



Educator Equity Act (HB 3375) Proposal

Oregon's recently-revised Educator Equity Act (ORS 342.433 to 342.449) declares that "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). The teacher education programs in our state are a critical link in achieving this goal.

Pursuant to ORS 342.447, Oregon's six public 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 six institutions providing plans are: Eastern Oregon University, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, and Western Oregon University. The 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."

In addition, ORS 342.437 requires the HECC to provide guidance to universities on the process for institutional and HECC review, revision, and approval of the plans. To that end, we request that during the 2015-2016 academic year you arrange for your institutional governing Board to conduct a review of the draft plan for "adequacy and feasibility." Following that initial review by your board, the plan should be submitted to the HECC for review and approval or requests for revision.

Pursuant, Eastern Oregon University's College of Business and Education has outlined the programs and methods we plan to implement to meet the expectations of this new requirement.

The Colleges intend to continue and expand three highly effective programs that will meet the goals of ORS 342.437. these programs are the Oregon Teacher Pathway, the Center for Culturally Responsive Practice, and the English Speakers of Other Languages (ESOL) curriculum.

#1 The Oregon Teacher Pathway (OTP)?

Ethnic and linguistically-diverse students make up a third of the student population in Oregon public schools. However, the majority of Oregon public school teachers are predominantly white females. The goals of the Oregon Teacher Pathway

program (OTP) are to 1) diversify teacher education by increasing the number of quality diverse teachers in Oregon and 2) produce quality teachers trained in culturally responsive practice. To reach these, the program focuses on recruiting, educating, and retaining pre-service teachers of color and pre-service teachers interested in becoming culturally responsive teachers.

OTP is based on research, which shows that students of color achieve higher academic success when exposed to teachers of color and teachers trained in culturally responsive practices.

OTP is centered on student success by partnering with local schools and community organizations, developing mentors at the high school and college level, and recruiting, retaining, supporting, and graduating quality teacher candidates.

Currently, EOU has a working relationship with four schools in eastern Oregon where the OTP program has been implemented. The goal is to expand the number of schools at a rate of two per year over the next five years. The plan is that this will result in 10 students of diverse ethnic and linguistic backgrounds entering EOU each year preparing for careers as educators.

#2 Center for Culturally Responsive Practices

The demand for teachers with cultural competency is ever increasing. Many communities in eastern Oregon are experiencing an increase in ethnic and language minorities; however, there is not a correlating increase in ethnic and language minority teachers. By making culturally responsive pedagogy available to teachers, schools can better create classrooms in which student language, culture, and backgrounds will be responded to and infused within every aspect of education and curriculum.

The Center for Culturally Responsive Practices is grounded in the belief that everyone has the ability to learn and achieve an education and has the right to be provided optimal learning environments that are responsive to their cultural and linguistic needs. By providing teachers with a framework for creating a culturally responsive atmosphere, we can create a strong continuity between home and school and increase student success in the classroom.

By tying Culturally Responsive Practices with the EOU Oregon Teacher Pathway we will develop a pipeline of ethnically diverse and culturally sensitive recruits for our Teacher Educator programs at EOU.

The CCRP was initiated in 2014 through a grant from the Oregon Department of Education. That grant has expired, but the need to continue this highly effective practice is essential for EOU's Colleges of Business and Education to meet the new requirements.

#3 English for Speakers of Other Languages Program

This Course of Study (equal to a year of preparation) is designed for those seeking an endorsement in English for Speakers of Other Languages (ESOL) at a graduate or undergraduate level. This program option will be an attractive destination for prospective teacher candidate in the EOU programs.

For those students interested in teaching outside the public school setting, for example community programs or language programs offered outside of the United States, the ESOL Certificate Program is also offered at both the graduate and undergraduate levels. Candidates may be awarded this certificate by completing the course of study, which is equal to one year of preparation, and 90 clock hours of practicum.

Teacher education at EOU will emphasize the need for ALL teachers in our elementary education programs to achieve an endorsement in ESOL as a means of placing language aware teachers into the public schools to work with diverse language populations who can then be recruited through OTP and CCRP activities to enter the various education programs at EOU.

The ESOL faculty have been leaders in exploring diversification of methods of effective instruction online, onsite, and on campus.

The undergraduate program requires the completion of 23 credits.

ED 130 Cultural Differences in American Education (2)*

ENGL 316 Approaches to Grammar (4) ED 361 Foundations of Second Language Education (3)

ED 421 Second Language Acquisition & ESOL Strategies (3)

ED 421L ESOL Practicum I (concurrent with ED 421) (1)

ED 437 Emergent Literacy (2)

ED 446 Sociolinguistics for Teachers (3)

ED 462 Language and Cognition in Second Language Learners (3)

ED 479 ESOL Practicum II(2)

The graduate program requires the completion of 15 credits.

ED 548 Second Language Acquisition and ESOL Strategies(3)

READ 514 Linguistics for Teachers (3) or ED 556 Applied Linguistics (3)

ED 545 Foundations of Second Language Education (3)

ED 544 Language and Cognition in Second Language Learners (3)

ED 547 ESOL Practicum (3)