

## 2023-24 Advanced Programs' Stakeholder Involvement excerpt from 2025 CAEP Annual Report

**Inservice Teacher Education Programs:** Over the course of this past year, our ESOL program director met on four occasions with ESOL faculty from across Oregon Education Preparation Programs as well as commissioners from Oregon's Teacher Standards and Practices Commission to discuss developments in the field. Together, they created a crosswalk to indicate where there is existing alignment between ESOL and new Literacy Program Standards.

In our Reading Endorsement program, the program director seeks continual feedback from adjuncts who are elementary teachers in the field regarding the current program and needed modifications/improvements. Supervisors have opportunities to offer feedback regarding program design and planning via in-person observations in the classroom as well as through summative assessment of candidates at the end of the practicum experience. This includes the opportunity to recommend candidates who have modeled excellence across the standards, which we then seek to highlight on our web pages. Finally, we invite district partners to provide feedback regarding overall district (i.e., admin-level) learning goals for the endorsement program as well as teachers' learning goals. We tailor elements of course content and cohort plans with these district goals in mind.

Our Special Education program continues to expand its reach in Central and Southern Oregon. Our program director for special education again made multiple visits to partner districts, meeting with district directors of special education to understand the district's needs due to the persistent shortage of teachers in this discipline.

**Principle License and Professional Administrator License Programs:** In the 23-24 school year, the L&C Administrator License Program continued as a partner in the \$8.2 million Wallace Foundation grant that is focused on building an equity-centered principal pipeline. Partners include Portland Public Schools (PPS), Portland State University, Oregon Teacher Standards and Practices Commission (TSPC), and local community organizations. The graduate school's primary focus in the partnership is the collaborative design of educational leadership programming to prepare leaders for racial equity within the Portland Public School district and beyond. In previous years of this partnership, L&C conducted several self-study processes that were focused on improving our stakeholders' involvement in program evaluation, improvement, and identification of models of excellence, including hiring an external company to do an extensive equity audit that was focused on understanding the experiences of students, alumni, faculty, and staff of color in the educational leadership programs, and conducting an in-depth, systematic self-study called the Quality Measures (QM) process. Through the QM process, a large team of outside partners including district leaders, state representatives, and program alumni systematically reviewed and rated program evidence across six domains—candidate admissions, course content, pedagogy, clinical practice, performance assessment and graduates' success in areas ranging from state certification to job performance--and identified areas of strength and improvement for the licensure programs. In the 23-24 year, our team continued to work on improving the areas identified in the audit and the QM process. The focus of this year's work involved conducting an intensive, community driven program redesign sequence that involved bringing together a large group of district and state partners, current and former students, and leadership experts from across the nation to generate a new portrait of a racial equity centered leader that aligned with state and national standards, and reflected the on-the-ground skills that working administrators identified as being vital for leaders who want to center

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racial equity in their practice. This profile was then used to develop new curriculum, assessments, collaborative admission processes, and program support designs. Additionally, our team worked in deep partnership with our PPS district colleagues to co-design a new, more robust Internship model that was based on exemplary national models. This work was facilitated by Dr. Ann O'Doherty of UW Danforth School of Ed, Dr. Michelle D Young, Dean of Berkeley School of Education, and Dr. Katie Cunningham, University of South Carolina. All of this work was created with the intent of being piloted in the 24-25 and 25-26 school years. In addition, Admin program faculty continued to participate in a higher education professional learning community that was focused on understanding and applying best practices for leadership development to our programming.

In addition to the Wallace efforts, the Principal License Program has also built robust partnerships with metro area school districts and more rural, regional districts in order to design and carry out aspiring administrator cohorts that are specifically focused on recruiting and supporting educators of color as well as equity-oriented school leaders. These cohorts are co-designed from the ground up, and the model of each partnership is different and tailored to local goals, resources, and needs while centering providing a rigorous and affirming learning and mentorship experience for aspiring administrators of color. Based on feedback received from aspiring administrator candidates, in the regional/district-specific cohorts, every effort is made to pair aspiring administrators of color with mentors of color. All mentors are also provided with professional learning and reflection opportunities about employing culturally responsive mentorship practices while working with their mentee. This district-university partnership is currently hosting its fourth cohort of students, and the continued partnership has allowed Lewis & Clark to deepen its ability to tailor its curriculum and training to match the practices, expectations, and goals of the partnering districts.

**School Counseling:** The SCED program gathers feedback from all stakeholders in order to strengthen course content and/or improve the field experience supports. During the annual SCED faculty retreat faculty review course evaluation data, site visit internship survey data, along with exit survey data to determine areas for improvement and strengths of the curriculum and field experiences. Also, three SCED adjunct faculty, who are practicing school counselors, are involved in evaluating course content, student performance expectations, and areas for program improvement. During the Spring of 2022, we formalized the feedback process, and created a survey that was given to all site-based supervisors. The survey gathered information regarding: support for field experiences, program course content improvement and observable program strengths, along with areas for content development.

The Program Director reviewed survey data with one representative from of the largest school districts in the state. The LC survey and the district survey provided valuable feedback related to course content and training practices. Supervisors reported that they would appreciate more information related to supervision best practices and university-based resources that could help strengthen the internship experience. Additionally, site supervisors reported that they would value clear directives on how to provide the most developmentally appropriate experiences for their supervisees. The faculty have determined that highlighting recommendations/strategies for a successful university- k12 partnerships could strengthen the partnership while simultaneously

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providing clarity on the learning opportunities that are ideal for school counseling student-interns.

The core faculty team partnered with one of the largest school districts to offer a supervision training for all site-based supervisors. This training will continue to be a yearly requirement for site supervisors in this particular district. The faculty would like to expand this training to other surrounding districts. Core faculty have determined that partnering with our Center for Community Engagement could be the most efficient way to move forward with regular training our site supervisors. The training experience provides the following: connection with supervisors and interns, clear feedback on the program supports, preparations of interns, areas of success, and challenge. Supervisors have reported that a virtual training is preferred. The virtual training will be created and offered each semester beginning September 2024. The faculty will offer both a virtual and in-person training to meet the format preference for the school counseling supervisors.