Candidate: Institution enrollment - Race ethnicity or Gender.

This indicator is intended to identify programs in which candidates of particular self-identified racial-ethnic or gender groups represent than they do in the population of the institution at large. If for example, female students represent 40% of the institution but 20% of of the program's candidates, or if students of color represent 40% of the institution but 20% of of the program's candidates, this indicator calls for reflective examination. It is clear that not all preparation programs are housed in institutions; the PESB has approved new, more inclusive calculations for this indicator to be used in the Spring of 2022.

The flag on this indicator does not necessarily signify a problem with the program's practice or performance. Rather, the presence of a flag on this indicator suggests a trend that may be important to focus on as part of the program's continuous quality improvement efforts. This self-study form is intended to support and further that work, as well as to aid in understanding the system of preparation programs, and to identify statewide trends in the educator workforce to inform the decisions of the PESB.

These are the PESB standards most associated with this indicator:

1A - Providers conduct strategic and ongoing outreach to identify, recruit, admit, support, and transition educator candidates.

1B - Providers of educator preparation programs use strategies to recruit, admit, and prepare a greater number of candidates from underrepresented groups including, but not limited to, candidates of color in effort to prepare an educator workforce that mirrors the characteristics of the student population in Washington State public schools.

2A - Providers demonstrate effective, culturally responsive pedagogy using multiple instructional methods, formats, and assessments.

2D - Providers ensure that candidates are well prepared to exhibit the knowledge and skills culturally responsive educators.

6A - Providers establish and maintain field placement practices, relationships, and agreements with all school districts in which candidates are placed for field experiences leading to certification or endorsement per WAC 181-78A-125 and WAC 181-78A-300.

To fill out this required form, respond to each question below. No artifacts, data, or evidence are requested at this time, only responses to these questions are necessary. It is advisable to draft responses in a word processing program, then paste them into this form. Please note character / word limits on each question, which are intended to ensure this reflective exercise does not propose an undue burden, but rather serves the continuous improvement already happening in the program.
Submit using this form by 8/1/21. If there are challenges related to the use of Google Forms, please use the Microsoft Word template provided.

Contact Nicholas Gillon at the PESB office for more information (nicholas.gillon@k12.wa.us)

Email *

martin_s@heritage.edu

Are you responding to indicators about a teacher or principal preparation program? *

Teacher

Principal

Where do you offer programming? *

Heritage University

Please provide the name(s) and title(s) of key contributor to this response form.

Kari Terjeson, PhD – Department Chair; Paul Landry, PhD – Associate Professor; Koray Lynx, PhD – Associate Professor; Marisol Rodriguez-Price, PhD – Associate Professor; Joanie Monroy, EdD – Associate Professor; SaraBecca Martin – Director of Accreditation

After reviewing the indicator and the data from your program, what may explain why this indicator flagged this program? Limit - 3000 characters, about 1 page. *

After review of the Teacher Program Candidates of Color Completers vs Institution Differences we continue to look for explanation and means for improvement in this category. As a means to contextualize the data through the lens of our community, we would like to begin by situating the reader in the core believes of Heritage University and more narrowly the College of Education.

With that said, when examining the indicator model data, Heritage has the nearly the largest percentage difference between the institution and program candidates of color (41%). As compared to other institutions, Heritage has the third highest percentage of candidates of color (37.5%), and our university has the highest

percentage of students of color over all (78.5).

We believe one of the contributing factors to this discrepancy is the lack of disaggregation between graduate and under graduate students. Heritage University overwhelmingly serves undergraduate students. In fact, currently, the only graduate programs at the institution are in the College of Education and the English department. The challenge, of course, is the size of the pool available from which to recruit from. In February 2020, KIMA reported Yakima as one of the least educated mid-sized cities with only 16 % of Yakima residents 25 or older possessing a bachelor's degree. This is less than half the national average. We also examined data provided by towncharts.com that identify the disaggregated data by race with a Bachelors degree of higher: white (21%), black (23%), American Indian (30%), Asian (51%), Native Hawaiian (0%) and Hispanic (5.7%). The problem with this data is that there are very few potential teacher candidates eligible for our graduate program, and even fewer who are candidates of color.

Similarly, the university data used to compare our program demographics to include freshman and sophomore students. Even our undergraduate students enter the program as juniors. While every effort is made to retain students of color, we believe it would be a more accurate reflection on the COE if the comparison group was also ranking at a junior status.

When recruiting for our graduate teacher preparation program we make every effort to reach potential candidates of color. We also strive to remove barriers for these students. We will discuss each of these factors later in this report. While we agree that the candidates should reflect the community in which they serve, it continues to be a challenge to identify, recruit and graduate candidates of color given the conditions. What questions about your program do these indicator data prompt? Limit – 1500 characters, about 1/2 page. *

Our questions regarding this indicator are primarily related to how the comparison is calculated. We agree philosophically on the importance of recruitment and retention of teacher candidates of color. We question the validity of the way this is measured. In addition, we wonder if there may be a reasonable threshold that could be established to help us in pursuing recruitment of candidates of color to make this goal more attainable.
We reviewed the National Council for Teacher Quality report regarding program diversity, where Heritage was given an A+. This report indicates that the Heritage teacher preparation program is 43 percentage points more diverse than the state average. We, however, were given a C for our admissions policy. Specifically, Heritage does not require candidates pass a standardized test of proficiency for graduate admission. Heritage has deliberately removed as many barriers as possible and has a very high admission rate. While NCTQ views this as a negative, we see this as an inclusive protocol. This said, if a university has removed as many barriers to program admissions as possible and maintains a high rate of acceptance to the program, how might they increase the number of candidates from a particular demographic other than targeted recruitment?
We wonder if perhaps a more valid comparison may be between the current teacher demographic to our candidate pool. This might more accurately capture the impact HU has on the local teacher demographic.

After reviewing the indicator data from your program and reflecting, what steps, if any, are you considering with regard to continuous improvement? Limit - 3000 characters, about 1 page. *

We plan to address this indicator data from two primary perspectives in recruitment and retention strategies.

Our efforts in recruitment have been ongoing and varied. We have and will continue to: • Recruit from our freshman and sophomore undergraduate student pool with pre-education coursework and a designated advisor to increase the number of underclassmen who select education as their major. • Employed a bilingual recruitment officer for the education department

• Recruit and retain diverse and bilingual faculty

• Formed and maintain a case by case exception committee who are charged with the review of alternate methods of demonstrating basic skills and teaching competencies

• Working collaboratively with school districts to recruit and support diverse candidates currently employed as para professionals.

• Partner with the Martinez Foundation to support and promote our diverse candidates. • Expand our induction program to include all local educators who are interested in professional development opportunities, many of which are designed to increase cultural competence.

What else would you like the board to know about your program as it relates to these indicator data? Limit – 6000 characters, about 2 pages.

The University Mission Statement captures the priority of the institution in the pursuit of equity based practices "Heritage University empowers a multi-cultural and inclusive student body to overcome the social, cultural, economic and geographic barriers that limit access to higher education. Rooted in the homeland of the Yakama Nation, we embrace transformational student-centered education that cultivates leadership and a commitment to the promotion of a more just society." This commitment extends into the core values of the College of Education and can be seen clearly in our conceptual framework: Knowledge Brings Us Together; Building Community While Constructing Knowledge to Serve a Pluralistic Society. To develop highly successful educators who can facilitate collaborative learning experiences, reflect critically, and serve effectively in diverse communities, while maintaining safe and caring learning environments.

College Beliefs and University Themes

Our conceptual framework defines what is expected of the College's students, graduates, faculty, and staff. This is reflected in the statement of philosophy for the College. The statement reads, "The College of Education is a community of learners – faculty, staff, and students – committed to encouraging dialogue and cooperation, to facilitating a process by which learners actively construct meaning, and for continuous improvement through critical reflection and action."

The College integrates University themes of equity and access, academic excellence, community engagement, and sustainability in our core beliefs. We believe that:

• Education is a socially mediated process of constructing knowledge

• Learning occurs in a safe, caring, and effective learning environment

• Establishing a diverse community of learners in which each individual and cultural group is respected is key to effective learning

• Collaboration among students, faculty, staff, and community is critical for success • Empowering people promotes confidence and courage

• Use of high-quality research and critical reflection is essential to improve the quality of one's performance

• Educators meet the needs of all students, and

• Educators serve the needs of a just society by challenging inequities

What strategies and practices are used to conduct outreach and develop partnerships in ways that enable program personnel to recruit, admit, and support educator candidates? (see PESB program standard 1a) Limit – 3000 characters, about 1 page. *

#1 Confer with surrounding school districts to discuss their affirmative action plans and personnel needs. [outreach]

#2 Assess potential candidate pools from local high schools and from within districts [e.g., paraprofessionals and support staff]

#3 Evaluate our historical data to determine where we have been successful in attracting desired candidates

#4 Continue to support school districts to "grow your own" e.g., training paraprofessionals and support staff #5 Reach out to families regarding relationships with schools and real options to become teachers and other higher education options.

#6 Improve dissemination of information regarding financial resources available to support higher education options and the ability to attend college locally

#7 Provide information to families and potential candidates about potential obstacles to higher education, including financial resources and documentation [DACA]

How has the program developed, implemented, and improved the strategies and practices used to recruit and retain candidates from underrepresented groups? (see PESB program standard 1b) Limit – 3000 characters, about 1 page. *

• Expanded recruitment advertising on Hispanic radio and television stations.
• Dedicated graduate and undergraduate recruiters to ensure consistent program information and target audience.
• Developed a pre-education program path for Heritage University underclassmen, to ensure that student have a smooth transition into the teacher preparation program.
• Collaborated with school districts to recruit para-professionals to the teacher preparation program. • Fostered relationships with Community College recruiters to promote smooth candidate transfers and target specific demographics.
• Heritage University Teacher Preparation graduate and under programs are paired with high need endorsement areas as an integral part of the program.
• Employ diverse faculty in our Teacher Preparation program.
• Improved visibility of programs at community events.
• Implementation of diverse instructional deliver methods and schedule to accommodate working candidates and candidates in rural areas.

In what ways do program instructors use strategies, pedagogies, and assessments in ways that model high-quality and effective teaching and learning? (see PESB program standard 2a) Limit – 3000 characters, about 1 page. *

Heritage University faculty strive to make each course meaningful through application activities and real-life

experiences. We teach using multiple modalities, whether in-person, hybrid, or virtual learning environments. Instruction is project-based with menus of options for students to choose from in the investigation of topics, skills, and knowledge and the ways they demonstrate what they have learned. Students work collaboratively to ensure a constructivist learning environment, including group projects, Harkness Discussions, Socratic Seminars, and ongoing academic conversations. We focus on culturally sustaining pedagogies, both in the way we deliver instruction and the expectations we have for our candidates in their own practice. We are also careful to model the appropriate accommodations for our special-needs students in collaboration with the Office of Ability Services. Students who do not officially qualify for ADA accommodations meet with faculty advisors who develop action plans and other supports to ensure their success.

We recognize the challenges standardized assessments pose for our culturally and linguistically diverse candidates and provide abundant opportunities for support through group coursework and individual tutoring. We support the financial burden of our Academic Support Center to assist students with academic writing and preparation for assessments. The College of Education also provides cost-free seminars to support our students' academic progress and readiness for assessments.

Heritage College of Education Faculty are trained to design instruction following the Gradual Release of Responsibility Framework and teach this manner of instructional design to our candidates. Furthermore, our candidates are taught the foundational theories and daily practice related to scaffolding instruction to ensure all students are able to participate meaningfully in learning activities. All candidates must learn the Washington English Language Proficiency Standards, their relationship to academic content standards, and the significance of language proficiency in the process of teaching and learning content area concepts and skills.

How are professional learning opportunities and evaluations used to support instructors' ongoing improvement as educators? (see PESB program standard 2a) Limit – 3000 characters, about 1 page. *

Heritage University continues to develop our campus CILT (Center of Intercultural Learning and Teaching). Through CILT, many professional learning opportunities are offered throughout the year which focus on transparent assignments, culturally responsive practices, using data to inform instruction, and faculty portfolio and evaluation systems. Having CILT in place on our campus has allowed us as a university to be responsive to outside influences, such as the COVID19 emergency. We were able to assist and train all faculty (Full time and Adjunct) to move to an online format in a very short amount of time. Our Heritage faculty also has a Professional Development Committee which provides Professional Development days each semester for all faculty and staff. Faculty members plan and implement these learning opportunities with the assistance of CILT where needed. Heritage University lives its mission through our commitment to support the professional development of our faculty and staff.

In what ways do instructors' work with curriculum, methods, community relationships, and field experiences ensure each candidate exhibits the knowledge and skills of culturally responsive educators ? (see PESB program standard 2d) Limit – 3000 characters, about 1 page. *

Heritage University has an accountability process for measuring candidate knowledge and skills. This process is guided by the Professional Competency Assessment Instrument (PCAI). The PCAI is aligned to the eight components of the Teacher Principal Evaluation Program (TPEP). The competencies have been developed for preservice teachers and are designed to flow to the in-service rubrics. These competencies

include the knowledge and skills required to demonstrate culturally responsive practice. For instance, criterion 3 is, "Recognizing Individual Student Learning Needs and Developing Strategies to Address Those Needs". Candidates are responsible for providing evidence which is evaluated by core teachers, university mentors and faculty.

Examples of specific competencies covered in Criterion 3 are:

C3.1 Candidate accurately identifies the impact of language proficiency and economic and cultural variables on learning.

C3.2 Candidate identifies students with unique and/or special needs and describes the individual student strengths and needs.

C3.3 Candidate writes SMART (specific, measurable, attainable, relevant, time-bound) goals for individuals and subgroups.

C3.4 Candidate interprets assessment results to correctly identify patterns of understanding and misunderstanding among individuals and sub-groups.

C3.5 Candidate uses data to identify/propose necessary changes (instructional or motivational) to daily instruction that will result in greater instructional effectiveness for each learner.

C3.6 Candidate identifies appropriate accommodations and modifications for individual students. C3.7 Candidate identifies students' language assets and needs based on levels of language proficiency and grade-level standards.

The PCAI is used extensively throughout the program and explicitly correlated to outcomes in every course. This ensures that Heritage graduates are prepared to meet the challenges in diverse classrooms and communities.

How do program leaders, instructors, and field supervisors collaborate with school partners to cooperatively design, implement, and evaluate field experiences, and clinical practices aligned with standards for the role? (see PESB program standard 6a) Limit – 3000 characters, about 1 page. *

Heritage has a:

• Collaboration and partnership with local school districts where district personnel identify schools and cooperating teachers for candidates can experience rich diverse learning settings. All cooperating teachers have a minimum of three years of successful teaching in the district and can guide the teacher candidate through successful classroom management and instructional strategies in the K-8 classroom. • Teacher Preparation Handbook. Cooperating teachers and mentors receive a copy of the Teacher Preparation Handbook along with copies of all documents candidates are expected to complete during their field experiences. HU Teacher Prep Faculty meet with district personnel, cooperating teachers, and field experience mentors to inform them of all teacher preparation requirements and their role in the development of future teachers.

• Field Experience Mentors are selected amongst practitioners who have been successful K-8 educators with time and willingness to guide teacher candidates through field experiences. Mentors observe candidates in action and provide guiding feedback.

• Bi-monthly meetings. Teacher Preparation Faculty and Field Experience Mentors meet frequently to discuss program requirements and candidate performance.

Forms