

House Bill 3375 Educator Equity Plan

BACKGROUND

The Oregon Educator Equity Act passed by the Oregon Legislature in 2015 requires that each public teacher education program in the state prepare a plan for the recruitment, admission, retention, and graduation of diverse educators. The state's definition of "diverse," which is used throughout this report, is "(a) Origins in any of the black racial groups of Africa but is not Hispanic; (b) Hispanic culture or origin, regardless of race; (c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands; (d) Origins in any of the original peoples of North America, including American Indians or Alaskan Natives" (see the full statutory language in Appendix A). The Higher Education Coordinating Commission (HECC) reviews the plans for adequacy and feasibility with the governing board of each public university with a teacher education program and, after necessary revisions are made, adopts the plans.

OSU's College of Education has prepared the 2020-22 plan consistent with the January 2020 HECC guidance. The plan is focused on increasing and retaining the diversity of the teacher candidate pool, through recruitment, as well as retention efforts. It was noted in the guidance provided by the HECC and the Educator Advancement Council that, "The expression of retention efforts as goals should include both qualitative and quantitative data and information so that progress can be measured in the educator equity reports published annually by the Educator Advancement Council." Per the guidance received, plans are to address three major areas:

- (1) Identify specific measurable goals for increasing the preparation and retention of diverse educators enrolled in preliminary licensure programs¹;
- (2) Identify and describe strategies to impact progress towards the goals;
- (3) Reference the timeline along which the strategies will be implemented, the progress expected, the impact measured, and the plans reviewed and improved continuously.

In order to use common metrics across the state for tracking the number of enrollees and program completers from teacher and administrator programs, institutions are to work from data provided in the annual Oregon Educator Equity Report. Each year, the Oregon Educator Equity Report documents teacher and administrator preliminary licensure enrollment and completion data compiled from the Teacher Standards and Practices Commission (TSPC). According to the report, the five-year graduation cohort in Oregon in 2017-2018 included 34% racially diverse students. In order to use a common data point, the HECC has asked institutions to reference their progress relative to this statewide graduation measure (34%). Between public and private

¹ OSU does not set specific, differential or numeric goals for recruitment or admission of diverse students. The goals and strategies undertaken by OSU support our efforts to recruit and retain diverse teacher candidates.

programs, 567 (26%) of the total 2,190 enrolled teacher candidates in 2017-2018 were diverse teacher candidates.

OSU's Educator Equity Plan for 2020-22 provided in Appendix B includes summary narratives of progress and issues identified since the original 2016-18 Educator Equity Plan was reviewed by the Board and approved by the HECC. Additionally, the plan summarizes the metrics identified in the 2018-2020 plan and operationalizes plans for 2020-2022. Faculty from the College of Education have participated in providing summary narratives of activities and programs that have been implemented in support of the goals established in the 2018-2020 plan. In addition, faculty have provided input on programs and activities that will support the College of Education's 2020-2022 Educator Equity Plan goals. This plan and the work being undertaken is fully aligned with OSU's Strategic Plan 4.0 (SP4.0) and with the College of Education's strategic plan. Diversifying Oregon's educator workforce is in direct support of OSU's overall commitment to offer excellent education for all learners and to be leaders in the delivery of education, while welcoming and fostering a sense of belonging and success for all. Goals II and IV of SP4.0 are directly aligned with the work of the College of Education in support of HB3375. OSU is working to use our many locations and online learning platform to deliver distinctive and affordable pathways to teacher licensure. Additionally, OSU is committed to building a culture founded on the values of inclusion so that people from every background are welcomed and thrive.

There are numerous activities and programs within the College of Education that have been maintained, initiated, and/or deployed since the 2018-2020 plan was approved. The plan identifies the activities that will be maintained or deployed in the coming biennium to allow OSU to continue to be part of the state's solution to increase the diversity of teachers in Oregon. As OSU's teacher preparation expands across multiple programs within the College of Education and in affiliated colleges at OSU, program chairs and leads are responsible for tracking progress using both quantitative and qualitative measures. In addition, progress toward goals has been shared with faculty across all programs in multiple ways. Information is shared, for example, in annual internal and external reports, during faculty meetings, during the Dean's Council (one of the governance structures within the College of Education), as well as through communications from the dean. The College of Education's director of licensure and associate dean of academics are jointly responsible for determining when additional data or analyses are required and for working with faculty and staff to implement new programs or changes to processes in support of the goals that have been developed to diversify the university's student body in professional teacher education programs. Having multiple stakeholders involved in oversight ensures that this important work is fully aligned with college and university values and strategic goals.

RECOMMENDATION

Staff recommend that the Board approve OSU's Educator Equity Plan for 2020-22.

Definitions from ORS 342.433

“Diverse” means culturally or linguistically diverse characteristics of a person, including:

- (a) Origins in any of the black racial groups of Africa but is not Hispanic;
- (b) Hispanic culture or origin, regardless of race;
- (c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands;
- (d) Origins in any of the original peoples of North America, including American Indians or Alaskan Natives; or
- (e) A first language that is not English.

“Educator” means a teacher or an administrator.

Note: Administrator is assumed to be principal, assistant principal, superintendent, and assistant superintendent. Persons being counted as diverse who have a first language other than English are not included in the measures of diversity when we count university students. They also may or may not be counted in the other categories a-d.

Oregon State University Educator Equity Plan for 2020-22

PART 1: 2020-2022 GOALS

The College of Education will develop and sustain programs in support of three goals:

1. Support the recruitment of culturally and linguistically diverse students into professional teacher education (undergraduate and graduate) programs;
2. Maintain the completion rate to equal or exceed 85 percent for all students;
3. Increase the College of Education's completion rate of (pre-service and in-service) English Language Learner (ELL) and Dual Language (DL) infused coursework that addresses competencies to advance Oregon teacher cultural literacy and advocacy.

GOAL 1: Support the recruitment of culturally and linguistically diverse students into professional teacher education (undergraduate and graduate) programs.

In order to meet Oregon's increased need for teachers, the College of Education has doubled the number of initial licensure pathways since HB 3375 was passed in 2015. OSU's graduate and undergraduate programs currently offer five distinctive pathways to licensure (two undergraduate and three graduate), and a sixth undergraduate pathway is under development. In addition, OSU offers multiple pathways to an English Speakers of Other Languages (ESOL) endorsement and DL specialization. Providing multiple pathways to earning a degree and obtaining preliminary licensure and providing support for continuing education of licensed teachers maximizes the opportunity for diverse students to enroll in programs that align with their own personal circumstances and educational goals. These pathways are delineated next to provide the necessary context for understanding the various ways in which the College of Education is working to more effectively support culturally and linguistically diverse students.

Undergraduate

- The Education Double Degree (2002) is offered at the Corvallis campus. Students pursuing this pathway for both elementary and secondary teaching complete a primary degree in their subject area and a second 40-credit bachelor's degree in Education, leading to initial licensure in Oregon.
- The Bachelor of Science in Teaching (2019) is offered at OSU-Cascades. Students in this new undergraduate degree earn a BS in elementary education, leading to initial licensure in Oregon.
- A new hybrid pathway to an elementary education degree (pending) is currently under development in partnership with Columbia Gorge Community College and supported by a Myer Memorial Trust grant. This program supports a pathway for community college students and was created to help address shortages of highly qualified teachers in Oregon's rural communities. This pathway has been aligned to the recently developed Major Transfer Map (MTM), and graduates will earn a BS, leading to initial licensure in Oregon with a Multiple Subjects (elementary) endorsement.

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Graduate

- The clinically-based Master of Arts in Teaching (CB-MAT) (2016) is a full-time program, where students complete 51 credit-hours over two years in a combination of online and hybrid courses. Students complete extensive field placements throughout both years.
- The Master of Arts in Teaching (MAT) at OSU-Cascades (2005) is a full-time, face-to-face, one-year teacher preparation program that requires evidence of subject mastery prior to entering the program.
- The Education MS (pre-2000) is currently a full-time, face-to-face Corvallis-based program. Work is underway to transition this program into a hybrid program. This is a graduate-level licensure pathway preparing candidates for secondary teaching in math and science. Students must have a bachelor’s degree in the subject area in which they will teach. The program is completed in ten months. The shift to a hybrid mode of delivery is being undertaken to increase program access.

Table 1 summarizes the diversity of students completing OSU’s current pathways for teacher licensure. In Academic Year (AY) 2019, the college graduated 142 teachers from all initial licensure programs, including 28 (20%) diverse teachers. The diversity of teacher candidates has increased by 13% since 2014 (7% in 2014 to 20% in 2019). The College of Education’s five-year goal is to produce 212 newly licensed teachers in AY2022 across all initial licensure programs. The strategies outlined in Part 2 provide for further increases in the percentage of diverse completers in both initial and continuing licensure programs.

Table 1²: AY2014-AY2019 Total Licensed for OSU Licensure Programs by Race/Ethnicity

Ethnicity	AY2014	AY2015	AY2016	AY2017	AY2018	AY2019
White	116	114	140	138	122	112
Asian	2	0	4	4	8	7
Black African	0	0	1	0	0	2
Hispanic/Latinx	3	9	12	8	11	14
Native American	3	0	0	1	3	3
Two or More	1	5	8	7	4	2
Not Specified	2	4	8	4	3	2
Total Licensed	127	132	173	162	151	142
Total Diverse (%)	9 (7%)	14 (11%)	24 (14%)	20 (12%)	26 (17%)	28 (20%)

² Some students do not apply for their teaching license at the completion of the program and *post bac* students do not complete a program but may apply for licensure. Thus, corresponding numbers in Tables 1 and 2 are not always equal.

GOAL 2: Maintain the completion rate to equal or exceed 85 percent for all students

This goal, established in 2016 and of continued focus in the most recent biennium, speaks directly to the HECC’s request for universities to focus on retention efforts in the 2020-2022 plans. Table 2 summarizes completion percentages from AY2015 through AY2019.

Table 2: Student Completions² for AY2015-AY2019 (Note: Numbers in the Total Student Completions columns are not always the sum of the White and Diverse Student Completion columns due to including “declined to respond” in the total column.)

Year	Total Student Completions*	White Student Completions	Diverse Student Completions
AY2015	132 (93%)	114 (93%)	14 (93%)
AY2016	173 (97%)	140 (98%)	21 (94%)
AY2017	162 (88%)	140 (90%)	20 (79%)
AY 2018	153 (91%)	125 (93%)	28 (85%)
AY 2019	152 (84%)	118 (83%)	34 (89%)

Overall, the College of Education has retained high percentages of students through graduation across existing pathways. This has resulted in relatively high completion rates compared to those of the university at large, which currently reports 6-year completion rates of 68.5% for white undergraduate students and 56.3% for diverse undergraduate students.

Comparing the two most recent years, the total number of applications to OSU’s teacher licensure programs increased from 224 to 234 (Table 3). Diverse applicants constituted 21% of the total in AY2018 and 20% in AY2019. A small disparity existed for admissions in AY2018, with white applicants being admitted at about a 7% higher rate than diverse applicants. This difference was less than 2% in AY2019. Matriculation across the two academic years was within 2% for the two groups, indicating little difference in students’ choice to enroll. While completion rates were higher for white students in AY2018, in AY2019 diverse students completed at a nearly 7% higher rate than white students. Looking across the admission-to-graduation pathway, the differences are not substantial and may be explained by small fluctuations having relatively large impact on percentages given relatively small numbers.

² All data in this report are based on the most recent OSU enrollment and completion data. The summary data provided in the *Oregon Educator Equity Report* do not accurately capture enrollments and completions at OSU.

Table 3: Aggregate Admission, Matriculation, and Completion Rates for OSU Teacher Licensure Programs.

Status	AY2018		AY2019	
	White Students	Diverse Students	White Students	Diverse Students
Applied	178	46	187	47
Admitted	160 (90.0%)	38 (82.6%)	165 (93.2%)	43 (91.5%)
Matriculated	135 (84.4%)	33 (86.8%)	143 (86.7%)	38 (88.4%)
Completed	125 (92.6%)	28 (84.8%)	118 (82.5%)	34 (89.5%)

Individual Program Highlights

This section presents summaries of the teacher licensure programs housed in the College of Education. For application, admission, matriculation and completion data for all OSU teacher licensure programs (including licensure programs in cognate colleges) see Appendix C.

Double Degree. In the current undergraduate program (only the Double Degree has completers in the years reported), degree completions were similar for all students in the most recent academic year (Table 4). While a moderate decrease is noted in completion rates in the Double Degree in AY2019 compared to the previous year, exit interview data collected by the College of Education indicate that non-completers were students who realized that teaching was not the career they wished to pursue and who self-selected out of the program. Several other students needed to transition to part-time and will complete this year. College leaders are confident in the ability to maintain high completion percentages as a result of investments made to the structure of the Double Degree. The Double Degree has fully transitioned to a single cohort of students, replacing the previous rolling admission model. The cohort model has been shown to have significant positive impact on student completion rates for all students. In addition, enforcing prerequisites for all courses ensure that students in the Double Degree have the knowledge and skills necessary to successfully navigate their program of study and meet state standards.

Note that diverse student admission and matriculation rates are lower than those for white students in AY2019. This is the case for some of the college’s other licensure programs, as well (as indicated in Tables 5, 6, and 7), and may reflect a national trend, where accreditation agencies are requiring educator preparation programs to increase admission requirements, some of which (e.g. SAT and ACT scores) are known to include bias against students from diverse backgrounds. For this reason, TSPC has recently introduced “multiple measures” pathways that honor diverse experiences in admissions criteria. Refer to Strategy 4 on page 19 of this report for further discussion on how the College of Education plans to utilize these new multiple measures to mitigate potential unintentional bias in admissions criteria.

Table 4: Double Degree Program Admission, Matriculation and Completion Rates

Status	AY2018		AY2019	
	White Students	Diverse Students	White Students	Diverse Students
Applied	73	18	79	18
Admitted	66 (90.0%)	16 (88.9%)	76 (96.2%)	16 (88.9%)
Matriculated	61 (92.4%)	16 (100.0%)	73 (96.1%)	14 (77.8%)
Completed	57 (93.4%)	15 (93.8%)	63 (86.3%)	12 (85.7%)

Education MS. The Education MS program features a cohort model that is meant to build a strong social support network for students with one aim of increasing retention and program completion. The program also features school-based field experiences each term of the program, where students work with both a mentor teacher and a university supervisor in a supportive triad. The variation in completion rates in the MS is magnified by the relatively small size of the cohorts in the program, as well as a cohort size that has fluctuated significantly from year to year (Table 5). Students who have not completed the program in recent years have indicated that they learned in their practica that teaching was not the career path they wished to follow. This realization typically comes during the intensive field practicum work in schools when students get a clear picture of the daily life of a middle or high school science or mathematics teacher. While the desire is always to retain 100% of students, faculty are also aware that it is appropriate for students to revise their career goals based on their preparation experiences. It has been noted that students who enter the program with less recent experience in secondary school classrooms are somewhat more likely to be non-completers than students who have more ample current experience in secondary schools. Thus, in the most recent cohort faculty have given more attention during admission screening to applicants' K-12 experiences beyond the admission minimum.

Table 5: Education MS Program Admission, Matriculation and Completion Rates

Status	AY2018		AY2019	
	White Students	Diverse Students	White Students	Diverse Students
Applied	17	7	10	1
Admitted	15 (88.2%)	7 (100.0%)	8 (80.0%)	1 (100.0%)
Matriculated	13 (86.7%)	4 (57.1%)	7 (87.5%)	0 (0.0%)
Completed	12 (92.3%)	3 (75.0%)	7 (100.0%)	0 (0.0%)

Clinically Based MAT. The recently launched clinically-based Master of Arts in Teaching (CB-MAT) features both a cohort model and intensive coordination with district partners and mentor teachers to support the academic and professional success and retention of teacher candidates in the program. The CB-MAT program had small graduating cohorts in 2018 (8 students) and 2019 (10 students). In each of the 2018 and 2019 cohorts, one of the four students who identified as diverse did not complete the program after matriculating (Table 6). These students were given a wide range of supports and the decision to withdraw was fully vetted by both the

district and program faculty. Overall, these data fluctuations are small and still reflect completion rates at or above those of the university for all students and for ethnically/racially diverse students.

Table 6: Clinically-based MAT Program Admission, Matriculation and Completion Rates

Status	AY2018		AY2019	
	White Students	Diverse Students	White Students	Diverse Students
Applied	16	7	24	6
Admitted	13 (81.2%)	5 (71.4%)	12 (50.0%)	4 (66.7%)
Matriculated	8 (61.5%)	4 (80.0%)	7 (58.3%)	4 (100.0%)
Completed	5 (62.5%)	3 (75.0%)	7 (100.0%)	3 (75.0%)

The CB-MAT program is continually working with university, district, and community partners to reduce the barriers to success for historically underrepresented students, including to ensure equitable access to university resources for students. Specific strategies to support the recruitment and retention of diverse students include: ongoing examination of application processes for unintentional bias, cultural responsiveness, and advising; negotiation of prerequisites for program admission which benefit all students but lessen barriers for underrepresented groups; advising that includes study groups and test preparation; district partner collaboration to reduce program costs and provide targeted recruitment for paid summer teaching opportunities; ongoing university curriculum development and university instructor development to support cultural responsiveness and preparation of culturally responsive teachers; placements in ethnically/racially diverse schools, in particular dual language immersion programs; networking and hiring opportunities through district partnerships.

OSU-Cascades MAT. The OSU-Cascades MAT program offers licensure in the following endorsements: elementary multiple subjects, advanced mathematics, integrated science; biology; physics; chemistry; social studies and language arts. Any teacher candidate may also add the ESOL endorsement by taking additional coursework, taking an entrance exam, and completing 60 hours of ESOL student teaching. Students who elect to pursue the added ESOL endorsement must extend their program and often move into a 2-year track, thus impacting the “completion” numbers provided in the Table 7. Each year sees approximately 3-5 students elect this track.

Table 7: OSU-Cascades MAT Program Admission, Matriculation and Completion Rates

Status	AY2018		AY2019	
	White Students	Diverse Students	White Students	Diverse Students
Applied	48	9	55	13
Admitted	44 (91.7%)	6 (66.7%)	51 (92.7%)	13 (100.0%)
Matriculated	37 (84.1%)	5 (83.3%)	40 (78.4%)	12 (92.3%)
Completed	35 (94.6%)	4 (80.0%)	27 (67.5%)	12 (100.0%)

Offered in a cohort model that works closely with the six Central Oregon school districts through Partners in Education (PIE) schools (developed through the Teach Oregon grant), the OSU-Cascades MAT program closely monitors the success and retention of its teacher candidates throughout the four-term program. The OSU-Cascades MAT program’s strategic partnership with local school districts ensures that academic and clinical faculty are in close and continual communication with principals and cooperating teachers. In addition, OSU-Cascades has, over the last years, begun to embed methods courses as well as professional development for the licensed teachers within host public schools, which has strengthened overall candidate learning and skill development, as well as provided stronger support for candidates in the classroom. As a result, principals and cooperating teachers do not hesitate to reach out to program faculty when a teacher candidate is not performing to a high standard. Support is put into place, but occasionally teacher candidates are counseled out of the program due to academic or performance issues. Annually, this generally accounts for one student not completing the program.

Financing is a major barrier to program completion for OSU-Cascades MAT students, who must take additional loans to support themselves, and often their families, as they teach each day in the school and return to campus for courses in the afternoons and evenings, leaving little time for paid work. To mitigate the loss of teacher candidates due to financial struggles, the MAT/licensure program faculty work actively to secure scholarship and grant money to support all students, which helps in recruiting and supporting a diverse teacher candidate pool. OSU-Cascades faculty have been successful in obtaining grant and scholarship money. Still, the total amount of funding has declined in the last three years, resulting in financial stress for students that impacts completion rates. Students must extend their one-year program into two- or three-year tracks or leave the program altogether.

The College of Education met the goal of having overall completion rates that equal or exceed 85% from 2015-2018. While the 2019 completion rate is 84%, it is fully anticipated that this overall rate will grow as students who had to move to part time and/or have chosen to complete ESOL endorsements complete their degrees in 2020 or 2021. As noted, the college has not met the 85% goal in every program or for all groups of students within programs (Appendix C). Thus, the college must continue to monitor completion rates for groups of students and identify necessary actions when differences are found. This is part of the college’s ongoing work in

program improvement. To increase impact, faculty have expanded modalities and pathways, which has increased student diversity. However, due to the recent introduction of these programs, there is not yet data necessary to systematically identify common causes for students leaving programs. Nonetheless, during the past year the College of Education has expanded services for test completion (peer tutoring), fee reimbursement (a dedicated scholarship), and increased advising. It will take additional cohort completion data to determine if additional programmatic support is needed for students within each of the unique programs.

GOAL 3: Increase the College of Education’s completion rate of (pre-service and in-service) English Language Learner (ELL) and DL infused coursework that addresses competencies to advance Oregon teacher cultural literacy and advocacy.

Three initiatives implemented in the last two biennia have focused on increasing teacher candidate efficacy in meeting the needs of all learners in Oregon by developing knowledge and skills that improve academic and socio-emotional learning for students whose first language is not English.

Initiative I: Expand ESOL/DL coursework enrollments

English language learners make up about ten percent of all Oregon K-12 students, with roughly another ten percent classified as former ELLs. Thus, effective teacher preparation entails preparing teachers to work with multilingual students. All OSU initial licensure programs require that students take at least one ESOL course that addresses the state-adopted core competencies for teaching ELL students. In addition, students in all pre-service licensure programs can earn a full 18-credit ESOL endorsement. The College of Education offers the ESOL endorsement for in-service teachers, as well, via online courses.

Over the past seven years, the college has dramatically expanded the number of students taking ESOL and DL courses, the number of total ESOL/DL courses taken by students, the number of student credit hours in ESOL/DL courses, and the number of students completing an ESOL endorsement or DL specialization, as shown in Table 8. For example, the number of students taking any ESOL/DL course rose from 134 in AY 2013 to 393 in AY 2019. This represents nearly a three-fold increase. In addition, the number of students completing the ESOL endorsement or DL specialization has nearly doubled, rising from 47 students in 2012-13 to 84 students in 2018-19.

Table 8: ESOL/DL Enrollment and Completion Data (Note: OSU’s DL specialization program was approved by TSPC in 2018, and new DL courses were first offered in winter 2019. Therefore, through AY2019, no students had completed all DL specialization requirements. The first students are scheduled to complete the DL specialization in spring 2020.)

Academic Year	Number of students completing any ESOL/DL course	Total number of ESOL/DL courses completed by students	Number of students completing ESOL Endorsement and/or Dual Language Specialization
2013	134	281	47
2014	125	228	38
2015	220	373	33
2016	307	515	32
2017	369	612	61
2018	427	765	52
2019	393	560	84

These increases were driven by two primary factors. First, in accordance with OAR 584-420-0010 English Language Learner (ELL): Program Standards, OSU began requiring that students in all teacher licensure programs successfully complete at minimum one ESOL course, Foundations in ESOL Education. Second, starting in 2016, the College of Education began partnering with districts across the state to enable cohorts of licensed teachers to earn their ESOL endorsements through the college’s online courses, as described in more detail next.

Through AY2019, the ESOL endorsement and DL specialization were not stand-alone degree programs, and most students who take individual ESOL/DL courses do not plan to complete the full course sequence. Therefore, since completion is not the goal for most students, completion rates are not calculated. However, for students who have completed the full ESOL endorsement (and, moving forward, the DL specialization), it is possible to analyze student race/ethnicity. As Table 9 illustrates, the percentage of diverse students completing the ESOL endorsement in AY2019 (21%) is consistent with the percentage of diverse students completing degree-bearing licensure programs in the College of Education overall (20%, as reported in Table 1).

Table 9: ESOL Endorsement Completions by Race/Ethnicity

Ethnicity	AY2016	AY2017	AY2018	AY2019
White	29	46	43	63
American Indian/Alaskan Native	0	0	1	0
Asian	0	6	3	0
Black African American	0	0	0	1
Hispanic/Latinx	2	7	3	8
Native Hawaiian	0	0	0	0
Two or More	0	0	0	0
Not Specified	1	2	2	8
Total Licensed Teachers	32	61	52	80
% Diverse	9%	17%	25%	21%

To further support efforts to expand the number of in-service teachers in Oregon with an ESOL endorsement, the college has increased partnerships with districts. In the fall of 2017, OSU was awarded a National Professional Development grant from the U.S. Department of Education Office of English Language Acquisition. This five-year, \$2.5 million grant provides funding for 80 teachers to complete OSU coursework leading to an ESOL endorsement or a DL specialization. This initiative is referred to as Teachers Educating All Multilingual Students (TEAMS), and it includes partnerships with five districts in this work: Beaverton, Bend-La Pine, Corvallis, Greater Albany, and Springfield. The first cohort of 39 participants completed their ESOL endorsement in AY2019, with all tuition covered by grant funds. The second cohort of 44 teachers began in summer 2019 and are on track to earn their ESOL endorsement or DL specialization fall term 2021. In addition, grant funds are supporting 12 pre-service teachers, who will earn their ESOL endorsement or DL specialization.

Education Northwest serves as an external evaluator for the TEAMS grant. Their 2019 annual report, summarizing outcomes for the first cohort of participants, found that 90% of program completers rated the program as effective in preparing them to serve ELLs. In addition, 93% of instructional leaders for program completers also rated the program as effective in preparing their teachers to serve ELLs. A comparison of pre- and post-survey data revealed a variety of other important changes in participants' knowledge and skills for effectively educating ELLs. For example, participants felt significantly more confident in applying Oregon standards for

educators of English learner students after completing their ESOL endorsement through OSU. Additionally, on the pre-survey, 25% of participants were confident or very confident in using ESOL instructional practices and strategies in their classroom or practice, while on the post-survey, 92% were confident or very confident. Similarly, the percentage of participants reporting feeling confident or very confident in their ability to provide culturally and linguistically relevant instruction to emergent bilingual students increased from 24% on the pre-survey to 89% on the post-survey.

In addition to the opportunities afforded by the TEAMS grant, faculty have established partnerships with other Oregon districts to increase the number of teachers in the state with the knowledge and skills to effectively serve multilingual students. For example, beginning in fall 2019, the college partnered with Portland Public Schools to support district middle school English language arts teachers in earning their ESOL endorsement, thereby enhancing their abilities to deepen their students' content and language learning.

The College of Education is also building the capacity of graduates through the DL specialization program, which includes two courses taught bilingually in Spanish and English. Recruitment for this program draws heavily from the Latinx population in Oregon. The DL specialization program was approved by TSPC in 2018, with students beginning coursework in winter 2019. Currently, 14 students are enrolled.

Initiative II: Support culturally sensitive practices in STEM teaching

In addition to efforts directed specifically at the College of Education's own teacher candidates, faculty are engaged in a variety of initiatives that impact teachers across the state to improve the success of all students in STEM-specific classrooms. For the past three years, OSU has sponsored, in partnership with Oregon's Department of Education and with funding from the National Science Foundation (NSF), the Ambitious Math and Science Summer (AMS) Institute, a collaborative learning environment for math and science teachers, teacher leaders, and STEM teacher education faculty. Ambitious teaching aims to support all students — across ethnicity, race, class, and gender identity — to develop the deep conceptual understanding necessary to solve authentic problems. This effort directly impacts OSU math and science graduates who attend the AMS each year with support via the National Science Foundation. AMS supports Advancement Via Individual Determination (AVID) training for participants (see Initiative III), attention to equitable teaching practices that are content-specific, and growth of the next generation of math and science teacher leaders. Across the three years, national leaders have worked with Oregon math and science teachers and leaders to develop knowledge and skill with modeling, knowledge of teaching emergent bilingual students, and attention to supporting equitable educational system level changes. For 2020, the college is collaborating with the state to connect and integrate with larger state initiatives so that the institute can be sustained and reach a broader state-wide audience.

Initiative III: Support AVID participation

All undergraduate Double Degree teacher candidates participate in Advancement via Individual Determination (AVID) training. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID has been adopted by a vast majority of school districts in the Northwest, and this preparation enhances the work faculty and students are doing to infuse English Language Learner competencies across the curriculum in our programs and in schools.

PART 2: STRATEGIES

Strategies for Goal 1: Support the recruitment of culturally and linguistically diverse students into professional teacher education (undergraduate and graduate) programs. The College of Education committed to six strategies in support of Goal 1:

Strategy I: Recruit an increasingly diverse population of students into the Double Degree Program

The College of Education has invested in recruiting efforts as one mechanism to increase the diversity of teacher license candidates. In July 2017, the college hired its first bicultural recruiter/advisor. This hire has allowed the College of Education to expand its recruiting capacity and to develop relationships with community colleges, cultural centers, and high schools in ways that are more extensive than previous recruiting efforts. Additionally, the college has established cross-campus program partnerships with academic programs that have historically served underrepresented students and communities at OSU, including Ethnic Studies; Human Development and Family Sciences; Liberal Studies; Women, Gender, and Sexuality Studies; Peace Studies; and Anthropology. Beginning AY2021 the college will further expand its reach with a focus on new recruitment efforts to surrounding underserved communities including, but not limited to Salem, Woodburn, the Confederated Tribes of Grand Ronde, and the Confederated Tribes of Siletz Indians.

Strategy II: Expand CB-MAT partnerships, including new satellite partner school districts/communities with diverse populations

Throughout the nation, Educator Preparation Programs (EPPs) and school districts are struggling to recruit and retain teacher candidates in a teacher-shortage environment. Research indicates that lengthier internships yield better in-service teacher retention. The college has partnered with the Beaverton School District, Portland Public Schools, and multiple smaller districts to address these needs with a clinically based model of teacher preparation. The model includes extensive time in K-5 classrooms (including paid positions), expert mentoring, and university coursework developed and taught in collaboration with district partners ([Clinically Based Model discussion](#)). The College of Education graduated its second, clinically-based teacher candidate cohort in spring 2019.

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The college has enrolled the fourth cohort in the two-year CB-MAT program with Beaverton School District's Teach 4 Beaverton Program, Portland Public Schools' Dual Language Teacher Residency Program, and satellite partnerships with Lincoln County and Canby School Districts. Beaverton and Portland are among the largest and most diverse school districts in the Pacific Northwest. Nearly the entire cohort of Portland Public Schools' teacher residents come from underserved and underrepresented ethnic/racial groups and all are culturally and linguistically diverse.

This program began as a partnership between the Beaverton School District and the College of Education to (a) increase the diversity of teachers in Beaverton, (b) focus on high-need area teachers in bilingual education and STEM, and (c) perfect a research-based clinical model of teacher education that can be duplicated in other regions across the state. The program also began as a deliberate effort to provide access to a culturally and linguistically diverse population interested in teaching and has expanded into the Portland Public School District. The college is currently working on MOUs with at least two more districts for the fall of 2020.

The CB-MAT hybrid degree delivery model (Ecampus and face-to-face contact in the district where the teacher candidates are living), along with faculty expertise in dual language and ESOL are highly attractive in recruiting additional districts for this partnership, and the college anticipates continued growth and diversity in the student population. This program is currently partnering with the OSU Office of Institutional Diversity to support recruitment efforts. On-campus recruitment has also engaged with the Cultural Resource Centers, the Juntos program through OSU extension, and OSU Department of Ethnic Studies. Finally, community- and district-based initiatives have focused on engaging with K-12 instructional assistants, who represent a highly diverse and particularly skilled pool of potential applicants.

Strategy III: Create and grow the new undergraduate BS Program at OSU-Cascades

Approved in spring of 2019, the new undergraduate teaching major at OSU-Cascades aims to license new elementary multi-subject teachers with concentrations in ESOL, STEM, or SPED. Implementing the undergraduate elementary teaching program at OSU-Cascades increases access to teaching licensure for all students and addresses the increasing financial barrier to licensure, as undergraduate financial aid and scholarships are more readily available than in the MAT program. OSU-Cascades faculty have been partnering directly with advisors at Central Oregon Community College to develop a more efficient pipeline of undergraduate students coming to OSU-Cascades interested in teaching. This has involved creating an articulated transfer into OSU-Cascades teaching/licensure program at the junior year. Both Central Oregon Community College and OSU-Cascades undergraduate admissions staff are actively recruiting new first-year students from diverse populations and geographic regions. Teaching faculty and professional staff regularly attend recruiting events.

Strategy IV: Change the modality of the MS in Education

The College of Education is transitioning the MS in Education, which prepares candidates to be secondary science and mathematics teachers, to a hybrid online format. The college is responding to a national trend toward “grow-your-own” teacher preparation programs in regions where it is hard to attract and retain teachers. This shift is being made to better reach potential teachers in rural and remote parts of the state, including in communities with more cultural and linguistic diversity than is found in the mid-Valley region from where MS students have been drawn in the past. This will allow us to recruit a pool of prospective teachers who are more representative of the state’s shifting demographics.

Strategy V: Develop community college partnerships within the new clinically based BS degree program

Since 2017, OSU’s College of Education has been working with colleagues at Columbia Gorge Community College to develop a hybrid online licensure pathway that includes two years of community college coursework and two years of hybrid online education content and practicum courses. The goal of the collaboration is to provide a K-5 licensure pathway for students who start with community college coursework and to recruit teacher candidates who may not want or be able to leave their communities to pursue their goal of becoming a teacher. This is another model of a “grow-your-own” teacher program where community members can complete teacher residency requirements in local schools and potentially work part-time while completing their teaching degree and licensure requirements in or near their home. One target audience for this program is educational assistants (EAs). With their classroom experience, EAs are excellent teacher licensure candidates. The percentage of EAs as part of total instructional staff (teachers plus EAs) for the college’s partner school districts ranges from 18-30%. The 2018 Oregon Educator Equity Report reports a total of 15,201 EAs statewide with 2,844 counted as ethnically diverse.

In support of the clinically-based BS degree program, the College of Education’s Liaison for Clinical Partnerships participated in the development of the Major Transfer Map (MTM) for Elementary Education. The MTM initiative provides a clear and concise course pathway for community college students to ensure that while in community college they complete only courses that are required for specific university degrees. For example, the MTM for Elementary Education prescribes coursework that will satisfy all content and most Baccalaureate Core courses such that MTM completers will enroll as juniors when they enroll at OSU. This carefully articulated pathway seeks to decrease the cost and time that community college students will spend prior to enrolling in a baccalaureate degree granting institution. OSU is currently working most closely with Columbia Gorge Community College where 23% of the student population identifies as Hispanic or Latinx, the third highest in Oregon.

Strategy VI: Increase access to internal and external scholarships

Within the College of Education, the scholarship application process has been improved by making it more accessible and by launching a Teacher Licensure Support Fund to specifically offset the cost of fees to students with financial need who are enrolled in teacher licensure programs. Students in a teacher licensure program in Oregon are responsible for fees totaling more than \$1,000 beyond program tuition. Fees are required for the state-mandated edTPA portfolio assessment, subject matter and pedagogy tests, background checks, and initial license application fees. OSU’s recent introduction of “Scholar Dollars,” an online scholarship search and application system, has further reduced barriers for students needing financial support to complete their programs. By requiring just one application, Scholar Dollars allows students to be considered for over 1,600 campus-based scholarship opportunities available only to OSU students. The College of Education has also worked to support the application of several students for Oregon Teacher Scholarship Program funds, which offers scholarships of \$5,000 for racially or linguistically diverse teacher candidates.

Strategies for Goal 2: Maintain the completion rate to equal or exceed 85% for all students.

While the overall completion rates for college teacher licensure programs have exceeded the 85% goal, not all individual programs have met the goal. Some variability in completions can be understood by disproportionate impacts of minor fluctuations in completions in our lower enrollment programs. However, there are pivot points in the process of completing teacher licensure degrees that clearly influence retention: academic preparedness, tuition, fees, and/or workload before and during practicum courses. Each of these points may be especially challenging for diverse students, whom research shows often experience disproportionate impacts from external stressors. The college is committed to four strategies in support of Goal 2.

Strategy I: Provide supports for students to mitigate social, emotional, and financial challenges

The College of Education has created a series of wraparound services and programs dedicated to supporting student teachers within each of its licensure programs. The expectations are to ensure student teachers have access to internal and external support services, which promote emotional wellbeing, financial stability, community belonging, and culturally supportive spaces. These collective support services will promote student retention throughout all licensure programs and create a cultural of inclusion, *belonging* and professional development for students. Some of the key services developed or under development include:

- Establishing advising/counseling practices that focus on the unique and specific cultural needs of underrepresented students within our program.
- Expanding advising hours outside of traditional time slots, allowing more students who do not have traditional schedules the ability to access advising.
- Establishing a student peer-advising team that reflects the diversity and unique experiences of our students, faculty, and community members.

- Establishing tutoring support services, which include peer-tutoring for the Civil Rights and Subject Area exam for state licensure.
- Creating an in-house resource library of testing study guides for required exams in addition to books required for foundational Education courses required through the program.
- Hosting monthly film screenings that are culturally relevant to the social justice issues underrepresented students and their communities face. This has become a popular event for community building with the college.
- Holding monthly coffee table discussions related to themes and areas of interest within the field of Education. This event is one of our most important community building events.
- Facilitating a focus group for underrepresented students to assess and develop strategies to address the unique challenges they face during their time in the program and during student teaching.

Strategy II: Infuse STEM curriculum in undergraduate and graduate teacher programs with culturally sensitive practices

Language, Culture, and Knowledge-building through Science (LaCuKnoS) is a new research and outreach initiative in the College of Education in conjunction with OSU's Science & Math Investigative Learning Experiences (SMILE) pre-college program for increasing underrepresented students' access to and success in STEM education and careers. LaCuKnoS will introduce practicing science teachers from around Oregon to a new model for supporting multilingual science meaning making. The initiative will utilize the existing SMILE network of schools in multilingual rural and remote areas in Oregon, including both newcomer and Native American communities, to inform teachers about opportunities to become involved in the LaCuKnoS project. The project goals include recruiting prospective teachers from these communities while providing professional development to current teachers who wish to learn new approaches to working with diverse learners to support their skills and aspirations to pursue and succeed in STEM academic and occupational pathways. Dr. Cory Buxton, professor of science education in the College of Education is responsible for the LaCuKnoS project, working in collaboration with the director of the Office of Precollege Programs. The work will also connect the College of Education more closely to a range of school districts across the state. This portion of the plan was developed through collaborative conversations with the Office of Precollege Programs and their existing network of school district partners as we considered our convergent interests in both supporting current science teachers around the state and recruiting potential future science teachers to OSU.

Strategy III: Increase access to internal and external scholarships to support retention

The Teacher Licensure Support Fund for all teacher licensure candidates is now in its second year. This scholarship fund was launched by an anonymous donor to provide financial support to cover the costs of the various state-required tests and other fees related to obtaining a

teaching license in Oregon. This fund provided up to \$600 in scholarships for licensure costs for eligible students. Recipients have shared that having access to this scholarship helped them persevere. The college will continue to seek out funding to maintain this support for students. Additionally, two recent gifts from a private donor and a foundation will allow the college to award up to \$65,000 from the Teacher Licensure Support Fund in AY2020. This fund was also highlighted on OSU's Day of Giving in 2019 and will be a priority area of giving for the 2020 Day of Giving campaign.

In 2015, OSU's College of Education and College of Science were jointly awarded the Robert Noyce Fellowship grant to support 16 math and science teacher candidates and early career professionals for five years. Through this grant, OSU faculty meet three times a year with the fellows, provided professional development support responsive to their needs as new professionals working in high needs schools, and support OSU fellows to connect with a national network of STEM professionals. With eight fellows in their third year of teaching and eight fellows in the second year of teaching, all have attended national and regional professional development opportunities via grant funding and are beginning to play leadership roles in their schools and districts. In addition, fellows are provided tuition and a fellowship stipend to complete their master's degree and a \$10,000 stipend each year for five years.

Strategy IV: Implement a multiple measures framework

The College of Education faculty are drafting a plan to support Oregon Teacher Standards and Practices Commission's implementation of a [multiple measures framework \(2020\)](#) permitting teacher candidates to demonstrate their competency through multiple performance measures less likely to generate racial and linguistic disparities. This new regulation will allow teacher licensure programs to develop individualized pathways to licensure that maintain rigor while increasing retention. Moving into the accreditation cycle in AY2021, the college will carefully document adaptations to meet multiple measures while taking advantage of this rule, allowing adaptation to the needs of our multilingual teacher candidates.

Strategies for Goal 3: Increase the College of Education's completion rate of (pre-service and in-service) English Language Learner (ELL) and DL infused coursework that addresses competencies to advance Oregon teacher cultural literacy and advocacy.

The college is committed to two strategies in support of Goal 3.

Strategy I: Provide supports for in-service teachers for professional development in ESOL and/or DL instruction.

The TEAMS effort will continue into this biennium. The 80+ in-service teachers in Beaverton, Bend-La Pine, Springfield, Greater Albany, and Corvallis school districts will earn their ESOL endorsement or DL specialization via online OSU courses. Participating teachers also partner with community-based organizations in their area to co-design and co-lead education-focused

community events, deepening their knowledge and skills for meaningfully engaging multilingual families. The college's grant coordinator is leading recruitment efforts, in collaboration with the ESOL/DL chair, and ESOL/DL Lead and OSU's Ecampus marketing team to develop recruitment materials, which will be distributed to all schools in Oregon with bilingual programs. Faculty are also sharing information about this opportunity at statewide conferences, including the Oregon Association of Bilingual Education conference and the Oregon English Learner Alliance conference.

The college will continue efforts to strategically partner with interested Oregon districts to support cohorts of teachers interested in adding an ESOL endorsement or DL specialization. In these efforts, the college will continue to engage with the five districts with whom there have partnerships as part of our National Professional Development grant to explore possible future partnerships: Beaverton, Bend-La Pine, Corvallis, Greater Albany, and Springfield. In addition, in AY2020, the college began partnerships with Portland Public Schools and Canby School District, who are supporting teachers to complete online OSU coursework to earn an ESOL endorsement or DL specialization, and the college anticipates expanding these partnerships in the next biennium. We continue to hold exploratory conversations with additional districts about potential partnerships, as well.

The College of Education has created a Graduate Certificate in ESOL and another Graduate Certificate in Dual Language Education. These Graduate Certificates will enable the college to leverage the expansive and nuanced marketing/promotional tools available through Ecampus to increase recruitment of in-service teachers. In collaboration with the Graduate School, the college is exploring ways to identify and reduce barriers in the application process for prospective students who earned their undergraduate degree outside the U.S., which has the potential to increase our enrollment of culturally and linguistically diverse students.

Strategy II: Provide supports for pre-service teachers for professional development in ESOL and/or DL instruction

Because dual language programs are a key strategy for improving outcomes for multilingual students, increasing the number of bilingual teachers in the state is a crucial need. The Teacher Practices and Standards Commission (TSPC) approved OSU's DL specialization program in January 2018. Faculty developed two new courses for the specialization that are offered bilingually in Spanish and English.

The college will increase coordination between ESOL/DL faculty and other licensure faculty for recruitment and advising. For example, ESOL/DL faculty will attend and present at informational meetings for other licensure programs. During these meetings, we will collect information on bilingual students and schedule follow-up advising appointments. The ESOL/DL Lead is collaborating with the Double Degree/MS Lead and MAT Lead on these efforts.

The college will create course sequence documents with other licensure programs that specify the terms during which students in each program can take each ESOL/DL course to complete both their initial licensure program and an ESOL endorsement or Dual Language specialization during their time at OSU. Again, the ESOL/DL Lead is collaborating with other the Double Degree/MS Lead and MAT Lead on these efforts, as well as with faculty in other Colleges who coordinate licensure programs in Physical Education, Agricultural Education, and Music.

The strategies for infusing ESOL and DL strategies across all licensure programs dovetail with efforts at the state level to improve outcomes for emergent bilingual students. Our ESOL/DL Chair is part of the statewide Emergent Bilingual Visioning task force, co-led by the Oregon Department of Education and the Confederation of Oregon School Administrators. Two of the three priorities identified by the task force focus directly on improving the knowledge and skills of educators for effectively serving emergent bilingual students, and we look forward to continuing to link our efforts to state priorities.

PART 3: PROGRESS, TIMELINE AND IMPACT

Note that strategies reported here were developed in partnership with multiple stakeholders and are reviewed and improved through data-based decision making on a regular basis.

Goal/Strategy	Progress to Date and Expected Progress	Timeline	Impact
<p><i>Goal 1/Strategy I</i> <i>Recruit an increasingly diverse population of students into the Double Degree Program</i></p>	<p>To support our efforts to recruit the most highly qualified and diverse candidate pool, the College hired a bicultural Head Academic Advisor, Jason Tena-Encarnacion (Tohono O’odham) in October 2018. Jason has added an in-depth focus in our outreach and retention efforts by using his training in Ethnic Studies, social justice and community building to provide more effective recruiting and retention practices.</p> <p>Establish cross-campus program partnerships with other academic programs that have historically served underrepresented students and communities including Ethnic Studies, Human Development and Family Sciences, Liberal Studies, Women, Gender, and Sexuality Studies, Peace Studies, and Anthropology.</p> <p>Expand our recruitment efforts to surrounding underserved communities including, but limited to Salem, Woodburn, Grand Ronde Reservation, and the Siletz Reservation.</p>	<p>AY2018 AY2019</p> <p>AY2020</p> <p>AY2021</p>	<p>Increased Double Degree enrollment from 77 (AY 2018) to 87 (AY 2019). Enrollment target is 100 students by AY 2022</p> <p>Recruiting networks established for all six academic program partners.</p> <p>Recruitment contacts established and meetings held in multiple underserved communities, resulting in increased enrollment of diverse students.</p>
<p><i>Goal 1/Strategy II</i> <i>Expand our CB-MAT partnerships, including school</i></p>	<p>Partner with the Beaverton School District to implement a teacher preparation model that includes extensive time in K-5 classrooms (including paid positions), expert mentoring, and university coursework developed and taught in collaboration with district partners.</p>	<p>AY2016 AY2017 AY2018</p>	<p>Program begins with enrollment of 12 students, 26% diverse reporting as diverse.</p>

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Goal/Strategy	Progress to Date and Expected Progress	Timeline	Impact
<i>districts/communities with diverse populations.</i>	<p>Add Portland Public Schools to the partnership.</p> <p>Add satellite partner districts to the partnership.</p>	<p>AY2019</p> <p>Ongoing</p>	<p>AY 2019 enrollment is 48 students with 43% reporting as diverse.</p> <p>Development and completion of MOUs with rural districts through a Satellite Partnership model.</p>
<p><i>Goal 1/Strategy III</i></p> <p><i>Create and grow the new undergraduate BS Program at OSU Cascades</i></p>	<p>Develop articulated transfer agreement from Central Oregon Community College to OSU Cascades BS.</p> <p>Approval of BS program at OSU Cascades for preparation of elementary multi-subjects teachers with concentrations in ESOL, STEM, or SPED.</p> <p>First cohort admitted.</p>	<p>AY2019</p> <p>AY2020</p> <p>Spring 2020</p>	<p>Enrollment target is 25 students per cohort by AY 2022</p>
<p><i>Goal 1/Strategy IV</i></p> <p><i>Change the modality of the MS in Education</i></p>	<p>Transition the MS in Secondary Science & Mathematics Teaching to Ecampus hybrid format.</p> <p>Enroll first cohort of students in the MS hybrid program.</p>	<p>AY2020-21</p> <p>Summer 2021</p>	<p>Enrollment target is 30 students per cohort by AY 2022</p>
<p><i>Goal 1/Strategy V</i></p> <p><i>Develop community college partnerships within our new</i></p>	<p>Develop undergraduate, hybrid online BS degree in elementary education.</p> <p>Develop Major Transfer Map to articulate pathway from community colleges to OSU's BS elementary education degree program.</p>	<p>AY2020-21</p> <p>AY2020</p>	

Goal/Strategy	Progress to Date and Expected Progress	Timeline	Impact
<i>clinically based BS degree program</i>	<p>First cohort of completes program at Columbia Gorge Community College.</p> <p>Enroll first cohort from CGCC into BS elementary degree program</p> <p>Recruit additional community college partners</p>	<p>AY2021</p> <p>Fall 2021</p> <p>AY2022</p>	<p>First cohort includes 19 students, with 25% identifying as diverse.</p>
<i>Goal 1/Strategy VI Increase access to internal and external scholarships</i>	<p>Provide Licensure Support Fund to offset costs of edTPA portfolio assessment, required testing, and license fees.</p> <p>Implementation of Scholar Dollars, OSU's online scholarship management system.</p> <p>Promote Oregon Teacher Scholarship Program through program advisors and faculty.</p>	<p>AY2019</p> <p>AY2020</p> <p>Ongoing</p>	<p>\$12,000 awarded to 40 students.</p> <p>\$31,500 awarded to 105 students.</p> <p>Students are now able to submit a single application for the nearly \$50 million in campus-based scholarships.</p> <p>OTSP offers scholarships of \$5,000 for diverse teacher candidates.</p>

Goal/Strategy	Progress to Date and Expected Progress	Timeline	Impact
<p><i>Goal 2/Strategy I Provide supports for students to mitigate social, emotional, and financial challenges</i></p>	<p>Focused advising on specific cultural needs of diverse students.</p> <p>Extended advising hours outside of traditional times.</p> <p>Peer-advising team that reflects the diversity and unique experiences of our students.</p> <p>Peer-tutoring for the Civil Rights and Subject Area exam for state licensure.</p> <p>In-house resource library of study guides for required exams. Culturally relevant monthly film screenings</p> <p>Monthly coffee table discussions related to social-cultural themes.</p> <p>Focus group for diverse students to address the unique challenges they face within the program and during student teaching.</p>	<p>AY2019</p> <p>AY2020</p> <p>All ongoing</p>	<p>While it is too early to measure the impact of these activities, we are confident that these supports will enhance community building and the development of a culture of inclusion and in so doing, will increase retentions rates.</p>
<p><i>Goal 2/Strategy II Infuse STEM Curriculum with culturally sensitive practices</i></p>	<p>The LaCuKnoS model was developed during an 8-year NSF-funded research study of how to guide teachers to support all students’ language development, cultural sustenance, and knowledge building through science instruction.</p> <p>Integrate LaCuKnoS model into Double Degree Program.</p> <p>Integrate LaCuKnoS model into MS Program.</p>	<p>AY2020</p> <p>AY2021</p>	<p>STEM pre-service teachers learn the LaCuKnoS model.</p>

Goal/Strategy	Progress to Date and Expected Progress	Timeline	Impact
<p><i>Goal 2/Strategy III</i> <i>Increase access to internal and external scholarships to support retention</i></p>	<p>Private donations to the Teacher Licensure Support Fund to offset costs of edTPA portfolio assessment, required testing, and license fees.</p> <p>Robert Noyce Fellowship for math and science teacher candidates.</p>	<p>AY2019 AY2020 AY2021 AY2022</p> <p>AY2015-2020</p>	<p>Up to \$600 for eligible students</p> <p>Tuition + \$10,000 stipend for each of 5 years for 16 students</p>
<p><i>Goal 2/Strategy IV</i> <i>Implement multiple measures framework</i></p>	<p>OSTPC development of Multiple Measure Framework</p> <p>OSU College of Education Implementation of Multiple Measures Framework</p>	<p>AY2020</p> <p>AY2021</p>	<p>Adoption of this framework should increase retention by allowing for more choice in teacher candidate assessments.</p>
<p><i>Goal 3/Strategy I</i> <i>Provide supports for in-service teachers for professional development in ESOL and/or Dual Language instruction</i></p>	<p>Teachers Educating All Multilingual Students, known as TEAMS, is a federally funded Oregon State University program provides support for teachers to earn their ESOL endorsement or DL specialization via online OSU courses.</p> <p>First cohort of 39 TEAMS teachers complete their ESOL endorsement.</p> <p>Second cohort of 44 TEAMS teachers complete their ESOL endorsement.</p> <p>TEAMS funding will also support teachers from across Oregon to earn a DL specialization.</p>	<p>AY2019</p> <p>AY2021</p> <p>AY2021</p>	<p>92% of participants reported being confident or very confident in using ESOL instructional practices. Similarly, 89% being reported being confident or very confident in providing culturally and linguistically relevant instruction to bilingual learners. Ultimately, 80 in-service teachers will complete their ESOL endorsement or DL specialization.</p>

Goal/Strategy	Progress to Date and Expected Progress	Timeline	Impact
	Develop partnerships with Oregon school districts to support teachers interested in adding an ESOL endorsement or Dual Language specialization: <ul style="list-style-type: none"> • Leverage existing partnerships with Beaverton, Corvallis, Greater Albany, Bend-La Pine, and Springfield school districts. • Build new partnerships with Portland Public Schools and Canby School District. 	AY2019 AY2020	30 teachers will earn Dual Language specialization. Improve teachers’ abilities to use ESOL instructional practices and provide instruction to bilingual learners across the state.
<i>Goal 3/Strategy II Provide supports for pre-service teachers for professional development in ESOL and/or Dual Language instruction</i>	Create Dual Language Specialization program. First cohort enrolled in Dual Language Specialization program. Increase coordination and collaboration between ESOL/DL faculty and faculty in other licensure programs. Create course sequence documents that facilitate students completing both their initial licensure program and an ESOL endorsement or Dual Language specialization concurrently.	AY2018 Winter 2019 Ongoing AY2021	14 Students enrolled in the program. Increased enrollment in ESOL/DL programs. Increased enrollment in ESOL/DL programs.

Application, Admission, Matriculation, and Completion Data³ for all
OSU Initial Teacher Licensure Programs AY2018-2019

Agricultural Education MS				
	AY2018		AY2019	
Status	White Students	Diverse Students	White Students	Diverse Students
Applied	9	2	8	2
Admitted	9 (100.0%)	2 (100.0%)	8 (100.0%)	2 (100.0%)
Matriculated	6 (66.7%)	2 (100.0%)	8 (100.0%)	2 (100.0%)
Completed	6 (100.0%)	1 (50.0%)	8 (100.0%)	1 (50.0%)
Combined Cascades Elementary & Secondary				
	AY2018		AY2019	
Status	White Students	Diverse Students	White Students	Diverse Students
Applied	48	9	55	13
Admitted	44 (91.7%)	6 (66.7%)	51 (92.7%)	13 (100.0%)
Matriculated	37 (84.1%)	5 (83.3%)	40 (78.4%)	12 (92.3%)
Completed	35 (94.6%)	4 (80.0%)	27 (67.5%)	12 (100.0%)
Clinically Based Elementary MAT				
	AY2018		AY2019	
Status	White Students	Diverse Students	White Students	Diverse Students
Applied	16	7	24	6
Admitted	13 (81.2%)	5 (71.4%)	12 (85.7%)	4 (66.7%)
Matriculated	8 (61.5%)	4 (80.0%)	7 (58.3%)	4 (100.0%)
Completed	5 (62.5%)	3 (75.0%)	7 (100.0%)	3 (75.0%)
Double Degree Elementary				
	AY2018		AY2019	
Status	White Students	Diverse Students	White Students	Diverse Students
Applied	38	9	44	8
Admitted	34 (89.5%)	8 (88.9%)	44 (100.0%)	7 (87.5%)
Matriculated	33 (97.1%)	8 (100.0%)	41 (93.2%)	6 (85.7%)
Completed	33 (100.0%)	7 (87.5%)	38 (92.7%)	4 (66.7%)

³ All data in this report are based on the most recent OSU enrollment and completion data. The summary data provided in the *Oregon Educator Equity Report* do not accurately capture enrollments and completions at OSU.

Double Degree Secondary				
	AY2018		AY2019	
Status	White Students	Diverse Students	White Students	Diverse Students
Applied	35	9	35	10
Admitted	32 (91.4%)	8 (88.9%)	32 (91.4%)	9 (90.0%)
Matriculated	28 (87.5%)	8 (100.0%)	32 (100.0%)	8 (88.9%)
Completed	24 (85.7%)	8 (100.0%)	25 (78.1%)	8 (100.0%)
Music Education MAT				
	AY2018		AY2019	
Status	White Students	Diverse Students	White Students	Diverse Students
Applied	4	2	7	2
Admitted	3 (75.0%)	2 (100.0%)	6 (85.7%)	2 (100.0%)
Matriculated	3 (100.0%)	2 (100.0%)	6 (100.0%)	2 (100.0%)
Completed	3 (100.0%)	2 (100.0%)	5 (83.3%)	2 (100.0%)
Physical Education MAT				
	AY2018		AY2019	
Status	White Students	Diverse Students	White Students	Diverse Students
Applied	11	1	4	5
Admitted	10 (90.9%)	0 (0.0%)	4 (100.0%)	5 (100.0%)
Matriculated	7 (70.0%)	0 (0.0%)	2 (50.0%)	4 (80.0%)
Completed	7 (100.0%)	0 (0.0%)	1 (50.0%)	4 (100.0%)
Education MS (with options in mathematics and science education)				
	AY2018		AY2019	
Status	White Students	Diverse Students	White Students	Diverse Students
Applied	17	7	10	1
Admitted	15 (88.2%)	7 (100.0%)	8 (80.0%)	1 (100.0%)
Matriculated	13 (86.7%)	4 (57.1%)	7 (87.5%)	0 (0.0%)
Completed	12 (92.3%)	3 (75.0%)	7 (100.0%)	0 (0.0%)