Addenda

[Faculty CVs](#)

[Letters of support](#)

PSU Licensure in Elementary Education Program (LEEP)
Program Alignment to Standards
Sample Table: English for Speakers of Other Languages (ESOL)

Name of program: Licensure in Elementary Education Program (LEEP)			
This table addresses the content in LEEP relevant to the ESOL Endorsement. While the ESOL standards and content in the LEEP are embedded in a different program of study than they are in the stand-alone ESOL endorsement, the assessments and clinical practices are the same in both programs regarding ESOL.			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the ESOL Program		
	Courses	Assessments <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
ESOL: Program Standards/Subject Test The program requires candidates to complete the Commission-approved test for ESOL.	NA	NES ESOL test: standardized assessment is required by TSPC for the addition of this endorsement to a teaching license. Candidates may take the assessment at any point in their program, but most take it after completion of all required coursework.	NA
ESOL: Program Standards/Clinical Practices The program requires candidates to complete field experiences that include supervised teaching or internships in ESOL classrooms.	NA	ESOL Practicum Evaluation During their culminating practicum experience, the university supervisor and cooperating teacher complete the ESOL Dispositions Evaluation Rubric and the Practicum Evaluation Rubric. Together, the ESOL Dispositions Rubric and Practicum Evaluation Rubric serve as the final summative assessment of the candidate's proficiencies and dispositions in the field.	ITP 409/509 ESOL Practicum The practicum is the supervised, culminating activity of the ESOL endorsement program. It is designed as an opportunity for new ESOL educators to practice what has been learned in the ESOL Program of Study. Participants spend at least 90 contact hours working consistently with the same group of at least six Emergent Multilinguals. These students must either be receiving ESOL Services or be exited from ESOL Services but on Monitor status.

PSU Licensure in Elementary Education Program (LEEP)
Program Alignment to Standards
Sample Table: English for Speakers of Other Languages (ESOL)

Name of program: Licensure in Elementary Education Program (LEEP)

This table addresses the content in LEEP relevant to the ESOL Endorsement. While the ESOL standards and content in the LEEP are embedded in a different program of study than they are in the stand-alone ESOL endorsement, the assessments and clinical practices are the same in both programs regarding ESOL.

Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the ESOL Program		
	Courses	Assessments <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
ESOL: Program Standards/Cultural Competency and Equitable Practice The program integrates principles of cultural competency and equitable practice in each competency standard through the entire ESOL endorsement program.	<p>In the Licensure in Elementary Education Program, culturally responsive and equitable practice is emphasized and integrated throughout the coursework. Some of the courses foregrounding culturally responsive/sustaining practice and equitable practice are listed below with their course descriptions.</p> <p>ITP 360U/560 Social Studies Methods: Teacher as Activist Centered in a culturally sustaining pedagogy framework, this course supports students to build knowledge, skills and dispositions for transformative social studies content methods, to integrate histories and knowledges of traditionally underrepresented groups, and to advocate in elementary schools. Through the study of integrated social studies disciplines, students understand and apply social studies education principles and instructional practices to provide elementary students powerful learning, skill development and critical thinking opportunities for informed civic engagement and action.</p> <p>ITP 361U/561 Methods for Teaching Science, Health, and Environmental Justice: Develops the skills and knowledge necessary to teach elementary grades science and health in a way that is equitable, socially just, and anti-racist. Examines how issues such as sustainability, ecological principles, climate justice, environmental racism, health disparities based on race, economics, ability, and body size can be explored in integrated elementary science instruction.</p> <p>ITP 465/565 and 466/566 Equity-Centered Mathematics Methods 1 and 2 for Elementary Educators: Prepares candidates to teach mathematics for social justice through equity-centered, research based instructional practices. Supports candidates in developing anti-racist/anti-bias pedagogy by interrupting the notion of mathematics as neutral through exploration of instructional practices that center, support and affirm often-marginalized identities. Emphasizes meaningful understanding of elementary-level mathematics content and situates teaching, learning, and assessment within the context of state and national standards as well as research proven practices.</p> <p>ITP 470/570 Curriculum Design:</p>		

PSU Licensure in Elementary Education Program (LEEP)
Program Alignment to Standards
Sample Table: English for Speakers of Other Languages (ESOL)

Name of program: Licensure in Elementary Education Program (LEEP)

This table addresses the content in LEEP relevant to the ESOL Endorsement. While the ESOL standards and content in the LEEP are embedded in a different program of study than they are in the stand-alone ESOL endorsement, the assessments and clinical practices are the same in both programs regarding ESOL.

Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the ESOL Program		
	Courses	Assessments <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
	<p>This course explores the theoretical frameworks and practical strategies that assist novice educators in planning effective classroom curricula centered on the learning needs of all students. Participants will apply principles of Universal Design for Learning (UDL), backward design, and culturally sustaining pedagogy to create and adapt relevant, student-centered, standards-based curriculum.</p> <p>ITP 464/564 Literacy Methods 2: Meaning Making, Identity Building, and Criticality: Prepares students to teach reading comprehension, vocabulary, critical literacy, text structure, oral language, academic language, and writing composition with elementary-age children. Emphasis on strategies for supporting the language and literacy development of multilingual learners (MLLs) and on culturally responsive/sustaining practices in assessment (including self-assessment), planning, and instruction. Rooted in current scholarship around language structures, language processes, and language development.</p> <p>ITP 462/562 Arts, Music, and Movement Methods Explores methods for teaching elementary students using the arts, music, and movement. Discusses equity and culturally sustaining teaching practice, inquiry and integration processes across academic content areas, and current best-practice approaches to teaching and learning in grades PreK-8 in. Students will gain and apply knowledge and skills in designing integrated units of study that focus on equity, the arts, music, and movement.</p> <p>ITP 474/574 Classroom Community and Routines: Guided by culturally responsive pedagogy, explores approaches to designing the social, physical, and instructional environment of an elementary classroom in a way that is responsive to students and supports learning. Includes discourse and activities focused on the organization of the elementary classroom and establishing classroom expectations, routines, and procedures. Candidates will also participate in problem solving and decision-making around authentic engagement and communication with students and families.</p>		

PSU Licensure in Elementary Education Program (LEEP)
Program Alignment to Standards
Sample Table: English for Speakers of Other Languages (ESOL)

Name of program: Licensure in Elementary Education Program (LEEP)

This table addresses the content in LEEP relevant to the ESOL Endorsement. While the ESOL standards and content in the LEEP are embedded in a different program of study than they are in the stand-alone ESOL endorsement, the assessments and clinical practices are the same in both programs regarding ESOL.

Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the ESOL Program		
	Courses	Assessments <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
	<p>ITP 483/583 Student Teaching Seminar 2: The second of four Student Teaching Seminars in the Licensure in Elementary Education Program. Designed as a companion to Student Teaching 2. Continues to develop professional dispositions and skills in the areas of communication, collaboration, reflection on practice, and planning for professional growth. Explores culturally responsive teaching, community mapping, and intentional planning for collegial communication and co-teaching. Content to be refined week-by-week based on field experience performance data and US/SC feedback.</p> <p>ITP 484/584 Student Teaching Seminar 3: Third of four seminar courses tied to elementary student teaching. Teacher candidates will examine how systems of oppression and inequity bear on the experiences of students, families, and teachers in schools and inquire into problems of practice from a critical perspective. Topics will include intersectional identity, teacher positionality and impact in the classroom, and the influence of historical, political, and economic factors on education and classroom experiences.</p>		
ESOL Standard 1: Language: Candidates demonstrate the ability to know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning	ITP 464/564 Literacy Methods 2 Meaning Making, Identity Building, and Criticality ITP 467/567 ESOL Bridges in Elementary Classrooms	ESOL Practicum Evaluation ESOL NES Test	ITP 409/509 ESOL Practicum

PSU Licensure in Elementary Education Program (LEEP)
Program Alignment to Standards
Sample Table: English for Speakers of Other Languages (ESOL)

Name of program: Licensure in Elementary Education Program (LEEP)

This table addresses the content in LEEP relevant to the ESOL Endorsement. While the ESOL standards and content in the LEEP are embedded in a different program of study than they are in the stand-alone ESOL endorsement, the assessments and clinical practices are the same in both programs regarding ESOL.

Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the ESOL Program		
	Courses	Assessments <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
environments that support English Speakers of Other Languages (ESOL) and bilingual students' language and literacy development and content area achievement.	ITP 492-495/592-595 Student Teaching 1-4		
ESOL Standard 2: Culture: Candidates demonstrate the ability to know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL and bilingual students' cultural identities, language and literacy development, and content area achievement.	ITP 309U/509 Elementary Practicum for Understanding Communities ITP 357U/557 Culture, Law, and Politics ITP 456/556 Identity and Social Emotional Learning ITP 467/567 ESOL Bridges in Elementary Classrooms	ESOL Practicum Evaluation ESOL NES Test	ITP 409/509 ESOL Practicum
ESOL Standard 3: Planning, Implementing, and Managing Instruction: Candidates demonstrate the ability to know, understand, and use standards-based practices and	ITP 361U/561 Methods for Teaching Science, Health, and Environmental Justice ITP 458/558 Using Technology in the Elementary Classroom	ESOL Practicum Evaluation ESOL NES Test	ITP 409/509 ESOL Practicum

DO: Dykeman

Classification – 1: Published

9/27/17

Page 5

PSU Licensure in Elementary Education Program (LEEP)
Program Alignment to Standards
Sample Table: English for Speakers of Other Languages (ESOL)

Name of program: Licensure in Elementary Education Program (LEEP)

This table addresses the content in LEEP relevant to the ESOL Endorsement. While the ESOL standards and content in the LEEP are embedded in a different program of study than they are in the stand-alone ESOL endorsement, the assessments and clinical practices are the same in both programs regarding ESOL.

Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the ESOL Program		
	Courses	Assessments <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
strategies related to planning, implementing, and managing ESOL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.	ITP 463/563 Literacy Methods 1 Reading and Spelling Words ITP 464/564 Literacy Methods 2 Meaning Making, Identity Building, and Criticality ITP 465/565 Equity-Centered Mathematics Methods 1 for Elementary Educators ITP 466/566 Equity-Centered Mathematics Methods 2 for Elementary Educators ITP 467/567 ESOL Bridges in Elementary Classrooms ITP 484/584 Student Teaching Seminar 3 ITP 485/585 Student Teaching Seminar 4 ITP 492-495/592-595 Student Teaching 1-4		
ESOL Standard 4: Assessment: Candidates understand issues of assessment and use standards-based assessment	ITP 361U/561 Methods for Teaching Science, Health, and Environmental Justice	ESOL Practicum Evaluation	ITP 409/509 ESOL Practicum

PSU Licensure in Elementary Education Program (LEEP)
Program Alignment to Standards
Sample Table: English for Speakers of Other Languages (ESOL)

Name of program: Licensure in Elementary Education Program (LEEP)

This table addresses the content in LEEP relevant to the ESOL Endorsement. While the ESOL standards and content in the LEEP are embedded in a different program of study than they are in the stand-alone ESOL endorsement, the assessments and clinical practices are the same in both programs regarding ESOL.

Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the ESOL Program		
	Courses	Assessments <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
measures with ESOL and bilingual students.	ITP 464/564 Literacy Methods 2 Meaning Making, Identity Building, and Criticality ITP 465/565 Equity-Centered Mathematics Methods 1 for Elementary Educators ITP 466/566 Equity-Centered Mathematics Methods 2 for Elementary Educators ITP 467/567 ESOL Bridges in Elementary Classrooms ITP 471/571 Equitable Assessment Practices ITP 484/584 Student Teaching Seminar 3 ITP 485/585 Student Teaching Seminar 4 ITP 492-495/592-595 Student Teaching 1-4	ESOL NES Test	

PSU Licensure in Elementary Education Program (LEEP)
Program Alignment to Standards
Sample Table: English for Speakers of Other Languages (ESOL)

Name of program: Licensure in Elementary Education Program (LEEP)

This table addresses the content in LEEP relevant to the ESOL Endorsement. While the ESOL standards and content in the LEEP are embedded in a different program of study than they are in the stand-alone ESOL endorsement, the assessments and clinical practices are the same in both programs regarding ESOL.

Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the ESOL Program		
	Courses	Assessments <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
ESOL Standard 5: Candidates demonstrate knowledge of the history of ESL teaching. Candidates demonstrate the ability to keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates demonstrate the ability to use such information to reflect upon and improve their instructional practices. Candidates demonstrate the ability to provide support and advocate for ESOL and bilingual students and their families and work collaboratively to improve the learning environment.	ITP 357U/557 Culture, Law, and Politics ITP 464/564 Literacy Methods 2 Meaning Making, Identity Building, and Criticality ITP 467/567 ESOL Bridges in Elementary Classrooms ITP 470/570 Curriculum Design ITP 482/582 Student Teaching Seminar 1 ITP 483/583 Student Teaching Seminar 2 ITP 485/585 Student Teaching Seminar 4 ITP 492-495/592-595 Student Teaching 1-4	ESOL Practicum Evaluation ESOL NES Test	ITP 409/509 ESOL Practicum
ESOL Standard 6: Candidates demonstrate the ability to use information technology to enhance learning and to enhance personal and professional productivity.	ITP 458/558 Using Technology in the Elementary Classroom	ESOL Practicum Evaluation ESOL NES Test	ITP 409/509 ESOL Practicum