



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 Practices, and the English Speakers of Other Languages (ESOL) curriculum.

#1 The Oregon Teacher Pathway (OTP)

Pre-college Recruitment of Potential Candidates and Selection Criteria

Oregon Teacher Pathway (OTP) is a pathway program that is designed to 1) recruit, educate, and graduate students of color who are interested in becoming teachers; and 2) recruit, educate, and graduate students interested in learning how to become culturally responsive teachers. The goal of the program is to respond to the needs of our schools by training culturally responsive teachers who are capable of working with students and families from various diverse backgrounds. The program is based on research that shows that students of color who are exposed to teachers of color, display higher levels of academic achievement, and on the research that shows that effective teachers are those who are trained in culturally responsive practices.

The OTP program begins by offering high schools students in their junior and senior year a chance to take dual-credit courses in introduction to education and culturally responsive practice. In this experience students also are involved in a 1-hour per week field experience tutoring with elementary school students. The year long course is worth 4 college credits per year. Student also have the opportunity to 1) work with college professor and mentors, 2) interact with leading scholars in the field of culturally responsive practice, 3) conduct research on topics related to culturally responsive practice, and 4) experience a visit to the EOU campus and attend a college course. Students who participate in the OTP program will qualify for a tuition discounted to \$45 per credit which is one-third of the regular tuition cost.

Currently, EOU has a working relationship with four schools in eastern Oregon where the OTP program has been implemented. These are McLaughlin High School, Pendleton High School, Umatilla High School, and Vale High School. We are in discussion with Elgin High School, Hermiston High School, La Grande High School, Parkrose High School, and the Morrow School District to implement this program in schools in 2016-17. The goal is to expand the number of schools at a rate of two per year over the next five years.

OTP principles that are taught in the program include:

1. Identity and Achievement: Culturally responsive teachers transform education from traditional to responsive. Accordingly, educational transformation occurs through respecting and adopting multiple cultures and experiences, recognizing strengths and accomplishments, and making academic success mandatory and an accessible goal for all students. Developing critical social consciousness and confronting traditional education liberates students from “having” to learn and transforms them into “wanting” to learn and succeed.

- **Identity Development:** Students will have the opportunity to begin developing their teacher identity through the exploration of multiple perspectives that individuals carry with them. They will further explore the influences on teacher identity development through the lens of their own cultural backgrounds, beliefs, and experiences.

- **Cultural Heritage and Diversity:** Students will have the opportunity to investigate and discuss how they can validate home and community cultures within their future classrooms by exploring the cultural heritage and diversity of themselves and others. They will develop a critical lens that enables them to confront traditional educational approaches and become an agent of change within the educational system.

2. Equity and Excellence Culturally responsive teachers respond to student needs, support and facilitate learning opportunities, provide individual attention and encouragement, engage in cooperative learning, use approaches that are fluid and equitable, foster and celebrate success, enable and empower learning, and cultivate cultural sustainability and life-long learning.

- **Teacher Dispositions:** Students will examine their own attitudes, beliefs, and demeanor as they pertain to teaching. This will include self-reflection, awareness and analysis of teacher dispositions and discussion of multiple perspectives.
- **Inclusiveness:** Students will familiarize themselves with inclusive environments that affirm student backgrounds through the integration of multicultural curricular content. They will understand how to provide equity to all students while setting high expectations for the academic success of all students.

3. Developmental Appropriateness

Culturally responsive teachers engage in multiple teaching and learning styles, integrate multifaceted communication styles, include a multitude of subjects and pathways to access content, facilitate preferred learning settings, organize varied learning spaces that reflect student preferences, integrate multiple sensory modalities, foster interpersonal relationships, and ensure that students are rewarded and recognized for their work. Culturally responsive teachers are mindful of the language and communication styles of their students. They consider the forms and functions, context, and knowledge that the students and themselves are trying to prevail and manage their discourse styles to reflect the needs of everyone.

- **Learning Styles:** Students will begin to develop differentiated instructional practices that will be employed within their practica and simulated classroom experiences through the exploration of their own learning styles and those of others.
- **Teaching Styles:** Students will explore a multitude of teaching styles as they relate to cultural groups. They will investigate strategies to employ teaching that integrates cultural variations. Further, they will demonstrate an understanding

of the psychological needs of students in regards to their culture which include motivation, morale, engagement, and collaboration.

4. Teaching the Whole Child

Culturally responsive teachers extend learning beyond the confines of a mandated textbook and integrate and explore sources that more accurately reflect the students in their classrooms. They are teachers who scaffold and connect meaningful learning between the student's home and school and integrate sociocultural relationships. Teachers in culturally responsive classrooms validate student cultures and approach teaching and learning through a cultural lens. Culturally responsive teachers are active members of the community, participating in community functions, service and education. In this sense, learning in culturally responsive classrooms is not confined to a state standards and curriculum, but includes the development of active and engaged citizenship.

- **Skill Development in Cultural Contexts:** Students will understand the various dimensions of learners in order to teach the whole child. They will explore how to develop skills and knowledge in multiple cultural contexts, and write supportive learning outcomes.
- **Bridging the Home, School, and Community:** Students will learn how to bridge the home, school, and community through creating communities of learners. They will explore potential cultural barriers and understand the importance of teaching beyond the classroom.

5. Student Teacher Relationships

Culturally responsive teachers are not only concerned with the well-being of the child in the school, but one that helps students to work and achieve success in the outside world as well. Students who are empowered to learn are excited about learning, encourage one another, can solve real life problems, and acquire expressive academic and social skills. In essence, a caring teacher is a responsive teacher who attends to the whole learner and responds to their needs both culturally and academically through clear communication of knowledge.

- **Caring Teachers:** Students will learn the importance of building strong relationships within the classroom and understand the value of empowering student leaders. They will understand how to establish caring relationships with their students and communities and how to facilitate a classroom that facilitates student interaction and commitment to life-long learning.

- **Empowering Students:** Students will learn mechanisms to empower student learning and achievement through the exploration of multiple perspectives and research.

The plan is that this will result in 10 students who participated in the OTP entering EOU each year preparing for careers as educators. A specific focus is to recruit students of diverse cultural and linguistic backgrounds but the plan is not limited to only these students.

Financial Supports - Cost to EOU post-grant:

Virtual Scholar Conversations with HS students	\$5,000 (Honorarium)
Site Visits (EOU Faculty to sites)	\$3,000
Campus Visits (high school students come to EOU)	\$1,500
Professional Development Trainings – Summer Training for teachers(1.250 per participant X 8)	\$10,000
Faculty Led Summer Training	\$3,500
Promotional materials	\$3,000
School Startup Cost (iPAD and Stand + curriculum	\$4,000 (\$1,000 per school)
Total	\$30,000

Admission Yields

This would be an ongoing need within the College. We view OTP as our primary approach to recruiting high school students into the education program at EOU. Beginning Fall 2015 we have 4 OTP students on campus. Beginning in 2016 we will have another 12 students from the OTP pipeline who are coming to EOU. Our goal is to add 10 new freshman students each year (CAP of 40 per year).

As mentioned earlier in this document, an integral part of OTP is the tuition remission that was instituted as a part of the original grant. We are seeking to also get approval and commitment from EOU that we will continue the \$45 tuition rate for OTP completers who come to EOU and declare education as their major. If \$45 is not possible then we'd like to establish a reduced rate for the group entering beginning in 2018 (the rate is a commitment for Fall of 2016 and Fall of 2017 per the grant requirements).

Retention Efforts:

Current Tuition Remission for OTP Students:

2015-16, 2016-17, and 2017-18 = \$45 per credit (this requires a \$95 fee remission) + they pay fees = \$478. A student taking 15 credits each term for 45 credits annually would pay \$2503 tuition and fees.

Assuming 10 students (assuming 15 credits per term each) would need an annual fee remission of \$42,750 (they would pay a total of \$20,250). If this grew annually by 10 students, then ultimately the annual tuition remission would be \$171,000 (40 students each year).

#2 Center for Culturally Responsive Practices – Networking Opportunities

The Center for Culturally Responsive Practices is the centerpiece of the College of Education in its efforts to establish a rich culturally aware faculty and teaching force throughout eastern Oregon.

The demand for teachers with cultural competency is ever increasing. Many communities in eastern Oregon are experiencing an increase in culturally and linguistically diverse population; however, there is not a correlating increase in culturally and linguistically diverse 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.

The Center for Culturally Responsive Practices is the umbrella under which EOU Oregon Teacher Pathway lies. The concept of culturally responsive teaching is a theme within the entire college. Through the efforts of both the CCRP and OTP 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.

The goal of the CCRP is to be a resource and research center for school district faculty and administrators, university faculty and administrators, and pre-service teachers to explore and integrate culturally responsive pedagogy and practices in PK-20 educational settings. The center provides:

- Access to current research in culturally responsive pedagogy and practices.
- Resources that identify how culturally responsive practices can be used to promote equity and engaged learning across the curriculum.
- Access to tools on how culturally responsive practices can be used to reach educational learning outcomes and standards.

- Engagement in a collegial, safe environment to explore and discuss the difficulties and perceptions of learning and development of culturally responsive teaching.
- Opportunities to collect data, perform research, and promote the scholarship of culturally responsive practices.
- A support for continuing assessment, research and implementation of strategies to improve teaching and learning based research.
- Participation in forums to share research and teaching strategies with colleagues and in the surrounding community.

The CCRP is a vehicle the College uses to reach out beyond the university to our PK-12 school partners to endow the principles of being a culturally responsive teacher throughout our educational system.

The promotion of the ideals of the Center is a critical piece of the Oregon Teacher Pathway. The ongoing need to provide professional development in culturally responsive practices is necessary for the permanence of culturally responsive practices in the region.

Goal:

Last year we served 90 P-20 teachers (50 K-12 teachers and administrators and 40 EOU faculty and staff over three different events. In one additional event (Dr. Milner) we had 17 EOU faculty and staff at the development session, and 40 community members at the keynote address. Sixteen K-12 teachers attended the Saturday workshop. Additionally we served 107 EOU pre-service educators plus 48 students in the OTP program. **Our goal is to increase participation by 20% for 2016-17.**

CCRP Budget:

Scholars/Events \$20,000.00

2 Campus Visits per year (\$5,000 each plus travel)
 Keynote, Faculty PD (for COBE and CAS faculty), K-12 Workshop
 (includes scholar, materials, supplies, travel, and meals)

Professional Development Meetings – EOU faculty sharing OTP and CCRP
 \$2,000.00

Technology Subscriptions \$500
 Livestream (\$30 per hour per session)

Materials and Promotion \$1,500

TOTAL

\$24,000

#3 English for Speakers of Other Languages Program (Target this position for faculty diversity)

Eastern Oregon University is an Affirmative Action/Equal Opportunity employer and educator, committed to building a diverse and inclusive community and learning environment.

This commitment is best evidenced with a diverse population of students, faculty, staff, and alumni. To that end, the University welcomes nominations of and applications from women and members of historically underrepresented minority groups, as well as others who would bring additional dimensions to the University's culture, teaching and outreach missions.

Encouraging diversity, however, is about much more than the social justice imperative of ensuring equal opportunity, of leveling the playing field. It's about embracing the richness and possibilities of diverse thought arising from differences of culture and circumstance. It's about seeing diversity as a strength, as a competitive advantage, and a moral imperative. It's about shaping the culture and the workforce of the University to be more reflective of the diverse world our students encounter. In the end, it's about excellence.

A target area for increasing the diversity in our educator preparation program is through bolstering our ESOL 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 candidates 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 undergraduate 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 24 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 (3)

The graduate program requires the completion of 16 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 (4)

As the number of diverse teacher candidates increases, the College will seek an additional faculty member in the ESOL program. Approximate Cost = \$105,000 (salary + OPE included)

#4 As these programs grow (OTP, CCRP), it will require consideration of release time for faculty overseeing this program, or assignment as a part of program administration. That cost will vary depending upon rank of assigned faculty or administrator. Approximately \$40,000 (salary + OPE).

#5 Summary of Program Goals and Assessments

- a. Our goal is to add 10 new freshman students each year (CAP of 40 Oregon Teacher Pathway (OTP) students per year), with at least half being students from underserved and underrepresented regional populations. This will be assessed by admissions intake information each fall.
 - a. Allocate resources to sustain fee remission program, and the training components of the Oregon Teacher Pathway (OTP).
- b. Our goal in the Center for Culturally Responsive Practice (CCRP) is to continue providing the professional development and visiting scholar events to region educators. This will be assessed through measuring continuing and new regional educator participation. The goal is a 20% increase for 2016-17.
 - a. Allocate resources to sustain the program components.

- c. Through continuing development of the ESOL and bilingual programs at EOU, new faculty needs will be realized.
 - a. Budget allocation for faculty release time immediately and for a new position in 2017-18.