

The mission of the College of Education (CoEd) is to prepare, inspire, and support teachers, counselors, educational leaders, researchers, and volunteers to promote lifelong learning in schools, colleges, universities, communities, and workplaces. Embracing an innovative spirit in teaching, research, service, and knowledge dissemination, we are committed to the values of diversity and social justice in a global society.

2016-2017 Initiatives and Achievements

1. Goal: Provide a Transformative Educational Experience for All Learners.

The CoEd develops change agents in the form of researchers, scholars, learning leaders, teachers, and counselors. Change agents make a difference by promoting research-based innovation, social justice, and lifelong learning. They prepare citizens who are socially empowered, reflective, innovative, and caring members of our increasingly diverse communities.

Our strategic goal to “Create a diverse and inclusive community of learners, educators, and change agents” specifically addresses the demand for K-12 teachers who are prepared to help close the achievement gap. While significant efforts to increase the number of diverse teachers and cultural literacy of all teachers have been underway for several years, changes in state mandates have increased required coursework in K-12 teacher licensure programs, to which we are successfully responding. For example, state mandates have required that programs submit reports showing how we address both specific literacy standards and ways to address dyslexia in all initial licensure program curricula. Additionally, every initial licensure program must include at least one English for Speakers of Other Languages (ESOL) course, along with evidence of five core competencies to be reported every other year. We have a multi-pronged approach to increase teacher competencies well beyond the minimum requirements in meeting the needs of English Language Learners (ELLs), which includes:

- At least one required ESOL course in each program
- Options for adding an ESOL endorsement to any initial license
- Assessments providing evidence of ESOL competencies
- An Ecampus program allowing teachers statewide to add this endorsement
- A new dual immersion program that will increase the number of Spanish-speaking teachers in the state
- Additional recruiting initiatives targeting community colleges to increase teacher candidate diversity

CoEd program completers not only meet all new mandated standards, but are aligned with the college’s strategic plan and score well above both the national and state averages in the new education teacher performance assessment portfolio (EdTPA). The

varied initiatives described next provide the state with teachers, counselors, and educational leaders prepared to meet the needs of an increasingly diverse Oregon – and do so in exemplary ways.

Clinical Mental Health Counseling Program

The Health Resources & Services Administration projects a shortage of 26,930 mental health counselors nationwide by 2025. In response to the opportunity created by the rising need for more mental health counselors, the Counseling unit is offering a new hybrid degree program designed for working professionals. This summer the College will offer a Master of Counseling degree program with an option in clinical mental health. The program supports counseling services in a broad range of settings and facilities, such as community counseling agencies, rehabilitation facilities, college counseling centers, primary care facilities, veteran affairs, and private practice.

Undergraduate Minor and Career and Technical Education Licensure Pathway

Oregon voters passed the [*High School Graduation and College and Career Readiness Act of 2016*](#) in November. The ballot initiative provides direct funding to school districts to increase high school graduation rates.

In partnership with the Oregon Department of Education (ODE), the College has opened a pathway to licensure for high school “career and technical education” [*\(CTE\) teachers*](#). Licensure of CTE teachers will help Oregon reach the goals of the High School Graduation and College and Career Readiness Act, which include establishing or expanding:

- Career and technical education programs in high schools
- College-level educational opportunities for students in high schools
- Dropout-prevention strategies in high schools

Additionally, we have opened a new undergraduate Minor with a CTE focus for current OSU students to provide a second career option as a CTE teacher. Undergraduate students at OSU who are working on degrees related to one of the six ODE career areas could add our new minor in Education with a CTE focus for greater job opportunities.

The Oregon Department of Education six career areas are:

- Agriculture, Food, and Natural Resources
- Arts, Information, and Communications
- Business and Management
- Health Sciences
- Human Recourses
- Industrial and Engineering Systems

Adult Education, Instructional Design and E-Learning Programs

Both our Professional and Continuing Education (PACE) non-credit program and our Adult and Higher Ed master’s program are making changes to accommodate or attract the growing number of professional educators interested in instructional design. Our PACE “e-learning certificate” courses doubled enrollment in 2016-2017. We see this

enrollment holding or increasing next year as the demand for e-learning design and facilitation courses increases.

In order to stay competitive and offer more options for the e-learning instructional design audience at the for-credit level, our AHE faculty spent the 2016-17 year re-designing the EdM program. Faculty will continue to develop courses and update the program during 2017-18 academic year, which is scheduled to be fully online as a two-year program beginning Fall, 2019.

The Language, Equity, and Educational Policy Option to the PhD program

As part of the CoEd's recent reorganization, each of our four discipline areas now has a doctoral program with a research focus. The newest addition to our PhD offerings is the Language, Equity, and Educational Policy (LEEP) option. LEEP provides a pathway for students interested in pursuing research in Cultural and Linguistic Diversity and prepares them for various positions in post-secondary education, leadership in community education, faculty positions in colleges, universities, or teacher education programs. LEEP provides comprehensive knowledge of research with bi/multilingual communities, equity in education contexts, and educational policies. This new option was launched in 2016 and expects to graduate its first cohort of students in 2020.

Educator Equity Act (HB3375)

HB 3375 stipulates that *"The goal of the state is that the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district"* (ORS 342.437 as amended by HB 3375, Section 3, 2015). Pursuant to ORS 342.447, Oregon's six public teacher education schools and colleges are required to prepare strategies to facilitate the recruitment, selection, retention, and graduation of diverse educators. To meet the requirements of this statute, the CoEd produced a plan approved by the OSU's Board of Trustees and the Higher Education Coordinating Commission that describes activities and metrics for diversifying OSU teacher candidates. The plan includes two primary goals: 1) increasing annual enrollment of underrepresented minorities in our teacher preparation programs, and 2) increasing completion rates for these students to 85%.

As part of our strategy for achieving these goals, the CoEd collaborated with the Vice Provost and Dean of Undergraduate Studies to create a new advising position based on a shared funding model. This position specifically addresses recruitment and assists pre-service teacher candidates in academic program planning, as well as establishing and accomplishing career preparation goals and objectives. The position also supports retention of current teacher and school counselor candidates.

Table 1 provides the 2015 baseline data for this work, as well as results from 2016. These data show substantial growth in enrollment and notable movement, having met goals set for 2019.

Table 1: Baseline Metrics and Goals for Teacher Candidates from Underrepresented Groups

Metrics for Teacher Licensure Cascades & Corvallis Campuses	AY 2015 Baseline (% Completion)	AY 2016 Actual (% Completion)	AY2019 3 year goal (% Completion)	AY2021 5 year goal (% Completion)
Total Licensure completions	110 (85%)	142 (89%)	120 (85%)	132 (85%+)
% of Minority Completions	12 (85%)	19 (90%)	18 (85%)	24 (85%)
% Minority of Total Completers	11%	13%	15%	18%

2. Goal: Demonstrating Leadership in Research, Scholarship and Creativity While Enhancing Preeminence in the Three Signature Areas of Distinction.

The CoEd continues to enhance its educational research infrastructure to support opportunities for research. Our faculty has responded with a number of successes pursuing of external funding, innovation, research agendas, interdisciplinary efforts, and collaborations with local schools and educational enterprises.

Space to Support Big Data Research

Construction is underway to repurpose space in Furman Hall to support big data education research. In addition to providing dedicated space to enable access to and protect restricted national datasets, the facility will house one research support staff and a larger room for research-related meetings and data collection and analyses. Projects slated to use the space include exploration of restricted national datasets regarding educational pathways through community colleges and other institutions of high education and multi-College-investigator/multidisciplinary grant planning and management.

Growing Bids for External Funding

CoEd grant proposal submissions increased substantially over the course of the year from 6.5M in FY2016 to 21M in FY2017. The average FY17 indirect rate for these proposals increased to 33%, up from an average of 26% in FY2016, with a substantial number achieving the OSU maximum indirect rate of 47%. A total of 15 different College personnel served as PI or Co-PI on 21 grant submissions.

Recently Funded Project Highlights

- *Teachers Educating All Multilingual Students, US Department of Education, \$2.5 million*

The number of English learners in Oregon has grown dramatically over the last 20 years and now makes up about 10 percent of the state’s kindergarten- through 12th-grade population. There is a high demand for teachers who can work effectively with these students who come from a wide variety of language backgrounds but their first language is predominantly Spanish. OSU is partnering with the Beaverton, Bend-La

Pine, Springfield, Greater Albany and Corvallis school districts on the five-year project, which is funded by the U.S. Department of Education Office of Language Acquisition. The Alliance's ultimate goal is to identify and implement promising practices for English Language Learners (ELLs) across the state focused on improving outcomes for English learners in Oregon. Researchers are focused on the overarching goals of improving outcomes for ELLs in Oregon, while generating and disseminating knowledge about promising policies and practices that have impact beyond Oregon.

- *Ambitious Math and Science Teaching Fellows project, National Science Foundation and Oregon Department of Education, \$1.39 million*
The project supports up to 16 teaching fellows to complete a Master's degree program in secondary mathematics or science teaching at Oregon State University, with professional development and support during their first four years of teaching in high-needs schools. A collaborative effort between the College of Science and the CoEd, the project provides research-based teacher preparation courses, clinical experiences, and other professional development for teacher retention. The teaching philosophy promotes instructional practices and routines that support students across racial, ethnic, gender, and linguistic boundaries. The project is implemented in partnership with the Mid-Valley Math and Science Network, six Mid-Valley School Districts, and the Teachers Development Group (a non-profit organization that designs professional development plans that focus on improving students' mathematics understanding and achievement).
- *The Making of Engineers – Influence of Makerspaces on the Preparation of Undergraduates as Engineers, National Science Foundation, \$400,000*
Makerspaces are physical locations that include equipment and tools to allow its users to create and invent prototypes, develop ideas into models, and collaborate to design new products and solutions. The increased attention makerspaces are receiving in the STEM disciplines, and particularly within engineering education, provides justification for examining the influence of these spaces on undergraduate student development into professionals. College faculty and graduate students are conducting six case studies of university engineering education makerspace programs to determine the influence of makerspaces on the professional formation of undergraduate engineering students and the use and impact of makerspaces on faculty members. Building upon the case studies, the project will develop and disseminate a national survey to engineering education students and faculty members working in makerspace-affiliated engineering education programs. Data gathered from this project will document the sustainability and scalability of makerspaces in engineering education programs through examination of undergraduate engineering education students, faculty, programs, and institutions.

Ongoing and Recently Completed Projects

- *ESTEME@OSU* is a program to improve undergraduate STEM education via creation of communities of STEM faculty who learn best practices from one another. College faculty and PhD students research how OSU and its sub-organizations function so that professional development opportunities and networks for faculty learning can be improved and thrive.
- *Moving to Realize a Culture of Health through Performance Indicators and Logic Modeling* focused on delving deeply into the literature supporting previously identified Culture of Health performance indicators and providing a template logic model and activities for the development of future logic models.
- *Engaging the Science Center Community in Defining and Utilizing Impact Metrics* supported a multi-institution, national research effort to advance understanding of the impacts STEM centers have on their communities.
- *The Virginia Initiative for Science Teaching and Achievement* project funded a large-scale randomized controlled trial of a research-based professional development for hundreds of science teachers across the Commonwealth of Virginia.
- *Designing Our World: Connecting Community to “Re-Envision Engineer It!” for the Next Generation* addressed equity in STEM and the need for more youth, especially girls, to pursue engineering-related careers.

3. Goal: Strengthen Impact and Reach Throughout Oregon and Beyond.

The CoEd seeks to provide unique learning experiences and programs designed to attract diverse students and produce graduates prepared to assume leadership roles in their fields and communities. To this end, the college has initiated a number of programs, primarily through Ecampus, to increase our impact beyond the confines of the Corvallis campus. A recent example of these efforts is the *Clinically-Based Elementary Teacher Education Program in Beaverton*, which is a partnership that addresses the need for additional teachers in the third largest school district in Oregon. This program also increases the CoEd’s presence in the Portland area.

This innovative teacher education program was brought to fruition in Fall, 2016 as the culmination of a long-term collaborative relationship with the Beaverton School District. This Masters of Arts in Teaching (MAT) option is a classroom immersion, part-time, two-year program leading to a preliminary teaching license. Each term coursework includes fully online courses, hybrid courses that are a combination of online and face-to-face learning in local districts, and field practicums in district classrooms.

Across Oregon and nationwide there is a need for more teachers from underrepresented groups. This program is based in a large, diverse, urban community. It reduces barriers for students interested in teaching by offering local, part-time MAT leading to professional licensure that has the potential to pay them to work in their home or nearby districts as they learn. The program is consistent with the Land Grant mission of OSU to broaden access to students across the state and beyond. The program model is

adaptable, and other school districts have expressed interest in the potential of replicating this program in their region.

Financial support for students was provided by a Laurels Scholarship Grant. This reduced tuition by roughly 30% for the first cohort of teacher candidates. Combined with the stipend that candidates receive from the Beaverton School District for their second and final year of practicum teaching, the financial obligation for these graduate students is significantly reduced compared to other graduate, initial licensure programs in Oregon. Additionally, an elementary education alum has established a \$30,000 *Teach for Beaverton Scholarship Fund* as a lead gift to attract other donors to provide support for students interested in obtaining a degree from OSU and professional teaching license to teach in Beaverton.

4. Commitment to Three Essential Features of OSU (Enhancing Diversity; Stewardship of Resources; and Technology as a Strategic Asset).

The CoEd is committed to recruiting a diverse student body and creating support systems that maximize opportunity and success for all learners. As part of this commitment, our faculty have worked to provide learning experiences that extend our presence into the community and seek to increase understanding and awareness of key educational issues and opportunities.

OSU Juntos Family Day

The CoEd participated in the 2017 [OSU Juntos Family Day on April 29, 2017](#). Juntos (meaning “together” in Spanish) works to empower Latinx families through education. Over 175 people attended the CoEd-sponsored career showcase. This showcase supported our goal to diversify who we think of as teachers and counselors by helping Latinx students and their families envision themselves in these roles. Several alumni were invited to attend the showcase and enjoyed lunch with the Juntos families, CoEd faculty, and the CoEd dean.

Charles E. Carpenter Lecture

The Charles E. Carpenter Lecture and Conference Endowment was established in 2004 to provide support for lectures and conferences in the CoEd. The Carpenter Lecture features a nationally known speaker on a topic of importance to community colleges. The 12th Annual Memorial Lecture was held on February 23, 2017 in the old Church in the Amphitheater in Wilsonville. The speaker was Daniel G. Solorzano, Professor of Social Science and Comparative Education at UCLS Graduate School of Education and Information Studies. In addition to current students in the community college leadership doctoral program, the 84 attendees included northwest community college leaders, faculty members in Adult and Higher Education, and members of the OSU community. As part of our strategic efforts to increase CoEd presence in Portland, the lecture was moved from Furman Hall to a large auditorium in the Portland Metropolitan Area.

Celebrating the convergence of the arts and science

The CoEd partnered in SPARK: A Year of Arts + Science @ OSU in 2016-17. Through a year-long series of events that celebrate and elevate the relationship between the arts and science, SPARK explored work that crosses boundaries and creates positive change.

CoEd faculty organized *SEA Through the Eye of an Artist*, a day-long experience focusing on marine arts and science. Presenters and participants included OSU students, faculty, and members of the Corvallis community, who experienced dozens of learning activities ranging from boat building and carved birds to collaborative painting, tsunami preparedness, an arthropod exhibit, and indoor drone-assisted rain showers.