



Educator Equity Advisory Group

April 21, 2016

1:00pm – 3:00pm

Education Northwest, Suite 5,
101 SW Main Street, Portland, OR 97204

Call-In Information (888) 557-8511

Access code: 5579138#

AGENDA

1) Welcome and opening remarks

Karen Gray, Chair

- a) Roll call
- b) Draft notes from March 17th meeting

2) Reminders and Follow Ups

- a) Public Education Preparation Equity Plans for HECC
Erin Week-Earp, Higher Education Coordinating Commission
- b) Copy of letter to ODE Deputy Superintendent
Rob Larson, Education Northwest
Karen Gray, Chair
- c) Reminder: Nominations for spotlights in 2016 report

3) Update on 2016 Action Steps Tasks for this year's work plan

- a) Develop list of promising practices emerging from Oregon projects to include in OOEAG state plan proposal
 - Discuss state plan elements and audience
Karen Gray, Chair
- b) Convene Education Preparation programs to discuss current efforts to diversify workforce and prepare all teachers to be culturally responsive
 - Review results from Educator Preparation and Retention Summit
- c) Compile recommendations from research and state Fellows Programs projects to include in OOEAG state plan proposal

4) Brief Updates on State Plans

- a) Black Student Success Workgroup
Markisha Smith, Oregon Department of Education
- b) American Indian/ Alaskan Native Oregon Indian Education State Plan
April Campbell, Oregon Department of Education
- c) English Language Learners State Plan
Markisha Smith, Oregon Department of Education
- d) Oregon's Equitable Access to Educators Plan
Markisha Smith, Oregon Department of Education

5) Parkrose School District hiring guide

6) Public Comment

- a) *Members of the public wanting to give public testimony must sign in.*
- b) *There will only be one speaker from each group.*
- c) *Each individual speaker or group spokesman will have three (3) minutes.*

7) Next meeting

- a) May 19, 2016: Oregon Educator Equity Advisory Group, 1 to 3 PM,
Suite 5, Education Northwest, 101 SW Main Street, Portland, OR 97204

All meetings of the Chief Education Office are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted online. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at Seth.Allen@state.or.us. Requests for accommodation should be made at least 48 hours in advance.



Chief Education Office

Oregon Educator Equity Advisory Group

State Library Rooms 102 and 103, 250 Winter Street, NE Salem, OR 97301

March 17, 2016 DRAFT Meeting Notes

Present: Karen Gray, Rob Larson, Keith Menk, Markisha Smith, Bonnie Gray, Armando Leguardia, April Campbell, Mary Cade, Serena Stoudamire, Lew Frederick, Hilda Rosselli
Guests: Maria Tenorio, Micki Caskey, Se-ah-dom Edmo, Laura Creea

a. Chair Gray welcomed members and guests.

The agenda and February 18th, 2016, meeting notes were reviewed. Rob Larson moved to approve the notes as presented. Mary Cadez seconded the motion. Upon call for the vote, the minutes were approved.

b. Oregon American Indian Teacher Preparation Programs

1. Micki Caskey and Maria Tenorio from PSU described features of the PSU

American Indian Teacher Program: SEE SLIDES POSTED AT:

[http://education.oregon.gov/wp-](http://education.oregon.gov/wp-content/uploads/2016/03/March2016_EdEquityGroupMaterials_CEdO_2016.pdf)

[content/uploads/2016/03/March2016_EdEquityGroupMaterials_CEdO_2016.pdf](http://education.oregon.gov/wp-content/uploads/2016/03/March2016_EdEquityGroupMaterials_CEdO_2016.pdf)

- Been in existence for six years,
- Funded by grants from the USDOE that support tuition, stipends, even childcare
- Have official agreements with Grande Ronde, Siletz, Umatilla, Warm springs, help review curriculum, help identify candidates
- Most grads want to stay in Portland
- 24 teachers have graduated
- Community even when students graduate
- Year round seminar
- Tribal gatherings
- Alumni attend end of year event
- Building networks
- Of the 2011 graduates 2/3 still retained four years later. Doing follow up survey
- Role of program is not just to prepare teachers but also to advance education of students from Oregon Tribes.
- College Day connecting students with American Indian faculty
- Pay for costs of test prep

Barriers include:

- Federal funding starts in Sept, off cycle for program starts
- # of grads from other university majors in Native Studies, sociology, etc. So need bridge funding for preliminary courses to meet education requirements
- Housing is a high cost for students, Need to consider transportation costs too

Lessons learned:

- Need for earlier teacher pathways
- School districts as partners for hiring and providing training to existing teachers
- Tribal teacher candidates value culturally affiliated staff and seminars (now more American Indian faculty at PSU)
- Need culturally responsive curriculum aligned with Oregon standards so can't just adopt other state's curriculum

Would the program consider reaching out to other American Indian students in other teacher prep programs and invite them join a virtual network with the PSU students and share examples of culturally responsive curriculum. Yes

Note: There is a Native American infinity group in Portland Public Schools They have worked on curriculum and would be good to connect with.

2. Se-ah-dom Edmo from Lewis and Clark shared thoughts on tribal sovereignty and education See slides at http://education.oregon.gov/wp-content/uploads/2016/03/March2016_EdEquityGroupMaterials_CEdO_2016.pdf

- Analogy of leaky pipes really points to toxic system.
- Education of Indian descendants is a treaty provision; dual responsibility to Indian children
- Lack of this training sabotages the preservation and protection of tribal sovereignty by never bothering to mention its existence
- Only five states include discussion of this in their curriculum. Only Montana and Washington require it.
- Investing in Transformative Education rather than Inclusion; Systemic Oppression is built into every part of society and narratives
- Focus on treat education
- Resource: Making the Invisible Visible
- Support opportunities for student activism
- Culturally responsive curriculum for students is really critical

Note: April shared that there are plans underway to request funding for support of curriculum next biennium.

3. University of Oregon UO Sapsik'wala Program – Jerry Rosiek

- Federally funded fellowships in exchange for Master's in Ed
- Nine grants over 11 years
- Only for graduate students, not undergraduates
- Accept between 3 and 17 students dependent on financial support
- Graduate 5 – 10 students a year out of about 100 total teachers in UO's teacher ed program
- 100 students to date
- 97% placed in schools—not necessarily in Oregon—mostly in CA and Northwest
- Support for students includes:
 - i. Living stipend-\$1600 per month
 - ii. Computer
 - iii. Books, tests, tuition
 - iv. Some release for Principle Investigator, and .5 support staff
 - v. University supplements test costs when needed, 2 faculty
- Provides mentoring 1st year, stipend to CT provided first year
- Retention—8 have gone on to doctoral studies
- Federal program requires follow up for teaching—time intensive and some go into jobs that are not teaching directly and don't count in the eyes of grant funders.
- Influence on the program at UO
 - i. Self reflection process
 - ii. Reformatted entire curriculum
 - iii. Hiring new faculty - cult responsive curriculum
 - iv. Senior profession in indigenous studies
 - v. Program is dramatically different now

Note: Discussion of Section 6 in ESSA calling for more evaluation across title programs

4. Reminders and Follow Ups

- a) Final status on HB 4033

Representative Frederick and Hilda provided an update on the funding of \$200 K for Teaching with Purpose and EOU's Center for Culturally Responsive Practices.

b) Draft letter to ODE Deputy Superintendent-Rob Larson and Karen Gray
A motion was made by April and seconded by Armando to approve the letter.
Discussion about who else to send the letter to. Rob Larson to follow up on this.

c) Notes from ORATE exercise were distributed (Handout)
Exercise generated good suggestions that can be part of the Advisory Group's plan

d) Reminder: Nominations for spotlights in 2016 report
April, Rob L, and Armando volunteered to help Hilda with report—editing and reviewing.
NOTE: Representative Frederick would like an Executive Summary from 2016 report on every legislator's desk.

4. Update on 2016 Action Steps Tasks for this year's work plan

Karen updated group on current registrations and a review of the program, the panelists and the questions that would be used. It is important that Advisory Group members attend!

Karen noted that next meeting would include focus on state plan. Hilda shared in anticipation of likely legislative concept that would be drafted for 2017 session, she is trying to research other solutions than loan forgiveness.

Rob L shared an updated flyer on the OLN LEAD tool.
Meeting was adjourned at 3:06 p.m.

HB 3375 Educator Equity Plan

BACKGROUND

Oregon's Educators Equity Act was passed by the Oregon Legislature in 2015 and requires that each public teacher education program in the state prepare a plan for the recruitment, admission, retention, and graduation of diverse educators. The statute establishes the goal 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 the state or the percentage of diverse students in the district (Oregon Revised Statute 342.437, as amended by House Bill 3375, Section 3, 2015).

Pursuant to ORS 342.447, Oregon's six public teacher education schools and colleges are required, on a biennial basis, to prepare written plans that detail the recruitment, selection, retention, and graduation of diverse educators (HB 3375, Section 6, 2015.) The Higher Education Coordinating Commission (HECC) is required to review the plans for adequacy and feasibility with the governing board of each public university with an educator preparation program and, after any necessary revisions are made, adopt the plan.

DEVELOPMENT OF OSU'S EDUCATOR EQUITY PLAN

A draft of the OSU Educator Equity Plan 2016-2018 is provided in Attachment 1. The plan is crafted to be consistent with guidance provided by HECC and was developed in concert with campus-wide efforts to create an inclusive community. This plan benefited from the ongoing work of the Provost's Hiring Initiative, which structured faculty searches to increase the number of faculty of diverse backgrounds and identities. Faculty within the College of Education (College) also provided input on the draft plan. This input was informed by both the OSU and College strategic plans. This plan will be reviewed again in 2018.

GOALS AND METRICS

Under HECC's guidance, each plan must identify specific goals and metrics for increasing the recruitment, selection, retention, and graduation of diverse educators. The following goals and metrics are intended to be both aspirational and feasible in order to meet the review standards of the statute. The goals and metrics are based on benchmarking data currently available. New tools for data collection and disbursement rolled out in 2014 and 2015 at the College and University levels, respectively. As a result, in the future, the College will be better equipped to monitor key variables influencing achievement of these goals.

Over the next five years, the College is committed to:

1. Increasing annual enrollment of underrepresented minorities (URM) in professional teacher education (undergraduate and graduate) proportional to growth in students at OSU, and
2. Increasing the completion rate for URM licensed teachers (both undergraduate and graduate) to equal or exceed the 85% completion rate of the cohort of licensed teachers.

FACTORS INFLUENCING SUCCESS

Successful implementation of the plan will be influenced by a number of factors, including:

1. Continued availability of state funds,
2. Continued campus and community focus on creating an inclusive environment that results in an increase in overall campus diversity and
3. Improved institutional and state ability to track the careers of OSU students to evaluate how well graduates develop and remain in teaching.

RECOMMENDATION

Staff propose that the Academic Strategies Committee recommend to the Board that it approve the Educator Equity Plan for 2016-18 as provided in Attachment 1.

Oregon State University – Educator Equity Plan 2016-2018

Prepared by the OSU College of Education

Five-Year Goals

Over the next five years, the College of Education will:

1. Increase annual enrollment of underrepresented minorities (URM) in professional teacher education (undergraduate and graduate) proportional to growth in students at OSU, and
2. Increase the completion rate for URM licensed teachers (undergraduate and graduate) to equal or exceed the 85% completion rate of the cohort of licensed teachers.

Initial Teacher Licensure at OSU

Oregon State University offers initial teacher licensure programs at both the graduate and undergraduate levels. Students in the graduate-level pathway for licensure in math and science teaching have a bachelor's degree in the subject area in which they will teach. This program is completed in ten months. Students in the Double Degree undergraduate pathway for elementary and secondary teaching complete a primary degree in their subject area and also complete a 40-credit second degree in Education, leading to professional licensure in Oregon. Initial Licensure students (candidates) in all programs have either a primary degree or evidence of substantial coursework (subject mastery) in the subjects they teach.

Context

The Educators Equity Act sets a statewide goal 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 the state or the percentage of diverse students in the district. While OSU teacher candidate diversity roughly matches state teacher candidate diversity, it is a long way from closing the gap between teacher diversity and K-12 student diversity in the districts we serve.

Nationally, teacher education programs tend to draw from the local population. Similarly, the demographics of teacher licensure at OSU reflect a smaller geographic area than other majors on campus. The population of students currently enrolled is about half as diverse (11% URM) as the campus as a whole (22.8% URM). On a ten-year horizon, the College of Education (College) aspires to reflect overall campus diversity, which would move us closer to the state's goal as well.

While there is a substantial gap in the current College URM population compared to campus, the *completion rate* for teacher licensure candidates from URM backgrounds is substantially higher (84%+) in the College than the completion rate for URMs across campus. Moving forward, we will be focused on maintaining, and improving, these completion rates, even as the overall College enrollment increases.

Executive Summary of HECC Report Pathway to Diversity

We have two major goals: (1) increase diversity while increasing enrollments overall and (2) maintain an 85% completion rate that currently exceeds the overall campus completion rate. Our path for accomplishing our goals includes the following elements:

Faculty Development

To establish the culture and climate in the College to reach our goals, we have made targeted hires to increase faculty diversity and to increase faculty expertise in addressing issues of social justice and equity, and support English language learners. As a result of these efforts, our tenured and tenure-track faculty now include 35% people of color. Our five-year target is to maintain this level of diversity as we grow and as we replace retirements. Our instructional faculty include 14% people of color. Our five-year target is to increase URM representation in our instructor faculty to match the tenured and tenure-track faculty percentage.

In 2014-15, 17 (out of 50) faculty members engaged in at least one campus-based interpersonal skills and diversity-related program. Our five-year goal is to have all faculty attend at least one program every other year (see HECC Appendix Table 3). Faculty will identify program attendance in their annual review goals. The College leadership team has made issues of diversity the first item on the agenda of regular meeting of the leadership. We have devoted College resources to support bringing expertise to the College and for faculty travel to gain new knowledge and experience in support of meeting the needs of a more diverse student population.

The faculty are committed to the concept that these efforts are not just about meeting social needs but that diversity is foundational to meeting the strategic goals of the College and university.

Goal 1: Increasing annual enrollment of underrepresented minorities in professional teacher education (undergraduate and graduate) proportional to growth in students at OSU.

Increasing Diverse Enrollment: In Academic Year (AY) 2015, we graduated 110 teachers that included 12 (11%) teachers of color with four graduates not specifying race. Two observations about these baseline numbers: First, we are clearly not keeping pace with overall campus diversity that stands at 22.8%. College diversity enrollment has been roughly half of the campus proportion for the past four years. Second, the number of teacher licensure graduates from our College reflects enrollments nationally that are down as much as 40% in some states as a result of negative national dialogue around student performance, testing, and teacher accountability.

Our five-year goal is to grow enrollment by 20% to about 132 graduates and to increase the racial/ethnic and other diversity of enrolled students over that time period (see HECC Appendix Table 2). We expect that as our efforts, described next, take effect, we will be on a path to graduating teachers who address a teaching shortage and match the demographics of the students in the state—within ten years and possibly much sooner. Three significant parameters in scaling up are (1) increasing scholarship dollars to compete for high achieving minority applicants and other applicants from diverse backgrounds, (2) growing college funding to increase faculty capacity, and (3) increasing the number of diverse practicum placement sites in schools.

Increasing Language Diversity: English language learners (ELLs) comprise about 10% of all Oregon K12 students with another 7-10% classified as former ELLs. Diversity in the teaching workforce also means preparing teachers to address the learning needs of these children. Approximately 77% 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.

Increasing Outreach: In November 2014, we hired a new undergraduate Head Advisor. Through her efforts, we have expanded our recruiting reach and relationships to community colleges, campus cultural centers, and high schools well beyond the previous recruiting efforts.

Using AY2015 as a baseline, our new Head Advisor made student contacts of just over 500 with about 20% of those being URM students. So far this year, the Head Advisor has ramped up the number of contacts and projects, doubling the baseline for AY2016 with an expectation that over 20% of those contacts will be URM students. The Head Advisor has expanded our reach beyond the college advisors on campus to include all of the campus cultural centers, the regional community colleges, as well as other venues. The impact of these new efforts shows a doubling of enrollment next year (AY2017) in the undergraduate Double Degree program from 40 to 80+ student teachers. While we will not know the specific demographics of these students until they matriculate, we do not expect a significant increase in URM students yet.

We are working with the OSU Foundation to grow student scholarships and inventory current gift agreements for those that can be used to support recruitment of URM students and students from other diverse backgrounds. We will continue to work with the OSU Foundation to build on our \$135,000 annual scholarship pool.

Capping a two-year development effort, the college is now enrolling students in a two-year, Master of Arts in Teaching (MAT) program housed in the Beaverton School District beginning fall 2016. This program is 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 model of teacher education, based on current research, that can be duplicated in other regions across the state. This was a deliberate effort on the part of the College to establish a presence in the Portland Metropolitan area that would provide greater access to a culturally and linguistically diverse population interested in teaching. Our goal is to enroll at least 12 elementary teachers in fall 2016, and in subsequent years enroll additional cohorts of 12 more elementary teachers and 12 secondary teachers. Thus we anticipate a sustained enrollment of at least 24 K-12 teacher licensure candidates in this highly diverse environment.

Goal 2: Increasing the completion rate for URM licensed teachers (undergraduate and graduate), to equal or exceed the 85% completion rate of the cohort of licensed teachers.

Increasing and Sustaining Completion Rates: The Double Degree, our undergraduate pathway to teaching, has been transformed in the past four years into a more coherent program built on admitting a cohort of students each year replacing a rolling admission model. Courses have a

prerequisite structure, each course building on previous work. In addition, the new cohort-based elementary preparation program has a STEM focus where students are enrolled in science and math coursework and pedagogy beyond the expectations of peer teacher preparation programs.

In support of the STEM focus in the elementary program we are working with the Department of Mathematics to make the elementary math course sequence more responsive to URM students thus improving retention and completion rates. The Common Core State Standards in Math emphasize the importance of classroom discussion, mathematical explanation, and conjecturing. This emphasis on language and classroom discourse will benefit from bilingual URM teachers being well-prepared in the language of mathematics coupled with the skills to engage K12 students.

The award-winning Families Involved in Sociocultural Teaching (FIESTAS) program, has become a feature of pre-service teacher exposure to Latin@ students and their families in an after-school program that emphasizes STEM experiences. FIESTAS was recognized by the White House as a recipient of the “Bright Spot in Hispanic Education Award” in September 2015. Teacher Candidates spend upwards of 18 hours working with students and families at Lincoln Elementary School as part of their math and science pedagogy coursework.

Tracking Plan Implementation

It is important that we assess the trajectory of our work in the short term to determine if we are making progress toward our long term goals. Short term assessments provide the data that tell us whether we are succeeding in our strategies or if changes need to be made. The following are interim assessments:

- During the academic year, our Head Advisor will track the number of student contacts and the proportion of minority contacts both in the Student Services Office as well as on- and off-campus. The Dean’s Council will continuously monitor progress on goals and implementation of strategies.
- The plan will be reviewed and reported annually in the College Annual Report to the Provost. This review will examine both the short- and long-term data. Data that is also required for national and state licensure reporting will be included. These data are collected and reported at different times throughout the year, allowing us snapshots along a continuum.
- Exit surveys from students across programs contain items about the emphasis on social justice, equity, and diversity. A statewide instrument has been developed and is under review.
- Finally, Tables 2 and 3 in Part 1 show the baseline and metrics for three and five years out. The College leadership team will review elements of this plan throughout the year.

HECC Report: Educator Equity Plan 2016-2018

The structure of this report follows the HECC Guidance on Plans 2015 issued on December 3, 2015.

Part 1. Goals, Metrics, and Strategies

Over the next five years, the College is committed to:

1. Increasing annual enrollment of underrepresented minorities in professional teacher education (undergraduate and graduate) proportional to growth in students at OSU.
2. Increasing the completion rate for URM licensed teachers (undergraduate and graduate), to equal or exceed the completion rate of the cohort of licensed teachers.

Baseline Recruitment, Enrollment, and Completion Data

Table 1 provides enrollment data for URM populations in the OSU teacher licensure program. The College continues to invest in people and initiatives to improve the diversity of our teacher candidate demographics. In November 2014, we hired a new undergraduate Head Advisor. With this additional staffing, we have expanded our recruiting reach and relationships to community colleges, campus cultural centers, and high schools well beyond the previous recruiting efforts. In Academic Year (AY) 2015 baseline of student contacts of just over 500 with about 20% of those being minority students. So far this year, the head advisor has ramped up the number of contacts and projects, doubling the baseline for AY2016 with an expectation that over 20% of those contacts will be minority students.

Several key initiatives outlined in the College’s Strategic Plan 2015-2020 are also showing promise for increasing enrollment of URM teacher candidates from within OSU, as well as those currently enrolled in other secondary and post-secondary institutions within and outside Oregon. For example, in Fall 2016 we will begin enrolling students in a Master of Arts in Teaching (MAT) program in Beaverton, a community in the Portland Metro area with high diversity.

Table 1: 2010-14 Completion of OSU Licensure Program by Ethnicity

Academic Year	White	American Indian Alaskan	Asian	Black African American	Hispanic Latin@	Native Hawaiian	Two or More	Not Specified	%URM
AY2012	111	2	3	0	3	2	1	3	8.8%
AY2013	102	1	2	0	5	0	4	4	10.2%
AY2014	116	1	2	0	3	2	1	2	7.1%

College growth in minority enrollment has not kept up with OSU growth in minority enrollment over the last three years. College URM enrollment has remained relatively flat, and roughly half the University as a whole. Table 2 describes baseline metrics and 5-year targets for increasing enrollment by minority students that are realistic stretch goals.

Table 2: Baseline Metrics and Goals for Underrepresented Teacher Candidates

Primary Metrics Corvallis & Cascades for 2015 Includes Licensure of Teachers & School Counselors	AY2015 Baseline	AY2019 (3 year goal)	AY2021 (5 year goal)
Total Licensure completions (% Completions)	110 (85%)	120 (85%)	132 (85%+)
% of Minority Completions	12 (85%)	18 (85%)	24 (85%)
% Minority of Total Completers	11%	15%	18%

Strategies to Implement Goals

While strategies will be discussed in more detail in Part 3, we outline strategies as specifically suggested in the HECC Guidance on Plans issued on December 3, 2015.

Application Process and Supports

Culturally responsive interview and application protocols as strategy to improve enrollment

With substantial changes in licensing requirements at both the state and national levels, the role of advisors and program faculty has grown to include culturally responsive interview and application protocols. This is done through an increase in outreach efforts and ongoing review of policies for bias. Further, faculty are engaging in Campus-based Interpersonal Skills & Diversity-Related Programs as shown in Table 3. In AY2015, 17 faculty attended at least one program and we have set a college goal that all faculty engage in at least one program on a periodic basis as stated in faculty annual review reports

Selection Criteria and Admission Yields

State required testing as obstacle so lobby for alternative assessments

Increase scholarships – improve enrollment

National dialogue around school testing and teacher accountability has been accompanied by a national trend of decreasing enrollments in teacher education. Our programs have been impacted by this down turn. Plus, we have moved to a cohort model in the undergraduate program, increasing the structure and rigor of the program. We are also creating a STEM focus in the undergraduate program for the elementary track making that pathway more challenging. These changes have resulted in an initial drop in enrollments, which is now seeing marked improvement through improved advising and recruitment as described above. State-required testing for all students seeking licensure can be an obstacle for some minority groups. We have experienced elevated failure rates for minorities seeking social studies endorsements on teaching licenses. At the graduate level, faculty continue to lobby for alternative assessments for URM applicants whose GPA does not meet OSU graduate school requirements, where possible. Since the state has eliminated alternative assessments for any/all licensure applicants, we encourage applicants to pass state tests soon after acceptance. With early communication and student advising, we hope to mitigate testing and admission issues.

Admission yields are consistently high across programs for those who apply, and can be made higher by an increase in scholarships as described in Part 2.

To date, our retention data, as reported to Title II (Elementary and Secondary Education Act) and state and national accreditation agencies, has not required that we identify underrepresented groups in our reporting. Beginning with 2016-17 reports, we will track URM retention rates.

Curriculum and Clinical Experience

Completion rate – make sure ready for ELL requirements

Beginning in 2016, all initial licensure candidates are required by both the state and the College to demonstrate proficiency with English Language Learner (ELL) Competencies. This initiative was made explicit in mandated reporting to the Teacher Standards and Practices Commission (TSPC) on addressing the needs of second language learners.

We have taken the following steps to ensure that our candidates achieve these proficiencies:

- All students in the College of Education (COE) licensure programs take one ESOL (English for Speakers of Other Languages) foundations class (Teacher and Counselor Education [TCE] 472 or 572). ESOL planning and assessment is in all licensure programs.
- All licensure students spend 20 hours in the FIESTAS project with a survey designed to assess impact on knowledge in equity and diversity at the end of each year.
- A professional development plan for 31 licensure faculty in “ESOL competencies” was submitted to TSPC in December 2015.
- A team of seven teacher licensure faculty were involved an Oregon Education Investment Board -funded five-session professional development program focused on Culturally Responsive Pedagogies and Practices. This culminated in a Summer Institute for Oregon Teachers, faculty and middle school students participating in the Literacy, Eating and Activity for Primary grant.
- Faculty are preparing a Dual Language Specialization program to be submitted for approval to TSPC.
- Four out of the last six faculty hires were a person of color. Three of these new faculty hires will support the Dual Language Specialization.
- A new PhD option in the Language, Equity & Education Policy, has been submitted to the OSU Curriculum Council. When approved, students will be admitted and begin the program in fall 2016.
- A new course on Social Justice in Education (TCE 590) was approved in winter 2015.
- Faculty have created a new course TCE 544: Critical Literacy K-12 that will be taken by teaching professionals enrolled in our online master’s program.

Staff and Faculty Recruitment, Retention, and Engagement

Changing the culture of the College supports student diversity and completion

The College has increased faculty diversity, as well as faculty expertise in addressing issues of social justice and equity, and support English language learners. As a result, our tenured and tenure-track faculty now includes 35% people of color. Our instructional faculty include 14% people of color. Table 3 shows the success of efforts to engage faculty in professional development around diversity-related programs and interpersonal skills. The College leadership team has made issues of diversity the first item on the agenda of every meeting. We have

devoted resources to support bringing expertise to faculty and for faculty travel to gain new knowledge and experience in support of meeting the needs of a more diverse student population.

Table 3: Professional Development for Advancing Student Success through the Lens of Equity, Inclusion & Diversity

Campus-based Interpersonal Skills & Diversity-Related Programs	2014 Baseline	2015	Total Faculty 2021
Instructor/professional faculty	1	9*	All
Tenured, Tenure-Track faculty & college leadership	0	8*	All

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

Part 2. Strategies to Achieve Goals

Following the HECC Guidance on December 3, 2015, we present specific strategies and persons with primary responsibility.

Person(s) with Primary Responsibility and Strategies

Licensure Recruiting Efforts 2013 – Present

Undergraduate Head Advisor

- Dedicated 0.2 FTE of Head Advisor to recruiting for underrepresented teacher candidates.
- Increased advisor, faculty, and student outreach to Chemeketa Community College where there is a high percentage of Latina/Latino students and other Oregon community colleges including increase in articulation agreements.
- Advisor, faculty, and student visits to Campus Cultural Centers, Educational Opportunities Program (EOP), College Assistance Migrant Program (CAMP), and Louis Stokes Alliance for Minority Participation (LSAMP).
- Ramp up student contacts from a baseline of 500 in AY15 and maintain the proportion of minority students to at least 20%.

Director of Licensure

- PROMISE Interns (paid) help with recruitment planning in summer.
- LSAMP students mentored minority middle level students in a summer enrichment experiences in 2014 and 2015 coupled with a teacher professional development experience in STEM and ESOL teaching.

Director of Licensure

New Program Coordinator [New dedicated funds]

Launch of a Grow-Your-Own Master of Arts in Teaching (MAT) program in Beaverton targeting culturally diverse and STEM teacher candidates. Co-developed with the Beaverton School District (Fall 2016 launch) to increase the diversity of their teaching pool. Candidates are from Beaverton and recruiting is designed specifically for underrepresented candidates. The program has been designed to be duplicable across the state.

Dr. Rebekah Elliott, Education

Dr. Tom Dick, Mathematics

The Ambitious Math and Science Teacher Fellows (AM&S-TF) project (\$1,390,490) will provide forgivable loan graduate fellowships to science, engineering, and mathematics majors to provide all costs of completing a Master's degree program leading to teaching licensure. The Teaching Fellows are expected to be math and/or science teacher in high needs school districts for four years following completion of the program. For each year completed, 25% of the fellowship loan will be forgiven. In addition, the Teaching Fellow will receive a \$10,000 salary supplement for each year taught in the high needs school district, for up to a total of four years.

**Processes and Supports for Outreach, Retention,
Networking and Professional Development**

Director of Licensure

Head Advisor

Program Coordinators

Licensure Faculty

- The Head Advisor for undergraduate licensure meets with all interested students and provides individualized support for underrepresented applicants as needed or requested.
- Each Licensure Program Coordinator at the graduate level also provides individualized support to all applicants.
- A substantial number of College faculty (17 in FY15) have participated in professional development involving Interpersonal Skills & Diversity-Related Programs. The Difference Power and Discrimination (DPD) program develops skills and knowledge for applying the most culturally-sensitive practices in teaching and advising. Supported by the Dean's Office the College's Strategic Plan urges all faculty to participate in DPD within the next two-three years. The same is true for Search Advocate training, so that faculty are well-versed in culturally-sensitive hiring and interviewing practices.
- DPD and Search Advocate-trained faculty teach pre-requisite course work and so are the College's first contact with potential applicants. All three of the College's three UG pre-requisite (200 level) instructors are DPD trained and two have received the OSU Phyllis S. Lee Award for Social Justice in 2013 and 2015.
- Licensure Faculty are engaged in a Social Environmental Justice (SEJ) workgroup which meets monthly to reflect on social justice progress in the College and provide recommendations for professional development and curriculum related to increasing cultural awareness.

- Licensure programs are mandated by state and national agencies (TSPC, NCATE and CAEP) to conduct and report on bias reviews in recruitment, curriculum and hiring. Reporting is done at the state level annually and nationally every seven years.
- In partnership with OSU's Career Development and Placement Center, in 2016 candidates in the final two terms of their licensure program have been coached and offered upwards of a dozen opportunities to interview with school districts throughout the state who come to OSU for special hiring events.

Scholarship Committee

The College Scholarship Committee, with input from the OSU Foundation, is repurposing available scholarships to diversity recruitment as opposed to performance or need after admission. As recruitment outreach is increased, an increased availability of scholarships for promising minority students and other students from diverse backgrounds can improve the diversity of our student body.

Reflections on Root Causes and Obstacles

- 1) Data collection from teaching program completers is a national conundrum and Oregon is no exception. Efforts to track progress in attracting and retaining people of color and varied racial and ethnic backgrounds in teaching over time is dependent on employers and program completers who provide this information voluntarily but without any consistency. Also the only ethical and respectful way of reporting a person's racial background is through voluntary self-report. Thus the validity and reliability of the reported data is difficult to establish. There are current state-level efforts to provide better data collection from employers and alumni about success and retention in teaching, but thus far, no improvement has been evident. Caveats concerning statistical limitations need to accompany efforts to quantitatively track this work.
- 2) The demographics of the mid-valley region in general and the OSU community in particular create challenges for attracting and retaining students of color into the teaching profession. Significant effort is underway by campus leadership to ensure a welcoming and inclusive environment for all students, including domestic students of color, international students and students from other diverse backgrounds. Applicants to our teacher education programs are primarily OSU students, therefore our pool for recruiting is directly dependent on campus and college leadership efforts to achieve campus goals for diversity. Success means addressing the challenge of establishing a critical proportion of the population that is diverse in race, culture, background, experience and language..
- 3) College professional licensure programs depend on students completing a primary degree with strong content foundations. The Double Degree draws from every college with an undergraduate major. To the extent that these programs provide a supportive environment for a diverse student body, the College programs benefit from a well-prepared, diverse pool of licensure candidates.

Addressing these systemic issues will be an incremental process. The College is working to grow diversity of all kinds in its faculty ranks. Currently the College tenure-track faculty is 35% minority and its instructor and professional faculty is 14% minority. Even with these percentages, not all these faculty members choose to live in the Corvallis region. We need a

persistent good faith effort by the entire mid-valley community to build the environment we desire to support racial harmony and to build broad cross cultural knowledge and experience.

The College has invested heavily in the Beaverton partnership to expand faculty and programmatic content to a diverse urban community. Faculty and administrations have worked very closely together to make this work highly beneficial to both sides of the partnership. Beaverton will benefit from more teachers of color with bilingual skills and the College of Education will derive benefit from personal experience, program design, and research that will strengthen both the Beaverton project and the Corvallis Campus programs.

Community colleges are a primary avenue for students of color, low income, and first generation students to begin a post-secondary education. Therefore, we have invested in new FTE in working with community colleges to provide articulation agreements and student advising to make the transition to OSU smooth and successful.

How We Developed This Plan

This plan has been developed during Winter-Spring AY2016 in concert with campus-wide efforts to create a welcoming and inclusive community of students and scholars. The development of this plan comes at a time when all the colleges are examining their recruitment and retention practices thus fostering productive dialog from the Provost Council to Dean Councils to department and faculty workgroups. The topic of campus and college diversity is on the agenda of every College of Education dean's council meeting. This plan also derives benefit from requirements by the provost and the provost council of deans to structure faculty searches in such a way as to enhance the possibility of hiring faculty from diverse backgrounds and identities. These campus-wide efforts have stimulated considerable reflection on the part of College faculty and resulted in a significant increase in faculty participation in campus Interpersonal Skills & Diversity-Related Programs. In AY2015, 17 College of Education faculty attended at least one program with a total of 25 person-events attended on campus.

The Director of Licensure and the Dean collaborated on the data and the narrative in this report that looks ahead 5-years. The data and narrative were informed by the OSU Strategic Plan and College Strategic Plan, our recent Accreditation Site Visit, other federal reports, and faculty feedback.

Part 3. Tracking Plan Implementation

It is important that we assess the trajectory of our work in the short term to determine if we are making progress toward our long term goals. Short term assessments provide the data that tell us whether we are succeeding in our strategies or if changes need to be made. The following are interim assessments:

During the Year

1. Follow work of head advisor tracking the number of student contacts and the proportion of minority contacts both in the Student Services Office as well as on and off campus.
2. Dean's Council monthly agenda item on diversity: a member generates a strategy or a reflection on our work

Annual Reviews

1. The plan will be reviewed and reported annually in the College Annual Report to the Provost. This review will examine both the short- and long-term data. Data that is also required for national and state licensure reporting will be included. These data are collected and reported at different times throughout the year, allowing us snapshots along a continuum.
2. Exit surveys from students across programs contain items about the emphasis on social justice, equity, and diversity. A statewide instrument has been developed and is under review.

Three to Five Year Data

Each of the Tables 2 and 3 in Part 1 show the baseline and metrics for three and five years out. As described above, the College leadership team reviews work on diversity as an agenda item for each meeting. Elements of this plan will be reviewed throughout the year.

Portland State University
Graduate School of Education

Diversity Plan 2016





Graduate School
of Education
PORTLAND STATE UNIVERSITY

Randy Hitz, Dean
Micki M. Caskey, Associate Dean for Academic Affairs
Jennifer Anderson, Director,
Recruitment, Outreach, and Student Services

1900 SW 4th Avenue
PO Box 751
Portland, OR 97207-0751
© 2016



Table of contents

Introduction.....	4
Graduate School of Education Vision	
GSE Guiding Principles	
GSE Priorities	
Current Enrollment in Initial Teacher, Administrator, and School Counselor Programs	
Recruitment, Outreach, and Student Services	
Strategies and Programs to Recruit and Admit Diverse Candidates	8
Programs to Recruit Diverse Initial Teacher Candidates	
Portland Teacher Program	
Bilingual Teacher Pathway Program	
American Indian Teacher Program	
Teacher Pathways Program	
Diverse Special Educator program	
Programs to Recruit Diverse Administrators	
Guidelines to Recruit and Retain Diverse Faculty and Staff.....	12
Faculty and Staff Recruitment	
Curriculum and Assessment Practices to Retain and Advance Candidates.....	13
GSE Curricula	
GSE Assessment	
Summary of GSE Resources Dedicated to Diversity.....	15



Introduction

To promote a just and democratic society, all people must be provided with an education that will enable them to contribute to the common good and maximize their potential. Every society includes individuals with differing support systems and opportunities. Education is the best means toward equalizing opportunities and, thus, creating a more just society in which democracy can thrive and the standard of living can improve.

The Graduate School of Education (GSE) seeks to help create a more just and democratic society by preparing a diverse population of educators and counselors who are able to address the educational and therapeutic needs of the wide variety of students and clients they will encounter in their professional careers. Toward this end, we have developed (1) strategies and pipeline programs to recruit and admit diverse candidates; (2) guidelines to recruit and retain diverse faculty and staff who support diverse candidates' preparation, experiences, and retention; (3) curriculum and assessment practices to retain and advance candidates who are well prepared to work with diverse students and community members; and (4) a summary of GSE resources dedicated to diversity. For this Diversity Plan, the term diversity refers to the culturally or linguistically diverse characteristics of people, primarily underrepresented minorities (URM).

The GSE Diversity Plan briefly summarizes the GSE efforts and presents goals, accomplishments, and future plans.

Graduate School of Education Vision

Preparing professionals to lead life-long learning and development within our diverse communities

GSE Guiding Principles

- We create and sustain educational environments that serve all students and address diverse needs.
- We encourage and model exemplary programs and practices across the lifespan.
- We build our programs on the human and cultural richness of the University's urban setting.
- We challenge assumptions about our practice and accept the risks inherent in following our convictions.
- We model professionalism and develop collaborative efforts that foster our mission.
- We develop our programs to promote social justice, especially for groups who have been historically disenfranchised.
- We strive to understand the relationships among culture, curriculum, and practice and the long-term implications for ecological sustainability.
- We model thoughtful inquiry as a basis for sound decision making.

GSE Priorities

- Promote diversity and social justice through inclusive programs, policies, and practices
- Conduct and apply research and other scholarly work to improve education and counseling
- Engage and model meaningful individual and program assessments that lead to continuous program improvement
- Develop partnerships that support high-quality clinical experiences and professional development for GSE students, faculty, and cooperating professionals
- Maximize the effective use of technology for instruction, recruitment, assessment, and scholarship



Current Enrollment in Initial Teacher, Administrator, and School Counselor Programs

Table 1 shows the diversity of matriculated students for the initial teacher licensure programs within the GSE. These data show that the number of URM enrolled in the GSE educational programs grew over the last year, with a three-year average of 26.1 percent. Of the programs listed in Table 1, the Bilingual Teacher Pathway (BTP) program has the highest three-year average of URM matriculation, at 69 percent; the program is specifically designed to fill critical shortages of elementary bilingual teachers in the Portland metropolitan area. The remaining programs listed in the table have a three-year average that range from 19.32 percent for the Special Education program to a high of 25 percent in the Visually Impaired Learner program.

Table 1. Initial Teacher Preparation Programs Matriculation Numbers*

		2013–14	2014–15	2015–16	Three Year Total
BTP	Students Matriculating	20	18	20	58
	URM Matriculating	11	13	16	40
	% URM	55.0%	72.2%	80.0%	69.0%
EI/ECSE	Students Matriculating	7	14	0	21
	URM Matriculating	1	1	0	2
	% URM	14.3%	7.1%	0%	9.5%
GTEP	Students Matriculating	104	148	133	385
	URM Matriculating	20	28	36	84
	% URM	19.2%	18.9%	27.1%	21.8%
IE2P	Students Matriculating	23	0	20	43
	URM Matriculating	4	0	5	9
	% URM	17.4%	0%	25.0%	20.9%
SDEP	Students Matriculating	19	0	19	38
	URM Matriculating	6	0	3	9
	% URM	31.6%	0%	15.8%	23.7%
SPED	Students Matriculating	25	25	33	83
	URM Matriculating	4	4	8	16
	% URM	16.0%	16.0%	24.2%	19.3%
VIL	Students Matriculating	0	5	3	8
	URM Matriculating	0	2	0	2
	% URM	0%	40.0%	0%	25.0%
Total	Students Matriculating	198	210	228	636
	URM Matriculating	46	48	68	162
	% URM	23.2%	22.9%	29.8%	25.5%

*The numbers in this table represent the number of newly admitted students that matriculated



Figure 1 shows the diversity of students admitted to initial teacher preparation programs from 2010–11 to 2015–16.

Figure 1. Initial Teacher Preparation Admits (Matriculated)

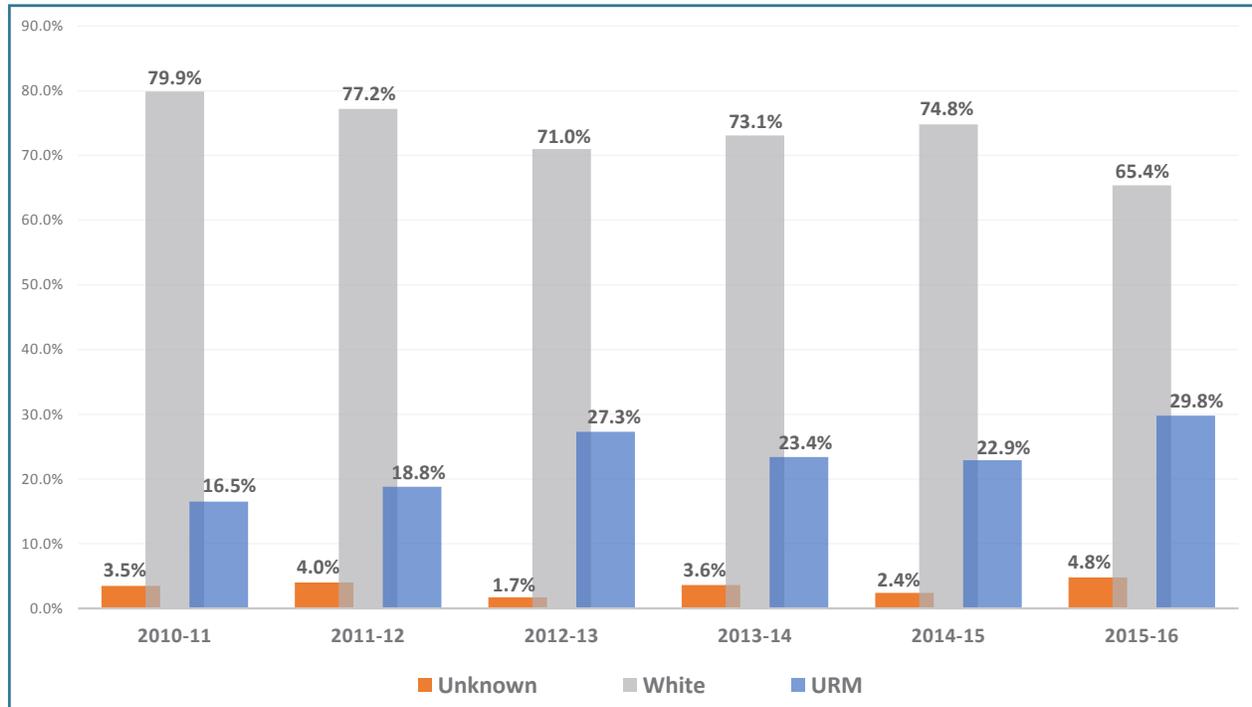


Table 2 shows the ethnicities and races of enrolled students within the administrator preparation programs. The data reveal that the matriculation of URM has fluctuated, with a three-year average of 15.8 percent. The Continuing Administrator License (CAL) program is showing an increase in URM matriculation, with the matriculation data pending for 2015–16 due to rolling admissions processes. URM matriculation for the Initial Administrator License (IAL) program has declined slightly, with a three-year average of 14.2 percent.

Table 2. Administrator Preparation Matriculation Numbers*

		2013–14	2014–15	2015–16	Three Year Summary
CAL**	Students Matriculating	35	41	23	99
	URM Matriculating	8	3	6	17
	% URM	22.9%	7.3%	26.1%	17.2%
IAL	Students Matriculating	67	68	76	211
	URM Matriculating	11	10	9	30
	% URM	16.4%	14.7%	11.8%	14.2%
Total	Students Matriculating	102	109	99	310
	URM Matriculating	19	13	15	49
	% URM	18.6%	11.9%	15.2%	15.8%

* The numbers represent the number of newly admitted students who matriculated.

**Data are incomplete for AY 2015–16 due to rolling admissions.



Table 3 shows the diversity of matriculated students within the school counselor preparation program. The data reveal that the matriculation of URM has not varied widely; the three-year average was 15 percent. Each year, the school counselor preparation cohort of 13 or 14 students included two URM students.

Table 3. School Counselor Matriculation Numbers*

		2013–14	2014–15	2015–16	Three Year Summary
School Counselor	Students Matriculating	13	13	14	40
	URM Matriculating	2	2	2	6
	% URM	15.4%	15.4%	14.3%	15.0%

*The numbers represent the number of newly admitted students who matriculated

Recruitment, Outreach, and Student Services

The Office of Recruitment, Outreach, and Student Services (ROSS) is responsible for developing and implementing recruitment and student support activities for new and current students within the GSE. In collaboration with program faculty and department chairs, ROSS team members seek to engage prospective students through direct relationship building, outreach, and targeted marketing activities in an effort to increase interest and potential for enrolling new students into the GSE initial teacher preparation programs and administrator preparation program. ROSS team members also work in conjunction with faculty coordinators, advisers, and department chairs to support current students. Specific effort is placed on attracting and retaining prospective students from culturally and racially diverse backgrounds for initial teaching programs.



Strategies and Programs to Recruit and Admit Diverse Candidates

As part of our goals to recruit diverse educators, we plan to increase the URM enrollment in all initial teacher programs and administrator preparation program by 3 percent overall for academic year 2016–17. See Figure 2.

Figure 2. Goals, strategies, and success indicators for the recruitment and retention of diverse teacher candidates

Goal	Strategy	Success Indicator and Date
1) Expand recruitment and marketing efforts to increase the number of applicants from culturally and racially diverse backgrounds into the GSE initial teacher preparation programs	<ul style="list-style-type: none"> In conjunction with department chairs, set recruitment goals to increase the number of applicants from culturally and racially diverse backgrounds for each of the GSE initial teacher preparation programs Coordinate with community groups, community colleges, and advisors at all levels to promote the teaching profession to students from culturally and racially diverse backgrounds and assist them with successfully submitting their application for GSE initial teacher preparation programs Continue to grow, support, and build existing teacher interest pipeline programs, including PTP, BTP, AITP, and Pathways 	<ul style="list-style-type: none"> Increase the number of applicants from culturally and racially diverse backgrounds by 3% for each of the initial teacher programs in 2016–17 Partner with faculty teaching prerequisite courses to provide connection opportunities with current educators in 2016–17 Meet identified recruitment and enrollment goals for each of the existing teacher interest pipeline programs, including PTP, BTP, AITP, and Pathways in 2016–17
2) Increase the number of students from culturally and racially diverse backgrounds who enroll in the GSE initial teacher preparation programs	<ul style="list-style-type: none"> In conjunction with department chairs, set goals to increase the number of students enrolled from culturally and racially diverse backgrounds for each of the GSE initial teacher preparation programs Evaluate program admission criteria to ensure that applicants have the opportunities to demonstrate how their unique perspectives will be beneficial in teaching a diverse student body 	<ul style="list-style-type: none"> Increase the number of students who enroll from culturally diverse and underrepresented backgrounds by 3% for academic year 2016–17
3) Expand current retention efforts designed to support the academic success of all students with specific attention on efforts designed to meet the needs of culturally and racially diverse and underrepresented students	<ul style="list-style-type: none"> Implement a climate survey to learn about environmental and experiential barriers that may be impacting student success Create academic support resources and programs for conditionally admitted students, including personalized advising, graduate level writing tutoring, and the formation of an early alert committee 	<ul style="list-style-type: none"> Send out a climate survey to all current students and faculty in initial teacher licensure programs and identify themes and follow up on needs in 2016–17 Hire a writing tutor and establish processes and procedures for tutoring referrals and sessions in 2016–17 Establish an early alert committee to develop and communicate key processes and procedures in 2016–17



<p>4) Continue to grow, foster, and nurture an inclusive and welcoming environment for all students, faculty, and staff in the GSE</p>	<ul style="list-style-type: none"> • Establish pathways for faculty, students, and staff to acknowledge and use conflict management tools to address cultural bias and conflict in the educational setting in a productive and affirming manner • Engage current faculty and students to provide support and mentorship for students from culturally and racially diverse and underrepresented background 	<ul style="list-style-type: none"> • Sharing of visible and consistent messages to reinforce that students and faculty from culturally and racially diverse backgrounds are included and welcome in 2016-17 • Clearly identify and communicate mentorship opportunities to the GSE community in 2016-17
--	---	---

Pipeline Programs to Recruit Diverse Initial Teacher Candidates

The GSE is already engaged in a number of initiatives to recruit and retain underserved and racially diverse students. The following summary highlights five existing pipeline and support programs that focus on the intentional recruitment of diverse candidates through dedicated funds and identified coordinators. These programs include the PTP, BTP, AITP, Pathways, and DiSE program. The following paragraphs provide a summary and matriculation data for each program.

Portland Teacher Program

The PTP is a partnership among Portland Public Schools (PPS), Portland Community College (PCC), Portland State University (PSU), and Beaverton School District (BSD). PTP focuses on the recruitment and preparation of diverse teachers from historically underrepresented groups. It is a nationally recognized program committed to diversity, equity, excellence, and collaboration, which supports the development of a multicultural, educational workforce. To date, PTP has prepared more than 130 teachers. The numbers in the table represent those who are admitted to the GSE and do not include future candidates who may be in the PTP pipeline as undergraduates.

Table 4. Portland Teacher Program

Year	Ethnicity	Applied	Admitted	Enrolled	Completed
2013–14	Black or African American	3	3	3	2
	Hispanic	3	3	1	1
	Asian	0	0	0	0
	American Indian/Alaskan Native	0	0	0	0
2014–15	Black or African American	5	4	4	2
	Hispanic	3	1	0	0
	Asian	1	1	0	0
	American Indian/Alaskan Native	0	0	0	0
	Multirace	1	1	1	W*

*Withdrawn



Bilingual Teacher Pathway Program

The BTP is a specialized teacher education program that focuses on the recruitment and preparation of bilingual and bicultural teachers. It is designed to fill critical shortages of bilingual teachers in the Portland metropolitan area. To date, BTP has prepared more than 300 teachers. The numbers in the table below represent all BTP candidates, including both undergraduate and graduate candidates.

Table 5. Bilingual Teacher Pathway Program

Year	Ethnicity	Applied	Admitted	Enrolled	Completed
2013–14	Black or African American	0	0	0	0
	Hispanic	27	15	15	8
	Asian	3	0	0	0
	American Indian/Alaskan Native	0	0	0	0
	White	13	8	8	5
2014–15	Black or African American	3	2	2	0
	Hispanic	23	13	13	0
	Asian	4	3	3	0
	American Indian/Alaskan Native	2	2	2	0
	White	6	3	3	0

American Indian Teacher Program

The AITP is dedicated to the recruitment and preparation of American Indian/Alaska Native teachers. AITP is a partnership among GSE and the Confederated Tribes of the Grand Ronde, the Siletz, the Warm Springs, and the Umatilla. The program is federally funded by the Office of Indian Education and the US Department of Education. The initial award in 2011 led to the preparation of 12 Native teachers from 2011 to 2014. In fall 2014, the AITP received a second award from the Office of Indian Education to recruit and prepare an additional 15 Native teachers.

Table 6. American Indian Teacher Program

Year		Applied	Admitted	Enrolled	Completed
2013–14	American Indian/Alaskan Native	4	4	4	3
2014–15		-	-	-	-
2015–16	American Indian/Alaskan Native	7	7	7	

*No funding for AITP in 2014-15

Teacher Pathways Program

Initiated in 2014, the Pathways program provides clear, teaching career pathways and support for culturally diverse students interested in becoming teachers in the Portland metropolitan area. The goal of Pathways is to recruit diverse students from multiple paths including PSU undergraduates, community college students, paraprofessionals (e.g., instructional assistants), and career changers. To date, Pathways has more than 60 students.



Diverse Special Educator program

The DiSE project is a grant-funded initiative that will prepare 35 special educators from underrepresented groups who will use person-centered planning as well as evidence-based and culturally responsive practices to promote self-determination and achievement for students with severe learning and behavioral problems in general education classrooms.

Program to Recruit Diverse Administrators

The Educational Administration faculty members seek to increase the diversity of the faculty members and students and to improve cultural competence on the part of both faculty and students. The faculty members are also strongly interested in retaining students, and to assist with these efforts, faculty members have actively engaged in differentiated, culturally responsive teaching, coaching, and mentoring services throughout the program, resulting in a 100 percent completion rate. Recruitment efforts to build a pipeline of diverse administrators have included collaboration with the Oregon Association of Latino Administrators (OALA) and the Oregon Leadership Network (OLN). The program has also contracted with Solid Ground Consulting to help deepen partnerships with Oregon districts to (a) increase district support of teachers from diverse backgrounds; (b) increase admission of diverse students into the IAL program; (c) align the program with district initiatives; and (d) develop a Superintendent’s Pipeline strategy that will provide mentoring and support for executive leaders from diverse backgrounds.

In Figure 3 are the four major equity-related goals of the Educational Administration program as presented in the plan to the OLN.

Figure 3. Goals, strategies, and success indicators for the recruitment and retention of diverse administrators

Goal	Strategy	Success Indicator and Date
1) Implement a PSU-District Partnership Plan	<ul style="list-style-type: none"> Partner with the Chalkboard Project (an independent education transformation organization) to develop a leadership for equity aspiring administrator program 	<ul style="list-style-type: none"> Start a leadership for equity program by spring 2016
2) Increase the number of students admitted and enrolled in the IAL program from culturally diverse and underrepresented backgrounds	<ul style="list-style-type: none"> Prepare a culturally responsive IAL recruitment plan to increase admission of diverse IAL students by building on the existing successful GSE pipeline programs, such as BTP, PTP, and AITP at PSU 	<ul style="list-style-type: none"> Increase the number of enrolled students from culturally diverse and underrepresented backgrounds by 3% in 2017–18
3) Increase the diversity of faculty at PSU	<ul style="list-style-type: none"> Recruit candidates at conferences focusing on culturally responsive pedagogy to fill the one open tenure-line position Employ a culturally responsive (CR) application process 	<ul style="list-style-type: none"> Hire four adjuncts in 2016–17 who reflect the diversity of P–12 students as identified in the Oregon Minority Teacher Act Include at least one person of color in the finalists for the tenure-line position in 2016–17
4) Improve the cultural competence of GSE faculty and staff	<ul style="list-style-type: none"> Participate in the Carnegie Project on the Education Doctorate (CPED) with a focus on equity, social justice, and ethics Host CPED Convening with focus on equity Select one article/book/term to discuss as a team 	<ul style="list-style-type: none"> Conduct at least two professional presentations at national conferences and publish at least one article in a professional journal in 2016–17 Host the CPED Convening in June 2016

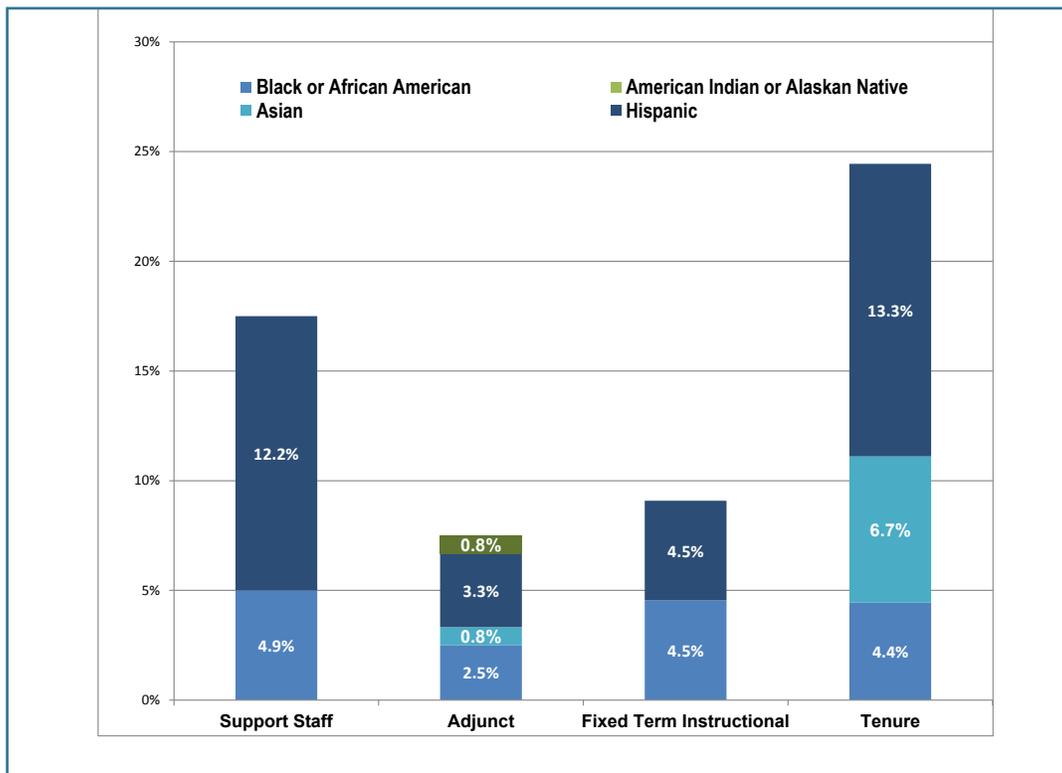


Guidelines to Recruit and Retain Diverse Faculty and Staff that Support Diverse Candidates' Preparation, Experiences, and Retention

Faculty and Staff Recruitment

While 24 percent of the GSE's tenure-line faculty members come from diverse populations, the percentages among adjunct and non-tenure track faculty (NTTF) members is less than 10 percent. The higher percentage among tenure-line faculty members is due to the careful and extensive national searches conducted. In all of the tenure-line searches, the GSE made every effort to recruit a diverse pool of candidates through advertising, connections at conferences, and calls to contacts throughout the nation. To diversify the adjunct and NTTF faculty, the GSE needs to be similarly careful and deliberate in conducting searches or creating pools from which to draw candidates. Figure 4 shows the mix of various populations of employees in the GSE.

Figure 4. GSE employees, including support staff (0.5 FTE or higher), adjunct, non-tenure track instructional (0.5 FTE or higher), and tenure-line faculty



The GSE has set the goals, strategies, and success indicators for the recruitment and retention of diverse faculty and partner personnel. These are listed in Figure 5.



Figure 5. Goals, strategies, and success indicators for the recruitment and retention of diverse faculty and staff

Goal	Strategy	Success Indicator and Date
1) Increase diversity of tenure-line faculty	<ul style="list-style-type: none">The GSE will fill six faculty positions in 2016. In every search, the GSE will identify a diverse pool of candidates from which to select	<ul style="list-style-type: none">Include at least one person of color in the finalists for tenure-line faculty positions in 2016–17
2) Increase the diversity of adjunct faculty	<ul style="list-style-type: none">The GSE is working with Human Resources to advertise for adjunct faculty and to create a pool from which to draw instructors for the following year	<ul style="list-style-type: none">Increase the diversity of adjunct faculty by 2% in 2016–17
3) Increase the diversity of NTTF	<ul style="list-style-type: none">Conduct regional or national searches for three non-tenure track positions to be filled in 2016	<ul style="list-style-type: none">Fill at least one of the NTTF positions with a person from a diverse background in 2016–17
4) Increase the diversity of cooperating teachers	<ul style="list-style-type: none">Begin to gather data on diversity of cooperating teachers and develop a plan to maximize diversityCooperating teachers are not technically PSU faculty, but they play a major role in the preparation of teachers. The GSE will ensure that this important population is as diverse as possible	<ul style="list-style-type: none">Have a plan in place for 2016–17 to increase diversity of cooperating teachers

Curriculum and Assessment Practices to Retain and Advance Candidates who are Well Prepared to Work with Diverse Students and Community Members

GSE Curricula

GSE program curricula help candidates to understand issues of equity and culture in education, work with diverse students and clients, and learn about their own culture and the culture of others. All GSE programs map their curriculum to the GSE Conceptual Framework, GSE Dispositions, and state-adopted professional standards regarding preparation to work with diverse learners. Specifically, the eight initial teacher license programs align their curricula with the Interstate Teacher Assessment and Support Consortium (InTASC) standards that support candidates to teach all students.

In February 2015, the GSE completed and submitted a Self-Study Report to the Council for the Accreditation of Educator Preparation (CAEP), which included evidence regarding the GSE's programs' diversity curriculum. The Diversity Curriculum Overview is a matrix of program curricula that addresses the state-adopted professional standards regarding diversity. This overview document is used to identify curricular areas for development related to preparation to work with diverse learners.

Figure 6 shows the diversity curricula goals and strategies set by the GSE.



Figure 6. GSE goals, strategies, and success indicators for curricula

Goal	Strategy	Success Indicator and Date
1) Use Diversity Curriculum Overview of programs to identify areas for development of diversity-related curricula	<ul style="list-style-type: none"> Review the Diversity Curriculum Overview, with support from the dean's office and leadership of program coordinators, to identify areas needing additional development in programs 	<ul style="list-style-type: none"> Develop a plan to enhance and/or expand the diversity-related curriculum, including the English language learners' standards, in each initial teacher and administrator preparation program in 2016–17
2) Develop curricula that address the diversity and the English language learner standards	<ul style="list-style-type: none"> Identify, revise, and/or design curricula that centers on candidates' ability to work with diverse learners, including English language learners 	<ul style="list-style-type: none"> Implement the diversity-related curricula that improves candidates' ability to meet the diversity and the English language learner standards in 2017–18

GSE Assessment

All GSE programs develop multiple key assessments to measure candidates' knowledge, skills, and dispositions, which include their abilities to work with diverse learners. To ensure that programs support all candidates to work with diverse learners, GSE program faculty members engage in the systematic review of program data. Beginning in 2016, all programs will conduct a bias review of key assessments during the overall three-year cycle of key assessment review, which includes reliability and validity. To date, the Assessment Office has met with the Diversity Committee about developing a process for programs to review key assessments.

To ensure that candidates are able to affect the learning of all students in their classrooms, the GSE assesses candidates' ability to impact P–12 learning and development during field experiences. In the past, the initial teacher licensure program candidates addressed equitable student learning through the development and use of the work sample. With the move away from the work sample and the state adoption of edTPA (i.e., a performance-based, subject-specific assessment of teaching performance), the GSE's initial licensure program faculty will develop a new key assessment that measures candidates' ability related to equitable student learning. Figure 7 shows the GSE's plan for assessment work.

Figure 7. GSE goals, strategies, and success indicators for assessment

Goal	Strategy	Success Indicator and Date
1) Engage in a GSE-wide bias review process for all key assessments in all programs	<ul style="list-style-type: none"> Coordinate GSE efforts to develop a bias review process for key assessments Identify how to embed a bias review process into the three-year cycle of key assessment review 	<ul style="list-style-type: none"> Develop a bias review process in 2015–16 Integrate a bias review process as part of programs' three-year cycle of key assessment review by 2016–17
2) Implement a new or revised key assessment to measure candidates' ability to impact P–12 student learning equitably in initial teacher preparation programs	<ul style="list-style-type: none"> Collaborate across programs to develop a key assessment that measures candidates' ability to impact P–12 equitable student learning Coordinate a plan to pilot a key assessment that measures candidates' ability to impact P–12 equitable student learning 	<ul style="list-style-type: none"> Develop a key assessment to measure candidates' ability to impact P–12 equitable student learning in 2015–16 Pilot a key assessment to measure candidates' ability to impact P–12 equitable student learning in 2016–17



Summary of GSE Resources Dedicated to Diversity

Diversity efforts cut across every activity of the GSE, so much of the resources put into diversity work are embedded in the budget. However, the GSE has expenses specifically dedicated to diversity. Figure 8 provides a list with notes about future needs.

Figure 8. GSE budget dedicated to diversity including purpose, explanation, and future needs

Annual Budget	Purpose	Explanation	Future Needs
\$85,765**	Salary to staff the Teacher Pathways Program and coordinate other recruitment efforts for diverse students	The coordinator position was created in 2014 in cooperation with PSU's three TeachOregon partner school districts: Portland Public Schools, David Douglas School District, and North Clackamas School District. Original funding was provided by Chalkboard, and now the GSE covers the cost. Each school district puts \$25,000 toward similar efforts in its district.	Need to sustain this position long term.
\$63,017** Note: Currently partially funded by grant resources (see BTP program below)	Salary to staff the BTP program	In 2008, federal funding ran out for the BTP, but PSU decided to fund a faculty position to sustain the program. Subsequent federal funds received were used largely to support students.	Need to sustain funding for this faculty position.
\$389,107*	BTP program	BTP funding began in 2013 and will end in 2017 unless an additional grant is received.	Need to replace the funds to maintain the program.
\$300,000**	PTP tuition remissions	This is the amount budgeted each year to provide full tuition remissions for PTP students at PSU at the undergraduate and graduate levels.	Need to grow this resource to stay up with inflation or help more students.
\$94,450 FY15	Scholarships to diversify the teaching force	This is the amount provided through seven different scholarship funds that focus on providing support for deserving teacher candidates from diverse backgrounds.	Need for scholarships far outweighs these funds—the largest scholarship is \$4,000, and covers less than 20% of graduate tuition for one year in the GSE; in addition, there are far more students who could benefit from scholarships than those who currently receive them.
\$377,597*	Federal grant funds for the AITP program	AITP funding began in 2015 and will end in 2018 unless an additional grant is received.	Need to replace the funds to maintain the program
\$5,000* Note: Initial funding to develop program; student support funds will be paid directly by Chalkboard	Leadership for equity aspiring administrator program	The vast majority of this funding is provided by Chalkboard to school districts to support internships for aspiring administrators.	Need to replace the funds to maintain the program.

Continued



\$35,000 Note: Amount varies per year as new hires are made	Start-up packages for new faculty	All new faculty receive start-up support from the GSE for their scholarly work. Faculty from diverse backgrounds may be eligible for additional support from the campus.	Because these funds are not tied to salaries, they are vulnerable to budget cuts.
FY 2016: OALA \$5,000; Barr \$2,500; CPED \$10,000; Beyond Diversity Training \$1,500	Various opportunities to engage faculty in diversity activities and professional development	Varies each year depending upon need and interests of faculty members	Because these funds are not tied to salaries, they are vulnerable to budget cuts.
\$11,000*	Pedagogy Institute (ODE)	Funded professional development series for transformational teams of teacher leaders and educators to support teacher candidate development to meet needs of diverse students in Oregon classrooms. Funded January 2013 – June 2015	Need to replace the funds to maintain the program
\$249,989*	DISE program	This funding began in 2015 and will end in 2020 unless an additional grant is received	Need to replace the funds to maintain the program
\$6,651	Dues paid to the OLN	The OLN is a statewide network of more than 20 school districts, ESDs, state agencies, professional associations, and higher education institutions dedicated to building the capacity of education leaders to sustain research-based equitable practices across Oregon's P-20 education system to eliminate disparities in student success	Because these funds are not tied to salaries, they are vulnerable to budget cuts.

*Amounts listed for all sponsored projects represent awarded budget for the program year most aligned with the prior fiscal year (July 2014–June 2015)

**Amounts listed represent fiscal year 2015 expenses

The GSE has prioritized scholarship fundraising efforts; the goal is to grow the size and number of scholarships available to teacher, counselor, and administrator candidates, especially focused on increasing the overall diversity of these populations.

The GSE is committed to augmenting the support available for students who (a) are first-generation college graduates; (b) have personal experience related to multiculturalism; (c) are committed to equity and access in education; (d) are prepared and want to teach in diverse and bilingual communities; and (e) otherwise represent traditionally underserved groups in higher education. Offering greater scholarship and stipend support to these students helps to make the education field a possibility and will increase the population of educators who are prepared to teach in nearby communities' diverse classrooms.

One of the biggest needs diverse students have is covering living expenses during their full-time, year-long programs of study. Having resources to provide stipends or paid internships could eliminate a barrier for potential students.