Graduate School of Education

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Marta Thrasher
Bob Turner
Carol Turner
Courtney Vanderstek
Duncan Wyse
Yvette Webber-Davis
**Consortium members**

<table>
<thead>
<tr>
<th>Heather Bartos</th>
<th>Yuki Monteith</th>
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<tr>
<td>Micki Caskey</td>
<td>Mark Moser</td>
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<td>Tatiana Cevallos</td>
<td>Jeanette Palmiter</td>
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<td>Kelly Cutler</td>
<td>KD Parman</td>
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<td>Liz Fouther-Branch</td>
<td>Ellen Reuler</td>
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<td>Cynthia Gilliam</td>
<td>Anne Ryan</td>
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<td>Chris Gutierrez</td>
<td>Frank Scotto</td>
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<td>Lisa Kane</td>
<td>Paula Stanovich</td>
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<td>Marty Larsen</td>
<td>Jacqueline Temple</td>
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<td>Deb Miller</td>
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Outline

• Federal, state, PSU contexts
• Who are we in the GSE?
  – Productivity
  – Diversity
  – Students and alumni
  – Faculty and staff
  – Priorities
• Discussion
Recommended reading

Human relationships nearly as important as that between parents and their children take place between teachers and their students. In that relationship, nothing counts with such significance as the intelligence and character of those teachers.

Gene V. Glass, “Fertilizers, Pills and Magnetic Strips” 2009
In this I am optimistic: the only reform that stands any chance of making our public schools better is the investment in teachers—to aide them in their request to understand, to learn, to become more compassionate, caring, and competent persons.

Gene V. Glass, “Fertilizers, Pills and Magnetic Strips” 2009
National context
• To reverse the pervasive dumbing-down of academic standards and assessments by states, Race to the Top winners need to work toward adopting common, internationally benchmarked K-12 standards that prepare students for success in college and careers.

• To close the data gap—which now handcuffs districts from tracking growth in student learning and improving instruction—states will need to monitor advances in student achievement and identify effective instructional practices.

• To boost the quality of teachers and principals, especially in high-poverty schools and hard-to-staff subjects, states and districts should be able to identify effective teachers and principals—and have strategies for rewarding and retaining more top-notch teachers and improving or replacing ones who aren't up to the job.

• Finally, to turn around the lowest-performing schools, states and districts must be ready to institute far-reaching reforms, from replacing staff and leadership to changing the school culture.

Focus on quality teaching and educational leadership!
National context: teacher education

- Funding for Teacher Quality Grants
- TEACH grants (over 700 at PSU)
- Emphasis on teaching residencies, alternative teacher prep
- Demand for data to show impact of teaching on student learning
“I want to be able to track k-12 students back to teachers and teachers back to schools of education to determine which feeder programs are producing the teachers that are most effective.”

Arne Duncan, Secretary of Education, Summer, 2009
State context
State context

- Budget cuts to higher education
- Oregon prekindergarten funding left intact
• K-12 funding was **reduced** and may face even more cuts as a result of upcoming elections. Districts are cutting professional positions and professional development. Some have cut days. Stimulus funds covered some of the reductions but will end in September 2011.
State context

- Mentor teacher program remains, but at a low level of funding
- Oregon Coalition for Quality Teaching and Learning created
Teacher effectiveness becomes Chalkboard's primary focus

For the last 5 years, Chalkboard has been working to improve K-12 education in Oregon by combining best practices with public will. Our approach has been broad and has encompassed efforts that fell into the categories of accountability, student success, and teacher quality.

But as we have stated many times before, research shows that having an effective teacher is the most important factor in raising student achievement. It is this knowledge that helped lead to the creation of the CLASS™ Project and it is this knowledge that has now led our board to refocus Chalkboard's efforts on teacher effectiveness.
Oregon high school graduates by race/ethnicity
1991-92 to 2004-05 (actual) and 2005-22 (projected): Source: WICHE
Inequities in math achievement in Oregon

4th Grade Math Achievement (NAEP 2006)

Inequities in math achievement in Oregon

8th Grade Math Achievement (NAEP 2006)

Inequities in reading achievement in Oregon

4th Grade Reading Achievement (NAEP 2006)

<table>
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<th>Basic</th>
<th>Proficient or Advanced</th>
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<td>African American</td>
<td>28%</td>
<td>10%</td>
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<tr>
<td>Asian</td>
<td>30%</td>
<td>32%</td>
</tr>
<tr>
<td>Latino</td>
<td>25%</td>
<td>10%</td>
</tr>
<tr>
<td>Native American</td>
<td>32%</td>
<td>21%</td>
</tr>
<tr>
<td>White</td>
<td>36%</td>
<td>34%</td>
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Inequities in **reading** achievement in Oregon

**8th Grade Reading Achievement (NAEP 2006)**

Fewer high school graduates enrolling immediately in college

Immediate College Going Rate: 1992-2002

- Oregon: 1992 - 54%, 2002 - 48%, change: -6
- Nation: 1992 - 54%, 2002 - 57%, change: +3
- Top Improver (SC): 1992 - 43%, 2002 - 60%, change: +17
PSU context

- President Wiewel and Provost Koch make PSU relationships with P-12 schools a top priority
  1. P-20 initiative on campus—Pat Burk
  2. Work with urban serving universities and the Leaders Roundtable
  3. PPS partnership
Who are we in the GSE?
How many academic departments are in the GSE?

2  
3  
4  
5  

2  Counselor Education, 
3  Curriculum and 
4  Instruction, Educational Leadership and Policy, 
5  Special Education
How many centers are in the GSE?

- Early Childhood Training Center
- Center for Healthy Inclusive Parenting
- Center for Student Success
- Center for Training and Research in Autism
- Research Center on Inclusive and Effective Educational Practice
How many full-time faculty are in the GSE?

- 58
- 68
- 78
- 88
How many students are in the GSE?

900
1200
1500
1700
How many students graduate from the GSE each year?

- 300
- 400
- 500 [Correct]
- 600
Approximately how many GSE students complete licensure programs each year?

- 500
- 700
- 900
- 1100

The correct answer is 700.
Which of the following is NOT a GSE advisory or support group

- GSE Advisory Council
- Consortium
- Teacher Education Committee
- Friends of the GSE
- Council of Wine Tasters
We are a majority of women

Total degree program enrollment 2007 and 2008

- 2007: 990 Women, 344 Men
- 2008: 978 Women, 315 Men
We are 17% to 24% students of color and 24% full-time faculty of color.
GSE Students 2008

- Indian: 999
- Asian: 7
- Black: 38
- Hispanic: 28
- Unknown: 99
- International: 33

Legend:
- Indian
- Asian
- Black
- Hispanic
- Unknown
- International
- White
Leveling off, but up 87% from 1999
GSE awards 32% of all master’s degrees at PSU
One school with two major funding streams: self-support and state assisted.

Net revenue from self-support programs is used to subsidize the state programs.
Year 2000 GSE Graduates' Attrition Rate Over Five Years from Oregon Public Schools

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<th>4</th>
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<tr>
<td></td>
<td>6%</td>
<td>7%</td>
<td>10%</td>
<td>14%</td>
<td>18%</td>
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</table>

PSU data based on year 2000 graduates who took employment in Oregon public schools. Some “leavers” likely went to other states or to private schools.
Beginning Teacher Attrition
PSU 2000 compared to National Average

National source: Richard Ingersoll, NASSP Bulletin 86 (June 2002) pp. 16-31
Graduate School of Education
Leading, Learning, Life Changing

Attrition from PPS

Attrition of the 2000 cohort from PPS was 22% over five years
We are growing rapidly in our research productivity

GSE Externally Funded Grants ($1,000s)
Growth in proposals submitted

2007 to 2008
12 external
3 internal
total 15

2008 to 2009
18 external
13 internal
total 31
Growth in funded proposals

2007 to 2008
8 funded ($2,970,298)

2008 to 2009
10 funded ($4,177,971)

2009 to 2010 (1st month of fiscal year)
4 funded ($1,324,003)
We are great students and alumni

Portland Trail Blazers gave GSE doctoral student Stephanie Stokamer (Blackman) a ‘Heart of the Community Hands On Greater Portland Volunteer Award’.
We are great students and alumni

Troy Montserrat-Gonzales is working simultaneously on her doctorate at Harvard, and her Counselor Education degree at PSU.
Steve Becker, a math teacher at Oregon City High, helps senior Cesar Villegas understand a concept during class Wednesday.

I take my time with them,” Becker says. “If I rushed, they wouldn’t get it at all. And my whole philosophy is that I want all of them to get it.”
The Hood River Valley High School Earth Club gathers around Anne Iskra, who holds a wood turbine she helped make for a project in her alternative energy resources class.

Science students and club members were the force behind installation of a wind turbine on campus that feeds into the grid supplying power to the school.
Meghan Briggs: Graduate Teacher Education Program—Noyce (Science Ed) recipient and Friends scholarship for secondary education
We are great faculty and staff

- Dilafruz Williams became chair-elect of the Council of Great City Schools
- Yer Thao won a “Choice” award for an outstanding academic book
- Gayle Theiman completed her term as President of the National Council for Social Studies
- Micki Caskey is the editor of the journal, “Research in Middle Level Education Online”
More

- Hanoch Livneh is an American Psychological Association (APA) fellow
- Tom Chenoweth received the McNeal Scholar Mentor Award
- Janine Allen is president-elect of Phi Kappa Phi
- Michael Smith is on the editorial board of the Journal of College Admission
Book authors

- Christine Chaille, “Constructivism across the curriculum in Early Childhood Classrooms”
- Sue Lenski co-authored the book: “Reading success for struggling adolescent learners”
- Dannelle Stevens co-authored the book: “Journal Keeping…”
- Swapna Mokhopadhayay co-authored, “Culturally responsive mathematics education”
- Rick Johnson, “Reclaiming your real self…”
- Ramin Farahmandpur, “Class, Ideology, and Hegemony: Rethinking Marxist Educational Theory”
More

Recipients of federal grants

• Joel Arick
• Dave Allen
• James Bickford
• Julie Esparza Brown
• Ruth Falco
• Ann Fullerton
• Leslie Munson
• Paula Stanovich
• Helen Young
Faculty Excellence in Service and Research

Over 600 scholarly works (books, book chapters, professional articles, presentations) per year produced by full-time track faculty.
Teaching is our first priority

“I was also very lucky, and quite amazed at the quality of the faculty in this program… the level of knowledge, passion, and caring that I felt from every instructor whose class I was in was a huge part of my ultimate success in this program, and in the classroom. Thank you very much for that.”

Jonny Huster, 2009 GTEP math-science cohort
“My experiences in the Counselor Education program helped me become a more effective and professional counselor. The faculty offered wisdom, guidance, and support. I am glad I chose PSU!”

Steven Keeley
We are engaged in the community
With how many school districts do we current partner?

- 25
- 50
- 150

150
With how many school districts did we offer professional development experiences last year?

- [ ] 36
- [ ] 66
- [x] 96
How many hours do GSE students volunteer in public schools each year?
We are engaged in the community

- Partnerships with schools
  - 150+ contracts with school districts regarding student teachers
  - Professional development in 80 districts and with 16 ESDs
- Volunteer time
  - Practicum students (over 300,000 hours per year)
  - Mt. Hood Kiwanis Camp
  - PPS Migrant Education Program
“The PSU reading series has had a positive impact on our entire school district.”

Terri Vann, Hood River
We are facing a difficult budget year
Budget update—FY 2009

- Loss of student office help
- Cancelled classes
- GA reductions
- Left unfilled one CEED position
- Stopped LECL and EL Ed faculty searches
- Suspended expenditures in supplies, professional development, research, telephones
Budget update—FY 2010

- Six faculty and staff positions lost
- Vision program admissions suspended
- Leadership in Ecology, Culture, and Learning (LECL) program admissions suspended
- Faculty positions unfilled: LECL, elementary/ECE, severe disabilities
- Pay cuts for all faculty and staff are likely
Other Losses

- Funding for student employees
- Reduction of GA funding
- Reduction of adjunct funding resulting in fewer electives, increasing class size, and cancelling classes
- Requested licensure fees
What we don’t know

• Possibly another 5% cut depending upon what happens with the tax increases and economic forecasts.

• What will happen to self-support enrollments?
Tough Year for Students Too
Tuition Increase

– $21,000 tuition and fees for someone to complete a licensure program—$2000 more than last year

– Tuition and fees for a 3-credit graduate course went from $958 to $1,102—a 15% increase.

Late field placements
Fundraising Priorities

• Scholarships

• Faculty fellowships to support research and service

• Project examples: P-20, Learning Gardens, Math/Science, Early Childhood, Technology enhancement
We are ready for our accreditation visit
We are hopeful and optimistic!
Summary of 2009-10 priorities

✓ Accreditation
✓ Accountability to students, the profession, and the community
✓ Assessment for program improvement and to better serve students
✓ Adding to the knowledge base
✓ Accessibility: online, scholarships, attracting more diverse populations

http://www.pdx.edu/education/graduate-school-education-priorities
Maria Ochoa: Ames Scholar—Graduate Teacher Education Program—Secondary Math
We are grateful for:

- Our students, staff and faculty
- Loyal alumni and friends
- PSU leadership
- Local, state and national partners
- Scholarships and other gifts
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• Scholarships and other gifts
• *The opportunity to lead, to learn, and to change lives*
Discussion Prompts

• Introduce yourself.
• What are your thoughts about how schools of education will or should change to meet future needs?
• State one way you can contribute?
Graduate School of Education

Leading, Learning, Life Changing

PSU

Graduate School of Education

2009 State of the School Presentation