

House Bill 3375 Educator Equity Plan

BACKGROUND

The Oregon Educators 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 diverse¹ educators to accomplish the goal described in the original act. The goal of the state is that the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district (ORS 342.437 as amended by HB 3375, Section 3, 2015). Further, the Higher Education Coordinating Commission (HECC) shall review 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, shall adopt the plans.

Per guidance from HECC, OSU's College of Education must prepare a plan with goals for increasing the diversity of the teacher candidate pool. Goals should be specific, and the plan must identify and describe strategies to progress toward the identified goals. The plan should also summarize the timeline along which the strategies will be implemented, the progress expected, the impact measured, and the review cycle.

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 requested to work from data provided via the annual Oregon Educator Equity Report. According to this report, the five-year graduation cohort in Oregon in 2015-2016 included 32 percent racially diverse students. Of the 2,290 candidates enrolled in a preliminary teacher licensure program, 578 (25 percent) were racially diverse, an increase over the previous year and building on a 3-year positive trend.

STATUS OF OSU'S EDUCATOR EQUITY PLAN AND PROGRESS TOWARD GOALS

OSU's proposed Educator Equity Plan for 2018-2020 includes summary narratives of progress and issues identified since the original 2016-2018 Educator Equity Plan was reviewed by the Board of Trustees and approved by the HECC. Additionally, the plan summarizes the metrics identified in the 2016-2018 plan and operationalizes plans for 2018-2020. Faculty from the College of Education (College) have participated in providing summary narratives of activities and programs that have been implemented in support of the 2016-2018 goals. In addition, faculty have provided input in programs and activities that will support the College's 2018-2020 Educator Equity Plan goals. This plan and the work being undertaken is fully aligned with OSU's Strategic Plan 3.0 and with the College's strategic plan.

For the 2018-2020 Educator Equity Plan, the College proposes maintaining the two foundational goals established in the 2016-2018 plan and adding one additional goal (Goal 3).

¹ "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.

Since the first Educator Equity Plan for OSU was approved in March 2016, the College has successfully undertaken several specific activities and has invested in programs that have been instrumental in helping the College meet the goals outlined in the 2016-2018 plan. We highlight five of these areas of investment next.

EQUITY INITIATIVE HIGHLIGHTS 2015 TO PRESENT

New Bicultural Recruiter/Advisor

The College seeks teacher candidates from across the state and beyond. In order to recruit the most highly qualified and diverse candidate pool, in June 2017 the College hired a new bicultural Academic Advisor and Outreach Specialist, Fabiola Sandoval-Morado. Fabiola believes that “Education is one of the biggest catalysts for social justice” and that it “brings out the best in a generation and creates what America is supposed to be.” Her goal for the College is to increase the recruitment and retention support for underrepresented students in the College to match that of the University.

<http://blogs.oregonstate.edu/collegeofeducation/showing-strength-success-bilingualism-biculturalism/>

Clinically-based Master of Arts in Teaching (MAT)

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 retention. The College has partnered with the Beaverton School District to address these needs with a model that includes an extensive *paid* internship. Beginning in the fall of 2016, the College enrolled its first teacher candidate cohort in partnership with the Beaverton School District.

<http://blogs.oregonstate.edu/collegeofeducation/trained-teachers-like-train-doctors/>

TEAMS

Teachers Educating All Multilingual Students, known as TEAMS, is the new Oregon State University program that will train 80 teachers in the Beaverton, Bend-La Pine, Springfield, Greater Albany and Corvallis school districts to better understand the languages, families, and community cultures of their students. Our faculty, with support from a U.S. Department of Education grant, will help more Oregon teachers earn their English to/for Speakers of Other Languages (ESOL) endorsement without having to pay the \$10,000 tuition. The grant also provides support to enable these teachers to work with community resources to build bridges with families of emergent bilingual students.

<http://blogs.oregonstate.edu/collegeofeducation/multilingual-classrooms-need-multifaceted-approach-number-k-12-students-oregon-dont-speak-english-proficiently-grown-dramatically-last-20-year/>

FIESTAS

The Families Involved in Education: Sociocultural Teaching and STEM (FIESTAS) research project builds on community partnerships to engage preservice teachers in an after school program to develop culturally responsive STEM learning. Over the course of six years, FIESTAS has impacted five education courses, approximately 300 preservice teachers, and 500 underserved children. Twenty-three nearby businesses served as local sites of learning where children interacted with bakeries, food venues, auto shops, gyms, and retailers to see that STEM “happens right here in their neighborhood.”

<http://blogs.oregonstate.edu/collegeofeducation/fiestas-celebrating-community-learning-research-diversity-laundromats-bakeries-gyms-tire-shops/>

AVID Training

All undergraduate Double Degree teacher candidates now 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 the vast majority of school districts in the Northwest. The preparation enhances the work our faculty and students are doing to infuse English Language Learner competencies across the curriculum and schools. <http://www.avid.org/about.ashx>

REPORT STRUCTURE

There are numerous activities and programs within the College that have been initiated or will be deployed in the coming biennium to allow OSU to be part of the state's solution to increase the diversity of teachers in Oregon. For the 2018-2020 Educator Equity Plan, we have proposed a third goal to specifically target support for licensed current teachers, who should also be given the opportunity to further develop their skills and knowledge so that they can be successful in culturally and linguistically diverse classrooms. In this plan, we have highlighted existing and planned programs that will move us to meet the goals we have established. The remainder of this report conforms to the guidance provided by the HECC and the Chief Education Office, dated July 17, 2017. For each of our three goals we have summarized the current state; identified and described strategies that have been undertaken or will be undertaken in 2018-2020 by the College to ensure continued progress; provided time frames for new programs, which are being developed and implemented; and integrated historical data for Goals 1 and 2 to provide a baseline so that progress toward goals can be more fully understood.

2018-2020 EDUCATOR EQUITY PLAN GOALS

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

1. Support efforts to increase annual recruitment of underrepresented minorities (URM) in 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's capacity to infuse all licensure programs (pre-service and in-service) with English Language Learner (ELL) and Dual Language (DL) competencies to advance Oregon teacher cultural literacy and advocacy.

GOAL 1: Support efforts to increase annual recruitment of underrepresented minorities (URM) in professional teacher education (undergraduate and graduate) programs

OSU's graduate, undergraduate, and Ecampus programs offer four pathways to licensure. Providing multiple pathways to earning a degree and teaching license maximizes potential for diverse students to find a program that works for them.

- Graduate-level licensure in math and science (MS): Students in the graduate-level MS pathway for licensure in math and science teaching have a bachelor's degree in the subject area in which they will teach. This licensure program is completed in ten months.
- Graduate-level Master of Arts in Teaching (MAT): Students in the one or two-year MAT teacher preparation programs show evidence of relevant coursework (subject mastery) prior to beginning their graduate studies.
- Undergraduate-level Double Degree: Students in the Double Degree undergraduate pathway for elementary and secondary teaching complete a primary degree in their

subject area and a 40-credit second degree in Education, leading to professional licensure in Oregon.

- Undergraduate-level Elementary Education Degree: Students in the proposed Elementary Education undergraduate degree (OSU-Cascades) will earn a BS in elementary education, leading to professional licensure in Oregon. A Category I proposal has been submitted for this new licensure pathway and is currently under review at OSU.

Table 1 summarizes the race/ethnicity of students completing the various pathways for teacher licensure at OSU, including Corvallis and OSU-Cascades campuses. In Academic Year (AY) 2017, we graduated 162 teachers that included 20 (12 percent) racially/ethnically diverse teachers. The diversity of students has increased by 5 percentage points since 2014 (7 percent in 2014 to 12 percent in 2017). We will continue to invest in two significant areas (recruitment activities and expanding our MAT) to make additional progress toward increasing the attractiveness of our programs to diverse populations, as well as to increase the cultural and linguistic diversity of our teacher candidates and ultimately of our graduates.

Table 1: AY14-AY17 Completion of OSU Licensure Program by Race/Ethnicity

Ethnicity	AY14	AY15	AY16	AY17
White	116	114	140	138
American Indian Alaskan	*	0	0	0
Asian	*	0	*	*
Black African American	0	0	*	0
Hispanic Latin@	*	*	12	*
Native Hawaiian	*	0	0	*
Two or More	*	*	*	*
Not Specified	*	*	*	*

* Actual number > 0 and < 10, so redacted for privacy

Total Licensed Teachers	127	132	173	162
% Culturally and/or Linguistically Diverse	7%	11%	14%	12%

The College has invested in recruiting efforts as one mechanism to increase the cultural and linguistic diversity of our teacher license candidates. In July 2017, we hired a new bicultural recruiter/advisor. This hire has allowed the College to expand its recruiting reach and to develop relationships with community colleges, campus cultural centers, and high schools that are much more extensive than previous recruiting efforts. In AY18, our recruiter/advisor has increased the number of contacts and estimates that over 25 percent of these contacts are with culturally and linguistically diverse students. Overall, we expect to increase the number of teacher candidates in the Double Degree program from 79 (AY18) to 112 (AY19). While we will not know the specific demographics of these students until they matriculate, pre-education enrollments in the Double Degree program provide early evidence of success in recruiting an increasingly diverse cohort of students. On the Corvallis campus, 21 percent of students currently enrolled in our education undergraduate programs are culturally or linguistically diverse. Concurrently, 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 will be a critical pipeline for the proposed BS in elementary education.

The College has also invested in an innovative program to provide a pathway to teacher

licensure embedded within communities. We are now enrolling our third cohort in the two-year MAT program launched in the Beaverton School District. This program began as a partnership between the Beaverton School District and the College 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 is a deliberate effort to establish a presence in the Portland metropolitan area and will provide greater access to a culturally and linguistically diverse population interested in teaching.

We have just begun efforts to expand the clinically-based MAT through a new partnership between the College of Education and Portland Public Schools (PPS). PPS is a PK-12 urban school district in Portland. With more than 49,000 students in 78 schools, it is one of the largest and most diverse school districts in the Pacific Northwest. Beginning summer term 2018, PPS has selected OSU as their partner for preparing candidates in their K-5 Dual Language Teacher Fellows program. The Dual Language Teacher Fellows program is a teacher licensure pathway to support the preparation of teachers for the nearly 30 schools in PPS that are Dual Language Immersion programs. We anticipate approximately 20 teacher fellows in our first cohort. Nearly the entire cohort of teacher fellows come from underserved and underrepresented groups and all are culturally and linguistically diverse. Our hybrid degree delivery model (Ecampus and face-to-face contact in the district where the teacher candidates are living), along with our faculty's expertise in dual language and English for Speakers of Other Languages (ESOL) were key decision points for PPS. Students in both our Beaverton-based and Portland-based MAT programs are non-traditional and more diverse than in previous years.

The College's five-year goal is to produce 212 licensed teachers in AY22 across all licensure programs in the College. Our recruitment work in the Double Degree, along with our continued investment in our clinically-based MAT will be significant in ensuring that more culturally and linguistically diverse students become licensed.

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

Table 2 summarizes the completion percentages for AY15, AY16, and AY17. Overall, the College has maintained consistently high completion percentages even as our enrollments have increased. Completion percentages vary by degree type (undergraduate vs. graduate programs) and by year. In some cohorts, students who identify as racially/ethnically diverse appear to complete at lower percentages. It should be noted that 2017 completion percentages will increase as we have students who are still working to complete the requirements of their degrees. For example, the number of active, but likely to complete, racially/ethnically diverse graduate students currently identified in the AY17 cohort is six. When these six students complete (likely in AY18), this completion percentage will increase to over 80 percent. While we have met the goal of overall completion rates that equal or exceed 85 percent, we will continue to closely monitor completion rates for subgroups of students and identify necessary actions if we find differences do exist by degree program or based on the other student demographics.

Table 2: Student Completion Percentage

Undergraduate	Total Student Completion Percentage	White Student Completion Percentage	Racially/Ethnically Diverse* Student Completions Percentage
AY15	100%	100%	100%
AY16	94%	96%	88%
AY17	87%	88%	86%
Graduate			
AY15	92%	92%	92%
AY16	99%	99%	100%
AY17	89%	92%	71%
All Undergraduate + Graduate			
AY15	93%	93%	93%
AY16	97%	98%	94%
AY17	88%	90%	79%

* (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

We are confident that we can maintain these high completion percentages as a result of investments made to the structure of the Double Degree, as well as other program-level work and activities. 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 completions rates for all students. In addition, by enforcing prerequisites for all courses, we are able to ensure that students in the Double Degree have the knowledge and skills necessary to successfully navigate their program of study. Beyond these programmatic changes, preservice teachers at OSU are provided with a multitude of opportunities to interact with K-12 students both in and outside of the classroom, supported in projects and programs led by educational researchers and instructors.

As noted in the executive summary, programs such as FIESTAS have enabled approximately 300 teacher candidates to help students see the relevancy of STEM in their own communities. In the elementary education program, we have continued a partnership with the Department of Mathematics to make the elementary math course sequence more compelling for our teacher candidates, resulting in improved retention and completion rates of teacher candidates. The Common Core State Standards in Math emphasize the importance of classroom discussion, mathematical explanation, and conjecturing. This emphasis on language and classroom discourse has benefited from our bilingual teachers, who are well-prepared in the language of mathematics.

In addition to efforts directed specifically at our own teacher candidates, faculty in the College are engaged in efforts that impact teachers across the state to improve the success of all students in STEM classrooms. One such program is OSU's Ambitious Math and Science Summer (AMS) Institute, a collaborative learning environment for math and science teachers, teacher leaders, STEM education faculty, and scientists. 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. The 2017 Institute featured STEM learning innovations including mathematical modeling, virtual reality, and drone technology. Educators explored classroom modeling opportunities across various OSU facilities, including the Wave Research Laboratory, Dairy Barn, Nutrigenomics Research Lab, Radiation Center, and Propulsion Laboratory. The AMS Institute helps K-12 educators provides approaches and strategies to develop students' confidence and abilities in mathematics and science. The Ambitious Math and Science Network provide professional development available regionally to groups of math and science teachers. This work seeks to strengthen the mathematics classroom experiences by integrating authentic opportunities for students to engage in modeling.

Finally, OSU-Cascades is currently developing youth camps focused on math and science for ESOL students. The MAT faculty from OSU-Cascades will facilitate this program and have MAT student teachers serve as instructors during the camp.

GOAL 3: Increase the College's capacity to infuse all licensure programs (pre-service and in-service) with English Language Learner (ELL) and Dual Language (DL) competencies to advance Oregon teacher cultural literacy and advocacy

English language learners (ELLs) compose about 10 percent of all Oregon K-12 students with another 7-10 percent classified as former ELLs. Diversity in the teaching workforce also means preparing teachers to address the learning needs of these children. Approximately 77 percent of ELLs speak Spanish. The College is building the capacity of graduates through the new bilingual, dual-language specialization program. Recruitment for this program will draw heavily from the Latino/Latina population in Oregon. Faculty are working closely with the Oregon Department of Education (ODE) and have secured external funding from the U.S. Department of Education and the Spencer Foundation in support of OSU's Oregon English Learner Alliance. All licensure programs now require that students take at least one ESOL course that inculcates the state-adopted core competencies for teaching ELL students. This has established a baseline for all teacher candidates to be able to work with second language learners.

We have taken this a step further, and a Dual Language Specialization program has been approved by the Teacher Standards and Practices Commission (TSPC) for enrollment beginning in fall 2018. Three recent (2016-17) faculty hires will support the Dual Language Specialization.

In fall 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 English for Speakers of Other Languages endorsement or a Dual Language specialization. We refer to this initiative as Teachers Educating All Multilingual Students (TEAMS), and we have partnered with five districts in this work: Beaverton, Bend-La Pine, Corvallis, Greater Albany, and Springfield. We anticipate that the first cohort of 38 participants will complete their ESOL endorsement in fall 2018, with all tuition covered by grant funds. The second cohort will begin in summer 2019, and for this cohort we will focus on recruiting bilingual teachers interested in pursuing a Dual

Language specialization.

ESOL/DL faculty will once again have an exhibitor table at the State English Learner Alliance Conference this spring, with new flyers for our ESOL endorsement, Dual Language specialization, and the Language, Equity, and Education Policy option within our PhD program. This effort will help make in-service teachers aware of these innovative programs.

Our ESOL endorsement, along with our recently approved Dual Language Specialization, are critical to Goal 3 in two ways. First, this endorsement and specialization provide critical knowledge and skills to all of the College's current teacher candidates. Second, these two programs are available through the OSU's Ecampus, making the endorsement and specialization particularly attractive to culturally and linguistically diverse students and teachers who may disproportionately experience barriers to traditional campus-based college courses.

Finally, all undergraduate Double Degree teacher candidates now participate in 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 the vast majority of school districts in the Northwest, and this preparation enhances the work our faculty and students are doing to infuse English Language Learner competencies across the curriculum in our programs and in schools.

TRACKING AND IMPLEMENTATION

We will continue to require program chairs and program leads to complete annual analyses to track progress toward these goals both quantitatively and qualitatively. In addition, these goals and progress toward goals are shared with faculty across all programs through annual reports, faculty meetings, the Dean's council, and in communications from the Dean. The College's Director of Licensure and Associate Dean of Academics are responsible for determining if additional data or analyses are required and for working with faculty and staff to implement new programs or changes to processes. This oversight will ensure that we are actively working toward making progress in this important work, which is not only mandated by the State, but also fully aligned with our values and strategic goals.