



College of Education  
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## ANNUAL ACADEMIC REPORT FOR THE COLLEGE OF EDUCATION 2014-15

### ***Introduction***

The college posts a productive year in teaching, research and service. College faculty delivered OSU's first Massive Open Online Course that ultimately enrolled 5,000 students worldwide while providing a targeted service to Oregon's teachers. A faculty team received the University Outreach & Engagement Vice Provost Award for Excellence, Partnerships Innovation Team Award for Math Practice Cycle. The college made major progress on its commitments to *Advancing Student Success Through the Lens of Equity, Inclusion & Diversity*. In FY15, faculty brought in \$1,395,475 in grants and contracts.

### **Goal 1: Provide a transformative educational experience for all learners**

**Network Quality Teaching and Learning** of the OEIB co-hosted *Pedagogical Practices and Teacher Preparation* Summer Institute OSU, June 23-27, 2014. The focus was to build program capacity to meet the Common Core State Standards in Math (CCSSM), Next Generation Science Standards (NGSS), and recent issues in teacher education. 7 of the 17 professional teacher education programs in the state were represented. Together these programs represented 44% of new licenses in 2012-2013.

**LEAP:** The Lane Equity Achievement Project (LEAP) brought 20 URM middle and high schools students to campus each day of the summer institute. These students participated in model teaching activities. LEAP students experienced some of the best that OSU campuses have to offer with hands-on STEM activities such as robotics, tsunami and wave exploration, and computer animation. At Hatfield Marine Science Center they saw remotely operated vehicle development and estuary investigations. Students were chaperoned by six OSU students from the Louis Stokes Alliance for Minority Participation forming meaningful relationships with LEAP students.

**Provost's Diversity Hiring Initiative:** We hired a dual language/bilingual tenure-track faculty member. There are almost 66,000 ELL students in Oregon where a recent survey (representing 75% of ELL's) revealed 172 bilingual teacher openings. Currently ELLs make up about 10% of Oregon K12 students but nearly 20% of kindergartners. The position attracted 27 applications that included 14 Latin@ and one Black male. The short list of 5 was selected that contained 4 applicants of color. Dr. Soria Colomer begins this fall. The deep pool of candidates motivated selection of a second hire to replace a pending retirement. Gilberto Lara is a new assistant professor working linguistics and dual language.

**COPAL Mentor Project:** The college is a partner with Corvallis, OSU, Philomath, Albany, and Lebanon funded by Oregon Department of Education. The goals are to ensure an effective transition for new teachers (1<sup>st</sup> and 2<sup>nd</sup> year) into the profession. Nationally, for new teachers 10% left in year one, 12% in year two, 15% in year three, and 17% in year four. For schools where new teachers were assigned a mentor, the attrition rate was cut by 10% and higher each year.

**Women's Giving Circle Grants:** A student-led effort resulted in OSU Women's Giving Circle funding "Supplemental Funds to Pay Extraneous Licensure Fees" for financially strapped students. Current students pay about \$1200 in professional fees and this cost is going up. We are working with the Foundation to find a donor to endow a fund for this purpose. The college provided \$72,800 in endowed need and merit based scholarships last year to 31 students, 25 of whom were need-based. Partnering with Mathematics and the Graduate School, we have submitted to NSF for a Robert Noyce Teacher Scholarship grant to support new teachers willing to work in high need schools for four years.

**Director of Online Education:** In June 2015 we created a position of Director of Online Education. Dr. Jennifer Bachman has responsibility for guiding implementation of the college strategic plan in the area of online education. Because online education impacts every discipline in the college, she is also responsible for leading cross-program coordination and stimulating new thinking and new strategies for the improvement of course and program delivery. She oversees general operational plans for online education and oversees its fiscal health.

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

**Attract & Retain High Quality Faculty: OPB Interview on Bilingual Education –** The quality of College of Education has made a concerted effort to hire and support high quality faculty who can impact schools, policy, and scholarship at all levels. The success of these efforts is evident through the wide variety of public, academic and scholarly activities in which they are engaged. For example, Oregon Public Broadcasting regarding bilingual education and the impact of our bilingual graduates interviewed College of Education Associate Professor Kathryn Ciechanowski. College of Education Professor Kok-Mun Ng was interviewed in an article in the *Family Journal* regarding cross-cultural attachment and the internationalization of the counseling profession.

Faculty produced a total of 64 publications, including 44 manuscripts, 10 book chapters, and 10 books. Many of these publications appeared in top-tier journals. A few highlights include:

- Weaving Together Science and English: An Interconnected Model of Language Development for Emergent Bilinguals, *Bilingual Research Journal*
- Analyzing Science Education in the U.K.: Taking a System-Wide Approach, *Science Education*
- Collaborations and Brokering Engagement with Education Research and Theory, *Journal of College Science Teaching*

- *My Soul to Take: A Phenomenology of the Struggle for an Authentic Gay Spirituality, Counseling and Values*
- *Science Explorations*, National Geographic's K-5 Elementary Textbooks and associated Teacher Guides

Additionally, College of Education faculty presented 51 scholarly papers across four countries and 15 states. The majority of these presentations addressed topics related to both the College and University strategic plans and mission. Many included graduate students as co-authors. Highlights include:

- *Interracial Interaction and Identity on College Campuses*, Association for the Study of Higher Education, Washington, DC
- *Design-Based Implementation Research to Study and Drive an Undergraduate STEM Education Improvement*, Association of Public and Land-Grant Universities, New Orleans, LA
- *The Free-Choice Learning and Cyberlaboratory: Using Cutting-Edge Technology to Build Capacity at the Edge of Science and Science Communication*, International Public Communication of Science and Technology, Salvador, Brazil
- *A Literature Review on Data-Driven Decision Making in Higher Education: Implications for Educational Policy and Improving Instructional Practice*, The Association for the Study of Higher Education, Washington, DC
- *Documenting early adolescent youth's long-term STEM interest & participation pathways*, National Association for Research in Science Teaching, Chicago, IL
- Long-Term impacts of girls-only informal STEM experiences. Keynote for the Korean Association of Science Education. Bhusan, South Korea

The faculty have worked to expand and cultivate transdisciplinary research, both on campus and through partnerships with public and private entities. Granting agencies such as the NSF and the Institute of Education Sciences support many of these projects. Faculty serve as PI or Co-PI on 26 projects worth more than \$20 million. FY15 grant expenditures were \$1,456,840. In FY15, faculty brought in \$1,395,475 in new grants and contracts. Examples include:

- *Moving to Realize a Culture of Health through Performance Indicators and Logic Modeling*. This project is 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 forthcoming logic models.
- *Engaging the Science Center Community in Defining and Utilizing Impact Metrics*. This project is designed to directly support a multi-institution, national research effort to advance understanding of the impacts STEM centers have on their communities.
- *Pedagogical Practices and Teacher Preparation*. An Oregon Department of Education sub grant award for a Quality Teaching and Learning Summer Institute for educator preparation faculty and their clinical school partners.
- *The Virginia Initiative for Science Teaching and Achievement (VISTA)*. VISTA is an IES-funded, large-scale randomized controlled trial of a research-based

- professional development for teachers of science in grades 4-12.
- NSF WIDER Grant *Enhancing STEM Education at Oregon State University* ESTEME@OSU presents an opportunity to catalyze institutional change by expanding and integrating delivery of evidence-based instructional practices to targeted classes in five STEM programs (biology, chemistry, engineering, mathematics, and physics) through scaling and cross-pollination.
  - The *Oregon English Learner Alliance: A Partnership To Explore Factors Associated with Variation in Outcomes for Current and Former English Learners in Oregon*. This alliance is a partnership between the Oregon Department of Education and Oregon State University involving districts from across the state that explores factors associated with variation in outcomes for current and former English learners.
  - *Designing Our World: Connecting Community to “Re-Envision Engineer It!” for the Next Generation*. This project centers on equity in STEM and addresses the nation’s need for more youth, especially girls, to pursue engineering and eventually fill a critical workforce need.
  - *Researching Equine-Facilitated Group Psychotherapy for Trauma Survivors: Horses and Humans in Therapeutic Relationship*. This collaborative project between Oregon State University departments of Counseling and Animal Rangeland Sciences that will serve as a pathway to both short and long term basic and applied research, education and training in Equine Facilitated Psychotherapy.

**Increase the quality, capacity and impact of graduate programs: Reorganization and Changes** – The college offers degrees and programs that cover the educational needs of Oregon teachers, counselors, and community educators. Responding to the changing landscape of education, we are reducing the number of graduate majors and increasing flexibility. We describe two significant examples:

Under the major Higher Education, The reconceptualized MEd degree in *Workplace and Community Education* is designed for working adults to be able to enhance their current knowledge, skills, and abilities or for those seeking employment in a field related to educating adults in a variety of setting. The program prepares professionals in education, curriculum development, and training to be able to work with adult learners in the following areas both face-to-face and in online environments: human resources within for profit corporations and not-for-profit agencies, organizations involved in systems development, Developmental Education programs in Community Colleges and in a variety of additional higher education settings. This program is guided by the Academy of Human Resource Development standards recognized internationally.

In the new Teaching major, students obtain a Master of Arts in Teaching and recommendation for an Oregon teaching license in a particular subject area -- Elementary/Multiple subjects, Language Arts, Mathematics, Music, Science, and Social Studies. This program includes a course in foundations of English for Speakers of Other Languages (ESOL) instruction and at least 15 credits in internships and/or practicum that provide classroom observation and teaching practice. In addition, a minimum of three

credits is required in each of the four general categories: The Learner and Learning, Instructional Practice, Professional Responsibility, and Content Specialty. These are based on Interstate Teacher Assessment and Support Consortium (InTASC) standards.

Additionally, we continue to expand professional development opportunities at a low cost and reduced time commitment for working professionals. An example is a new non-credit PACE *Certificate in eLearning* that will address the growing need of teachers and other professionals for knowledge and skills in online teaching and learning.

### **Goal 3: Strengthen impact and reach throughout Oregon and beyond.**

Faculty worked on a variety of creative endeavors designed to position OSU's outreach and engagement programs as learning laboratories that promote high-impact learning and effectively utilize university research. Highlights of these efforts include:

- **MOOC** - Karen Thompson, in partnership with Stanford University, developed and delivered OSU's first Massive Open Online Course that ultimately enrolled 5,000 students worldwide. This eight-week course was designed to help teachers support English Language Learners in meeting new, rigorous standards. The course focused on "constructing claims supported by evidence", a key practice within both the Common Core State Standards and new English Language Proficiency Standards. The course targeted Oregon K-12 teachers but the content was especially relevant to those educators in the 11-state ELPA21 consortium.
- **Outreach & Engagement Award** - Rebekah Elliott and Wendy Aaron received the University Outreach & Engagement Vice Provost Award for Excellence, Partnerships Innovation Team Award for Math Practice Cycle. The Math Practice Cycle Project seeks to cultivate a learning approach to instructional improvement, reflecting a commitment to the belief that the work of teaching demands relentless attention to both teacher learning and school settings. The professional development includes attention to productive mathematical discourse among students and a teacher, rich tasks designed and facilitated to focus student learning on key mathematical proficiencies, and the skilled instructional practices that supports all students' learning.
- **The Virginia Initiative for Science Teaching and Achievement (VISTA)** Co-PI Randy Bell received more than \$30 million in 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. This five-year program is designed to prepare elementary school science teachers (grades 4-6) to effectively teach science and uncertified middle and high school science teachers (grades 6-12) to effectively teach science and meet state certification requirements. In all, as many as 400 teachers will participate. VISTA also seeks to build the infrastructure within Virginia by enhancing knowledge and building a community of practice focused on continuous improvement. To this end, VISTA provides professional development for school division science coordinators and science education university faculty to enhance their ability to provide teachers with the resources necessary to support

student success. The overall goal of VISTA is to improve science teaching and hence student learning of science throughout Virginia.

Faculty also worked to develop rural and urban regional centers that advance social progress: As an example, Michael Giamellaro was awarded \$123,843 to work with a dedicated group of individuals in Central Oregon, who have been developing and running the [Central Oregon STEM Hub](#). This organization is working to advance STEM learning and opportunities across the region. Partners include the High Desert Museum; OSU Cascades; High Desert Education Service District; Children's Forest of Central Oregon; and Better Together Central Oregon. The Hub fosters STEM literacy in the heart of Oregon through connections between learners, educators, and industry. Their mission is to create college and career-ready students, critical thinkers, and informed global citizens.

Faculty developed a number of projects and collaborations designed to increase opportunities for strategic international research partnerships. Two examples include:

- Korea National University of Education (KNUE) – We are working with Korea National University of Education (KNUE) to offer graduate students of KNUE an opportunity to pursue master's degree and an Oregon professional license to teach mathematics or science. Students will be eligible to apply to a teaching position in the State of Oregon. The college has had a number of Korean doctoral graduates and maintains ongoing relationships with two Korean universities.
- International Instruction – Two of our faculty members served as visiting instructors at international universities. Kok-Mung Ng taught an undergraduate course on counseling techniques at Meliksah University in Kayseri, Turkey. Darlene Russ-Eft Served as Instructor for PhD program in Human Resource and Organizational Development, at the National Institute for Development Administration, Bangkok, Thailand.
- International Conferences/Consulting –College of Education faculty members presented research and keynote addresses at international conferences/meetings in eight different countries, including Germany, Sweden, Mexico, Korea, and Malaysia.

**Goal 4: In addition to these goals the Strategic Plan also establishes a commitment to three essential features of OSU.**

#### *Technology as a Strategic Asset*

- Faculty group took a workshop in fall 2014 aimed at culture change on campus through equitable work group processes. In winter 2015, the Learning Educational Technologies Faculty Workgroup began work, meeting once per month. New curricula and ideas are posted on C. Aduveri's Tech'd Out Learning Blog.
- The College of Education is recruiting a Public Info Representative 1 position. This position will be responsible for communication with the public about the College's programs, research, events, and opportunities. This person will manage

social media, exhibits at national conferences, advise and support research project websites in the college and the Mid-Valley Mid-Coast Partnership.

- Creation of the position of Director of Online Education is described above.

### ***Enhancing Diversity***

#### *Advancing Student Success Through the Lens of Equity, Inclusion & Diversity* **Primary metrics**

Campus Interpersonal Skills & Diversity-Related Programs	2014 Baseline	2015	3 yr. 2017	5 yr. 2019	Total Faculty 2014
Instructor/professional faculty	1	9*	4	4	25
TT faculty & college leadership	0	8*	4	4	21

\*Faculty and college leadership attended 25 person-events on campus. Table shows unduplicated head count.

Primary Metrics: % minority	2014 Baseline	2015	3 yr. 2017	5 yr. 2019
Undergraduate enrollment (2014) <sup>1</sup>	10%	10%	18%	25%
Graduate student enrollment (2014)	21%	20%	25%	25%+
Graduate student enrollment on campus only (2014) <sup>2</sup>	24%	33%	25%	25%+
Undergraduate completions (AY12 – premerger)	10%	10%	15%	20%
Graduate completions (AY12 – premerger) <sup>2</sup>	7%	18%	15%	20%
Pre-service teacher population on campus	11%	9%	18%	25%
Full-time Faculty <sup>3</sup>	14%	17%	19%	25%

Dean's Office & Student Services	<ul style="list-style-type: none"> <li>• Larry Flick and Jana Bouwma-Gearhart attended the two-week ADVANCE Summer Institute</li> <li>• Disposition of position description statement: "A responsibility of this position is to actively promote the university and college goals of student success across all demographics through teaching, advising, research, and service" is still under review by the Personnel Committee for decision in Fall 2015.</li> </ul>
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<sup>1</sup> Undergraduate enrollment was based solely upon students in the Education major code and does not include pre-education

<sup>2</sup> Graduate enrollments do not include the cognate college licensure programs.

<sup>4</sup> This does not include Cognate colleges but does include Cascades campus.

Adult & Higher Education	<ul style="list-style-type: none"> <li>• Social justice has been added to the AHE Faculty monthly meeting as a regular agenda item; each month a different topic is facilitated by one of the faculty members.</li> <li>• 10 faculty participated in a social justice retreat on June 16-17, 2015 facilitated by Social Justice Training Institute (SJTI), Carmen Rivera, Colorado State University.</li> <li>• On Sept 18-19 conducted social justice retreat for 12 doctoral students, 15 masters students, and 15 faculty based on the work of SJTI. Part of the work is to design survey items for AHE classes related to target content in social justice.</li> </ul>
Language, Equity & Education Policy	<ul style="list-style-type: none"> <li>• All 102 students in COE licensure programs take one ESOL foundations class (TCE 472 or 572). ESOL planning and assessment is in all licensure programs.</li> <li>• All 102 licensure students will spend 20 hours in the FIESTAS project with a survey designed to assess impact on knowledge in equity and diversity at the end of each year</li> <li>• Professional Development plan for 31 licensure faculty in “ESOL competencies” to TSPC by December 2015</li> <li>• A team of seven teacher licensure faculty were involved a five-session professional development program focused on <i>Culturally Responsive Pedagogies and Practices</i>.</li> <li>• Preparing Dual Language Specialization Category I by Spring <b>2016</b></li> <li>• Provost hire, second hire to replace retirement, and dual career hire in language and culture, all three hires are faculty of color.</li> <li>• New PhD options, Language, Equity &amp; Education Policy, Cat I, students will be admitted and begin program in fall 2016</li> <li>• TCE 590 Social Justice in Education: Category II approved in winter 2015</li> <li>• New course taken by EdM students, TCE 544: Critical Literacy K-12</li> </ul>
Counseling	<ul style="list-style-type: none"> <li>• TFDI Completed June 2015 by Dr. Kokmun Ng. Highlights include:</li> <li>• TDFI Appointment Selection Committee; presented on international faculty and students at the Leadership Academy in December 2014; presented at the annual Ecampus Faculty Forum in April 2015; participated in the Social and Environmental Justice Work Group; developing undergraduate course Introduction to professional counseling: A multicultural perspective; guest lecture in the cross-cultural counseling course at OSU-Cascades; visiting scholar in Turkey, shared international experiences with students at OSU</li> <li>• Faculty annually rate graduate students on a 100-point scale with 60 as the cut point for adequate academic and professional skill progress with only two students failing to make adequate progress.</li> </ul>
STEM	<ul style="list-style-type: none"> <li>• AY14: Out of 14 math and science teacher master’s candidates 8 completed an ESOL endorsement, completed a work sample in a classroom serving English Language Learners, and 5 additional master’s candidates were actively pursuing an ESOL endorsement.</li> <li>• Secondary Math and Science Teachers worked with diverse elementary students for over 20 hours on math and science activities in FIESTAS</li> </ul>