1. Goal: Provide a transformative educational experience for all learners.

The College of Education Strategic Plan is aligned with the statewide demand for teachers who are prepared to help close the achievement gap. Our strategic goal to “Create a diverse and inclusive community of learners, educators, and change agents” specifically addresses this growing need.

While the need for diverse teachers has been high for several years, changes in state mandates to address this need have increased required coursework in teacher licensure programs. Effective December 2015, with the submission of a report to the Teachers Standards and Practices Commission (TSPC), every initial licensure program must include at least one 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) that includes:

- One ESOL course in each program
- Options for adding an ESOL endorsement to any initial license
- Assessments 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 efforts targeting community colleges to increase diversity in teacher candidates

New Doctoral Option

The Language, Equity, and Educational Policy (LEEP) option provides a PhD/EdD utilizing the College’s growing research expertise in bilingual/dual-language education and educational policy. This degree option is intended for students interested in becoming educational researchers and/or policy leaders. The LEEP option has a primary focus of preparing candidates to assume various positions in post-secondary education, leadership in community education, faculty positions in colleges or universities, or teacher education programs. Working with faculty advisors, candidates design a program of study that provides comprehensive knowledge of research with bi/multilingual communities, equity in education contexts, and educational policies. This new option was launched in summer 2016.
College Reorganization

The diagram above describes a complete reorganization of college programs. The move has reduced and consolidated 24 programs into four programs with options that increases enrollment efficiencies and improves student access to faculty across disciplines. This move also increases the effectiveness of using university data systems to track and evaluation programs.
**Educator Equity Act (HB3375)**

“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). To meet the requirements of this bill, the College of Education 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 baseline commitment was a rough average across programs that range from one to three years in length with cohorts that don’t stay strictly intact. We provide a more detailed account for AY2016.

<table>
<thead>
<tr>
<th>Program</th>
<th>2016 Enrolled</th>
<th>2016 Graduated</th>
<th>2016 Minority Enrolled</th>
<th>2016 Graduation rate</th>
<th>Minority Graduation rate</th>
<th>Minority %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education MAT (1-2 years)</td>
<td>45</td>
<td>39</td>
<td>4</td>
<td>4</td>
<td>87%</td>
<td>100%</td>
</tr>
<tr>
<td>Language Arts/Social Studies MAT (1-2 years)</td>
<td>24</td>
<td>17</td>
<td>3</td>
<td>3</td>
<td>71%</td>
<td>100%</td>
</tr>
<tr>
<td>Advanced Math MAT (1-2 years)</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Integrated Science MAT (1-2 years)</td>
<td>19</td>
<td>17</td>
<td>2</td>
<td>2</td>
<td>89%</td>
<td>100%</td>
</tr>
<tr>
<td>Math Education MS (1 year)</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Science Education MS (1 year)</td>
<td>8</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>88%</td>
<td>100%</td>
</tr>
<tr>
<td>Counseling Education MS/MCOUN (3 year)</td>
<td>77</td>
<td>11</td>
<td>12</td>
<td>1</td>
<td>14%</td>
<td>8%</td>
</tr>
<tr>
<td>Double Degree*</td>
<td>57</td>
<td>45</td>
<td>10</td>
<td>7</td>
<td>79%</td>
<td>70%</td>
</tr>
</tbody>
</table>

* Usually this is a 1 year program. Students may stay enrolled for additional terms while finishing their primary degree or an ESOL endorsement.
Mitigating the High Cost of Teacher Licensure

Senior Instructor Mike O'Malley supported a student-led effort to mitigate the increasing cost of licensure for students with financial need. They made application to the Women’s Giving Circle for a grant to assist financially strapped students in the College of Education preservice teacher programs cover costs beyond the usual expenses associated with a college education: fees for fingerprinting, state-mandated tests, licensure fees, and more. The OSU Women’s Giving Circle awarded $1,000 which will be matched in-kind by the College of Education. This grant is one way the College is working to address the historical lack of teachers of color.

Remarkable Teaching

At the 2016 Dr. Martin Luther King, Jr. Peace Breakfast, Present Ed Ray presented the Phyllis S. Lee Award to Winston Cornwall. While he works full time for the Oregon Department of Education as a civil rights specialist in the Equity Unit, Winston also finds time to teach the Civil Rights and Multicultural Issues in Education course in the College of Education. In 2004, President Ed Ray created The Phyllis S. Lee award to honor a member of the OSU community who exemplifies Lee’s commitment and dedication to social justice and to the teachings of Dr. Martin Luther King, Jr. Winston brings deep dedication, remarkable teaching skills, and rich personal experience as a person of color living in the United States.

2. Goal: Demonstrating leadership in research, scholarship and creativity while enhancing preeminence in the three signature areas of distinction.

SYNERGIES – Addressing the Decline of STEM Interest in Youth

The SYNERGIES project in Park Rose has been awarded five years of NSF funding ($1,859,576) under the title: Customizing Interventions to Sustain Youth STEM Interest and Participation Pathways. This award will extend the work to 10 years, a rare accomplishment for this type of project. SYNERGIES is investigating youth STEM interest and participation pathways from age 10 to age 15 in a diverse, under-resourced urban community. Research has focused on the well-documented decline of youth attitudes, interest, and motivation to participate in STEM during early adolescence and beyond. The trajectory of the work will include a careful and systematic design phase in which the investigators work closely with our educational partners to develop a set of connected and coordinated learning opportunities/interventions. Researchers hypothesize these interventions will avert or at least dampen the STEM interest and participation declines they are already observing among Parkrose youth, fostering and sustaining their current interest and participation, as well as supporting and encouraging the development of deeper interest in STEM topics and practices. The investigators will continue to track youth STEM interest and participation pathways so they will be able to understand the impact of these design efforts.
Oregon Learner Alliance

The Oregon English Learner Alliance: has received new funding of $399,986 from the Spencer Education Foundation. Formed in 2012, the Oregon English Learner Alliance is a partnership between the Oregon Department of Education and Oregon State University involving districts from across the state that explore factors associated with variation in outcomes for current and former English learners. The Alliance’s ultimate goal is to use the results of this analysis to identify and implement promising practices for ELs across the state focused on improving outcomes for English learners (ELs) in Oregon. Originally funded from the Institute of Education Sciences, additional funding from the Spencer Foundation will provide medium-term stability for the Oregon English Learner Alliance, enabling us to: 1) conduct new studies motivated by from findings of our partnership to-date; 2) build our research infrastructure to further facilitate data sharing and collaboration; and 3) engage in the capacity-building necessary to ensure our partnership’s long-term success. Specifically, researchers will build on current findings to conduct further research about outcomes for ELs with disabilities, a population of increasing concern at the national, state, and local level. Researchers are focused on the overarching goals of improving outcomes for ELs in Oregon while generating and disseminating knowledge about promising policies and practices for ELs that have impact beyond Oregon.

Supporting Math/Science Teaching in High Need Schools

The Noyce Teaching Fellows project received a 6-year grant from the National Foundation of Science to train 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 collaboration between the College of Science and the College of Education, the Ambitious Math and Science Teaching Fellows project will provide research-based teacher preparation courses and clinical experiences, professional development and support for teacher retention. The teaching philosophy promotes instructional practices and routines that support every student, across racial, ethnic, gender, and linguistic boundaries. The project will be 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).

Research on Restricted National Datasets

Dr. Gloria Crisp comes to the college from the University of Texas at San Antonio. She along with another new hire, Dr. Tenisha Tevis from the Benerd School of Education at the University of the Pacific, will establish a secure data center in the college. Dr. Crisp and Dr. Tevis will house restricted national datasets in secure facilities to conduct research on educational pathways through community colleges and other institutions
of high education. These researchers add to the existing quantitative skills in the Adult and Higher Education discipline group.

Dr. Crisp serves an Associate Editor of *New Directions for Institutional Research*. Her scholarship is grounded by her personal and professional experiences at institutions that provide broad access to students. Dr. Crisp will be coeditor of a forthcoming special issue of *New Directions for Community Colleges*. Dr. Crisp’s survey instrument, The College Student Mentoring Scale (CSMS), is currently being used at institutions around the country and abroad to evaluate the effectiveness of mentoring relationships. Her research has been supported by The National Science Foundation (NSF), The Association for Institutional Research, and The Hispanic Association of Colleges and Universities.

*Results from Randomized Controlled Experiment in Schools*

The Virginia Initiative for Science Teaching and Achievement (VISTA), a five year, $30-million project funded by the US Department of Education, wrapped up in the Fall of 2015. VISTA consisted of a partnership among dozens of school divisions, six universities, and the Virginia Department of Education to provide sustained, intensive science teacher professional development to increase student performance. The program was designed to prepare elementary teachers and high school science teachers to teach science more effectively. In all, more than 400 teachers participated in the project. As Co-PI, Dr. Randy Bell led the randomized controlled experiment to assess Vista’s effectiveness on teacher performance and student learning. Results indicated that VISTA teachers made substantial, statistically significant gains in performance over their control counterparts, and that the improved teaching resulted in statistically significant gains in student achievement for students from low socio-economic backgrounds.

*National Geographic Exploring Science*

Dr. Randy Bell with co-authors completed a series of elementary textbooks for National Geographic and published by Cengage Publishing. Developed specifically for the *Next Generation Science Standards*, the *National Geographic Exploring Science* series introduces real-world science research with National Geographic explorers, scientists, and photographers. The series includes a total of 14 textbooks and teacher guides for grades K-5, and is published in both English and Spanish.

*Associate Dean for Research*

The college selected Dr. Jana Bouwma-Gearhart to be its first associate dean for research. Dr. Bouwma-Gearhart has developed a 5-year plan for growing the college research infrastructure and mentoring new researchers. She has already started working with the Research Office and the Center for Researcher in Lifelong STEM Learning on ways to synergize resources in support of educational research.
3. **Goal: Strengthen impact and reach throughout Oregon and beyond.**

*Clinically-Based Elementary Teacher Education Program in Beaverton*

A long-term collaborative relationship with the Beaverton School District is bringing an innovative teacher education program to fruition in Fall 2016. This 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 the district classrooms. Curriculum is delivered through flexible online learning along with school-embedded learning.

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 them a local part-time MAT leading to professional licensure that has the potential to pay them to work in their home or nearby district as they learn. The program 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 for their region.

A 1967 elementary education alum, Betty Flad, and her husband, James Flad, have established a $30,000 *Teach for Beaverton Scholarship Fund* through the Oregon State University Foundation. The intention is to provide a lead gift to attract other donors to provide support for students interested in obtaining a degree from OSU and professional teaching license to teaching in Beaverton.

4. **Commitment to three essential features our OSU.**

*Student Success and Diversity in Higher Education*

Dr. Tenisha Tevis came to OSU from the Benerd School of Education at the University of the Pacific and has been provided support from the Tenured Faculty Diversity Initiative. She earned her doctorate at from The Pennsylvania State University in Educational Policy Studies. Her research areas include educational and sociological theory, social class effects in education, educational organizations and diverse constituencies, educational administration and leadership, and research design and methods. Dr. Tevis will be working with Dr. Gloria Crisp, newly hired from the University of Texas – San Antonio and Dr. Bouwma-Gearhart, associate dean for research to establish a secure data center in the college to work with restricted national datasets.

*Learning through a MOOC - Massive Open Online Course*

Dr. Karen Thompson has received an Ecampus Research Fellowship Analyzing Learning in a Massive Open Online Course for Teachers. Dr. Thompson led OSU’s first massive open online course, or MOOC, partnering with Stanford University and the Oregon Department of
Education to deliver a free, professional learning opportunity to potentially thousands of K-12 educators in the state and around the world. The eight-week course, Supporting English Language Learners under New Standards, was funded by the Oregon Department of Education. The course was run during the Fall of 2014 and 2015 to 5000 people worldwide but focused in Oregon. It positions OSU and the state of Oregon as national leaders in how English language learners are served.