

Potential Actions for the Academic Strategies Committee: Teacher Education

Potential Action Step	Current Situation	Effective Practices	Actions Possible without Funding Adjustments	Actions Possible through Reallocation	Actions Requiring New Funding
<p><u>Data development</u></p> <ul style="list-style-type: none"> • Employment of graduates of OUS Teacher Education programs • Access to K-12 student data 	<p>UEE Task Force working on developing seamless data exchange among OUS, K-12 districts, ODE, CCWD and Oregon Employment Division; privacy issues.</p> <p>UEE Task Force working on developing seamless data exchange among OUS, K-12 districts, ODE, CCWD and Oregon Employment Division; privacy issues</p>	<p>Illinois: “Illinois Teacher Data Warehouse matches program completer data from 12 institutions with Illinois State Board of Education Teacher Service Record data”</p> <p>TN has statewide student assessment database</p> <p>FL has statewide database for students from PreK through grad school</p> <p>CA has student performance data</p>	<p>Statement of Support for UEE Data Task Force</p> <p>Statement of Support for UEE Data Task Force</p> <p>Reports from UEE Data Task Force participants to Academic Strategies Committee</p>	<p>Short term one-time financial support to set up the necessary data transfer process</p>	
<p><u>New Teacher Induction</u></p>	<p>Oregon Mentoring Initiative now funded for its second biennium</p> <p>Involvement of Teacher Ed programs not required</p> <p>Not targeted at first year of teaching</p>		<p>Best Practices Survey: to include structure of Best Practice Induction Program and Results of Best Practice Induction Program that include teacher retention rate, new teacher survey data and student learning assessments</p>	<p>Systematic review and use of data from Oregon Mentoring Initiative to be used for continuous program improvement</p>	<p>Teacher Ed programs could assign faculty to work with graduates found to need more support during induction</p>

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<p><u>Science, Technology, Engineering, and Math Teacher Preparation</u></p>	<p>1. Several STEM initiatives, including the Education Double Degree, which has quite a few science and engineering students who are preparing to teach advanced math, physics, and chemistry</p> <p>Prioritized applicant selection processes to increase the number of math and science teachers that we produce.</p>	<p>From NGA’s Best Practices projects summary table: Colorado, Hawaii, Minnesota, Ohio and Pennsylvania setting up STEM centers w NGA money</p>	<p>Support credible assessments of Essential Skills proficiency required by new High School Diploma</p> <p>Facilitate collaborative cross-disciplinary preparation of STEM teachers that involve faculty from science departments and Teacher Education Programs</p>	<p>We have allocated lottery scholarship dollars to support candidates and we are using TEACH funding to attract candidates to these high need areas</p> <p>Facilitate OUS professional development for current STEM teachers (with assessment of student learning to evaluate the effectiveness of the professional development)</p>	<p>cannot attract science and math teachers to the field without funding to support recruitment and retention</p>
<p><u>Minority teacher Recruitment, Preparation and Retention</u></p>	<p>Minority Teacher Education Act of 1991: number of Oregon minority K-12 teachers to be proportional to number of Oregon minority K-12 students</p> <p>Goal not yet attained</p> <p>2001, 2003 and 2005 Reports to legislature on teacher/student demographics & plans at OUS Teacher Education Programs to meet the goal</p> <p>2009 report initiated</p>	<p>Being collected from the Making Equity Inclusive initiative of the American Council of Colleges and Universities</p>	<p>Support for & analysis of 2009 Minority Teacher Act Report</p> <p>Require each OUS Teacher Ed program to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of minority teachers.</p>	<p>Selective implementation of Teacher Ed Program plans for minority teacher recruitment, admission, retention and graduation</p>	<p>Additional selective implementation of Teacher Ed Program plans for minority teacher recruitment, admission, retention and graduation</p>