Education Program Review
April 12, 2019

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The Education Department at Portland Community College wears many hats. While this review focuses a great deal on the Paraeducator certificate and degree, it is important to note that the Education coursework serves many more students outside of the Paraeducator certificate and degree. The courses serves students who are developing leadership skills, gaining valuable hands-on K-12 experience, fulfilling undergraduate transfer options and graduate prerequisites, pursuing dual-credit, in addition to degree-seeking paraeducators. The courses serve working and returning teachers, teacher candidates (and most recently CTE teacher candidates), students who are exploring the career- in addition to working and future paraeducators. The teacher pathway is a series of steps that has many entry and exit points that serve the emerging educator wherever they happen to be. For this reason, enrollment numbers paint the picture of this program more accurately than the completion numbers. This report also includes some information about the Library Assistant program (which has since ended) because the library program was an integral part of our program for 4 out of the 5 years being reviewed, and represents a loss of almost half of the program.

1. Program/Discipline Overview:

A. **What are the educational goals or objectives of this program/discipline? How do these compare with national or professional program/discipline trends or guidelines? Have they changed since the last review, or are they expected to change in the next five years?**

Paraeducator outcomes:
The first six outcomes are required for the certificate and the degree:

1. Demonstrate appropriate strategies and techniques to provide instructional support to student of diverse populations (in terms of using research, individual instruction, small groups and assessment).
2. Demonstrate attitudes and behaviors that are appropriate in meeting the needs of diverse populations (in terms of teaching/pedagogy, competence in serving diverse populations and advocacy).
3. Apply best practices in classroom management to optimize the potential for student learning (in terms of relationship, environment, instruction and intervention).
4. Practice ethical and legal standards of conduct.
5. Apply technology to support teaching, learning and communication (in terms of skills and proficiencies, and application).
6. Meet NCLB academic standards of paraeducators.

This last outcome is ONLY for students completing the AAS:

7. Apply breadth of knowledge (A) in educational theory and practice in addition to area of certificate emphasis (B) gained across several disciplines in Humanities, Social Science, and Mathematics/Science

All Community College paraeducator programs in the State of Oregon align their certificate with the statewide outcomes listed above. The National Education Association has outlined the following outcomes for paraeducators (all of which closely align with Oregon statewide outcomes):

1. Knowledge of roles and responsibilities
2. Communication skills
3. Behavior management skills
4. Knowledge of growth and development
5. An understanding of legal and ethical issues
6. Instructional strategies
7. An understanding of diversity and equity issues

In addition to core competencies, there are specialized competencies for specific job responsibilities such as: Early childhood education/intervention, Students with disabilities, English as a second language, Transition programs, Technology, Health and safety, Physical therapy (for students with disabilities), Occupational therapy (for students with disabilities). All of these specialized outcomes align with program coursework and outcomes.

Source: http://www.nea.org/home/67181.htm

The program outcomes have not changed since the last program review and there is no indication that these outcomes will change in the next five years. Faculty and students of the program are expected to keep up with changes such as technological and curricular trends as they occur in schools.

B.   Briefly describe curricular, instructional, or other changes that were made as a result of your SAC's recommendations in the last program review and/or the administrative response. (The administrative response can be found opposite your SAC's listing at the web page where the Program Reviews are posted – look for the "AR" pdf.) Note: Any changes NOT made as a result of the last program review should be described in the appropriate section elsewhere in this template.

The program has experienced major changes and losses since the last program review predominantly (1) termination of the newly redeveloped Library Assistant program after its second year (half of our program), (2) loss of promised Bachelors of Elementary Education with Eastern Oregon University (3) loss of staffing: Center for Careers in Education director position, full time faculty position, administrative assistant position, (4) move to a new division within PCC and most recently (5) loss of Center for Careers in Education space and recently announced loss of CCE advising (June 2019).

Despite these losses, the program and its remaining staff have remained dedicated to serving the students in the most efficient ways possible with continually decreasing resources and support. It should be noted that while there are rational explanations for these decisions, managing all of these changes has created a lot of disruption for staff and students. All of the recommendations in the last program review were significantly impacted by these changes. The five recommendations from the 2014 Program Review are as follows:

1. **"The SAC will continue to assess both advocacy and ethical and legal standards of conduct as part of its ongoing assessment of student learning.** *The DOIs support this work on student learning assessment and the use of findings to revise and improve curriculum. "*

   Following the last program review in March 2014, the SAC worked on assessing advocacy and ethical/legal standards as program outcomes. This was not the first time the SAC focused on this outcome but student work continued to lag in this area. Each year, portfolios serve as the comprehensive assessment tool which helps the SAC to assess all program outcomes. Because the portfolio sample is relatively small, the SA chose to focus on a course assignment where a larger sample of work could be examined. Using an ED 100 assignment that focused on advocacy, the SAC ultimately realized that the assignment needed to be changed, specifically the students needed to reference specific legal protections which required advocacy. The assessment project led to meaningful change of the curriculum and as a result, the ED SAC earned an exemplary assessment award in Fall 2014 for this work.

2. **"Beginning next year, the Education SAC recommends focusing on an outcome from the revised Library Assistant program and reviewing student portfolios and coursework to determine if students are meeting student learning outcomes.** *The DOIs support this work on student learning assessment and the use of findings to revise and improve curriculum".*

   For AY 15-16, the SAC focused on assessing the newly updated Library Assistant Program using the portfolios of certificate completers to assess program outcomes. The ED SAC received an exemplary assessment award for its work notably the program's alignment to national standards. Much to the dismay of its advisory council, the ED faculty and students, the Library Assistant program was terminated in its second year of implementation. The teach-out took place in the academic year 2016-17 with all required library classes finishing in June 2017. The full-time faculty member who designed the new certificate left PCC in Fall 2015; the remaining adjunct faculty focused on the teach-out and no further assessment work was done.

3. **The Education faculty recommends the college look at partnering with institutions such as Eastern Oregon University to develop a bachelor's degree that could be completed at PCC.** *Discussions are underway with Eastern Oregon University regarding articulation and transfer agreements, as well as enhanced partnerships for advising and instruction. The DOIs support these ongoing discussions.*

   The promise of a Bachelors program had been announced to the students, and university/ community partners at the opening of the Center for Careers in Education (CCE) in Winter 2015. It would have created a robust pipeline from the Associates to the Bachelors level in the CCE. It would have given the CCE a higher level of traffic and

activity. It would have allowed us to offer more face to face classes to all of our students and build the two programs at the same time. The excitement level amongst our students was high. We were quite familiar with EOU's Bachelors program at Mount Hood Community College as we had several students go through the program. A few weeks after the January announcement, our then district president Jeremy Brown terminated the plan due to some kind of proprietary relationship with Portland State University. It was devastating after months of work and negotiations, and a significant opportunity was lost at a critical juncture, an opportunity that would have grown the program and the center in a meaningful way.

4. **"The Education faculty recommend that with the implementation of the Center for Careers in Education in the new academic building use this Center to attract attention to a variety of education-related careers beyond K-12 teaching, such as libraries, early childhood education, and college teaching.** *The DOIs support this direction in the Center for Careers in Education".*

The official opening for the Center for Careers in Education (CCE) occurred in January, 2015 with enthusiastic support from local school districts, education students and university partners. The Center (and Cascade Hall building) was built as a result of a grant intended to help the hundreds of community college students who are preparing for careers in education at any given term. The idea was to co-locate Portland Teacher Program, the Paraeducator and Library Assistant programs, the Center for Careers in Education, The Teaching and Learning Center and the Albina Head Start on the same floor. The CCE team planned and implemented a range of CCE services such as: an ASPCC Future teachers Club, employer panels, teacher panels, visits with 4 year teacher prep programs, and districtwide "Become a Teacher" events at all major campuses. The center hosted these activities as well as advising for students and space for hybrid classes. A CCE web site was developed with links to articulation agreements, Oregon Teachers Standards and Practices Commission, grant opportunities and more. The full time Library Assistant ED faculty position went away in Fall 2015 in anticipation of the program termination and the director of the CCE left soon after in Winter 2016. As the paraeducator program is predominantly online, the CCE did not have the expected traffic. This led to the CCE moving in Winter term 2019.

5. **"The Education faculty recommend that our respective program advisory boards continue to review our curriculum and make recommendations for improvement. The Paraeducator advisory would like to diversify its membership beyond school district personnel. The advisory would like to include representatives from other higher institutions of learning such as EOU, Concordia and PSU.** *The DOIs support this diversification of program advisory boards".*

The ED faculty included university partners in program advisory boards. Notably, the library Assistant program included faculty from Emporia University (satellite program in Portland) and Portland State University (PSU). The paraeducator program included University partners at the winter 2015 meeting (specifically Concordia, Warner Pacific [WP] and PSU) right before the CCE grand opening. Other than that, the Paraeducator program began to host school district employer panels every spring for Education students and followed this meeting with an advisory meeting so as to make it convenient for our school district partners. It did not make sense to include university partners who were also visiting the CCE to speak to students about their teacher education programs at different times. University partners from Portland State University, Warner Pacific College, Western Oregon University, Concordia University, Pacific University, University of Portland, and George Fox University have met with Education faculty and Center for Careers in Education Coordinator to discuss recruitment and articulation between the institutions, as well as specific curricular discussions at the course level.

Recommendations requiring funding

"The Education SAC recommends program faculty participate in distance learning professional development, including: 1) Online Instructor Orientation and Accessibility training for part-time faculty, 2) Quality Matters training for all Education faculty, and 3) other professional development opportunities that would help faculty to learn how to use new educational technologies effectively in online coursework. The DOIs support this focus on professional development for continuous improvement of online instruction. Online Instructor Orientation and Quality Matters training are available for all instructors teaching online. Other professional development opportunities can be explored with the Education Programs Director, Division Dean for Arts and Professions, and the office of Staff and Organizational Development"

All members of the Education SAC have attended required orientations regarding teaching online and issues of accessibility. All education faculty are up to speed on updates with the Desire to Learn platform. Attention to accessibility is guided by one of our own faculty members, Jennifer Margolis, who works full time as a disability services specialist at PCC. The Education SAC has engaged in professional development specifically regarding online teaching by attending Quality Matters Conferences and other conferences addressing online learning (see Appendix A). The Education SAC has also worked with the district and campus distance learning team at PCC to improve delivery and presentation, including sessions at departmental meetings on developing personal instructor videos to improve online presence. As courses are revamped, instructors work closely with online faculty mentor Joni Meisner and Instructional

Support Michael Moss to offer clearer navigation to enable student success. So much of the success of an online class is based on the work put into designing and creating the course on the front end and the education department prides itself on courses that offer rich learning experiences.

"The Library Assistant program needs time to offer and build the revised program as prescribed by the advisory. The DOIs encourage flexibility and patience in growing the Library Media Assistant program; however, the program will need to be assessed annually as to its enrollments, costs, outreach efforts, and sustainability".

The library program was cancelled in its second year as described above.

"The Education faculty also do a significant amount of student advising and we recommend having access to professional development that would allow us to become more knowledgeable within our professional disciplines to provide effective student advising. The DOIs support professional development to enhance faculty advising. Professional development opportunities can be explored with the Education Programs Director, Division Dean for Arts and Professions, and the office of Staff and Organizational Development".

Faculty Chair Tanya Mead and CCE advisor Gabe Hunter-Bernstein received training in Advisortrac in order to add students to the PCC advising database which was done for a period of years. Later, a more concise database was developed in google to better share the tracking of paraeducator students between the chair, SAC, CCE advisor and Perkins advisor. The Education Chair took the PCC Qualtrics training and also developed a Qualtrics survey for students to complete when they first navigate the PCC Education website. This allows Education faculty to follow up with students regarding their advising needs, and gather data for the program. Our Perkins Advisor Michelle Butler regularly participates in advising trainings, most recently the Advisor Foundations Mandatory Training, Part 2. CCE Coordinator Lisa George has met with Cascade advising staff to determine the most effective and efficient ways to coordinate with that department for advising ED students as conditions change around the loss of the CCE physical space.

2. Outcomes and Assessment: Reflect on learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.

A. Course-Level Outcomes: The college has an expectation that course outcomes, as listed in the CCOG, are both assessable and assessed, with the intent that SACs will collaborate to develop a shared vision for course-level learning outcomes.

CCOG web site   https://www.pcc.edu/ccog/?fa=course&subject=ED

> **i.   What is the SAC process for review of course outcomes in your CCOGs to ensure that they are assessable?**

In Spring 2018, the ED SAC created a two-year plan to assess course outcomes which is as follows:

TERM/YR	SAC REVIEW	SUBMIT CHANGES to CC
Spring 2018	ED 100, ED124, ED 112, ED 224	No changes submitted
FALL 2018	ED 102, ED 136	ED 102, ED 136
WINTER 2019	ED 269, ED 112	ED 269, ED 112
SPRING 2019	ED 290, ED 291, ED 268, ED 123	
FALL 2019	ED 252, ED 259, ED 270 series	
WINTER 2020	ED 252, ED 259, ED 270 series	
SPRING 2020	ED 251, ED 263, ED 264	

> **ii.   Identify and give examples of changes made in instruction, to improve students' attainment of underline course outcomes or outcomes of requisite course sequences (such as are found in in MTH, WR, ESOL, BI, etc.), that were made based on the results of assessment of student learning.**

For paraeducators and teacher transfer students, we offer specific coursework which focus on cultural responsiveness for educators. Students can take classes in multicultural education, as well as specific classes focusing on English Language Learners (ELLs) and students with special needs (SPED). However, we felt it is important that all of our coursework reflect culturally appropriate practices and so for this reason we chose ED 112, a course offered every term which teaches educators about children's literature. Clearly, it is vital that educators choose and present literature to children in a way that honors all kinds of students. The SAC chose a program outcome: Competence in serving diverse populations and assessed thirty-seven randomly-selected student journal entries regarding multicultural and international

literature (see assignment in appendix) in groups of three to ensure inter-rater reliability. The group also assessed several as a full SAC to establish inter-rater reliability.

The SAC learned that there is much room for improvement in terms of the assignment and the relevant lecture regarding cultural competence, awareness and responsiveness. Our program rubric (Appendix B) needed more specificity regarding culture and we used the PCC rubric for cultural awareness/literacy and competence (see Appendix C). Ninety-two percent of our students responded in the emerging (stage 1) and developing (stage 2) stages which demonstrate superficial (stage 1) and partial (stage 2) understanding of cultural aspects. The SAC agreed that the lecture and assignment needed significant overhaul. The assignment needs to specifically ask students to address cultural stereotyping and messaging. Critical Thinking about bias and cultural messaging must be addressed. Also, the international/multicultural focus needs to also include students with special needs, as they are a major population in K-12 schools and part of our program focus. The faculty also rewrote the CCOG to update and improve this aspect.

B.   Addressing College Core Outcomes
**   All Instructors**

i.   Update the Core Outcomes Mapping Matrix.

For each course, choose the appropriate Mapping Level Indicator (0-4) to match
faculty expectations for the Core Outcome for passing students

Class	CO1	CO2	CO3	CO4	CO5	CO6
ED 100 Introduction to Education for Paraeducators	3	2	3	3	4	2
ED 102 Displays & Graphics for Educators	4	3	4	4	4	4
ED 112 Introduction to Children's Literature	4	2	3	3	3	4
ED 123 Instructional Strategies: Reading	4	3	4	3	4	4
ED 124 Instructional Strategies: Mathematics/Science	3	2	4	2	4	3
ED 131 Applied Learning Theory	3	2	4	1	4	3
ED 136 Learning with Technology	4	2	3	2	4	3
ED 217 Classroom Management	4	2	4	4	2	4
ED 224 Foundations of Education	3	3	3	3	3	4
ED 251 Overview of Exceptional Learners	4	2	4	3	3	4
ED 252 Behavior Management	4	3	3	3	3	4
ED 258 Multicultural Education	3	4	3	4	3	4
ED 259 Multicultural Education II	3	4	4	4	3	4

Class	CO1	CO2	CO3	CO4	CO5	CO6
ED 263: Portfolio	4	3	4	4	4	4
ED 264: Portfolio	4	2	2	2	2	2
ED 268 Introduction to Developmental Disabilities	4	3	4	3	4	4
ED 269 Introduction to Teaching the Learning Disabled Student	3	3	3	4	3	4
ED 270, 271, 273 – Practicums	3	3	2	2	2	3
ED 290 Teaching Strategies for English Language Learners	4	3	4	3	4	3
ED 291 Teaching Strategies for English Language Learners II	4	3	4	3	4	3

C. Assessment of Core Outcomes (LDC) or Degree and Certificate (CTE) Outcomes.

i. Reflecting on the last five years of assessment, provide a brief summary of one or two of your best assessment projects, highlighting efforts made to improve students' attainment of the Core Outcomes (LDC-DE disciplines) or Degree and Certificate Outcomes (CTE programs). (If including any summary data in the report or an appendix, be sure to redact all student identifiers.)

As mentioned in an earlier section, the Education SAC was acknowledged for exemplary assessment work. Because the Library Assistant program is no offered, the paraeducator assessment work will be highlighted here. The two notable projects focused on the following (1) advocacy and legal/ethical standards for educators and (2) cultural responsiveness for educators.

The advocacy and legal/ethical standards really engaged the entire SAC in deconstructing an ED 100 assignment and analyzing student responses to see if the assignments delivered in terms of students attaining the program outcome. We chose a course that is offered 4 terms a year to over 200 students. Initially, the assignments we analyzed showed us that the assignment we created did not deliver the desired outcome. Initially, we did not get it right and had to keep on modifying the assignment until advocacy was effectively linked with ethical and legal standards. Students currently write a letter of advocacy on behalf of a student and have to connect it to a specific legal protection. The assignment now offers the opportunity to demonstrate competence related to the outcome.

The second assessment project is regarding cultural responsiveness and this has been our most recent focus. We chose an assignment in a course on children's literature (ED 112) which is offered 4 terms a year and had multiple work samples for us to analyze. The SAC agreed that the assignment, as it was written, did not ask students to think critically about cultural issues in children's literature. The SAC collaborated on more culturally-relevant instruction, specifically regarding cultural stereotypes in children's literature and how educators would effectively illuminate these issues. The SAC redesigned the assignment specifically toward looking for cultural stereotypes, deconstructing and analyzing their meanings. The SAC determined that our rubric was insufficient and was able to use a recently developed rubric to assess this outcome at PCC. Much rich discussion regarding cultural responsiveness took place as a result

of this work. The instructor made changes to the course content and assignment to reflect this focus and the SAC made changes to the CCOG specifically adding the following text:

"Students will learn to analyze text using a culturally responsive lens exploring bias, stereotype, and cultural messaging, and consider ways to frame and select content for K-12 students. Students will analyze status quo cultural representations in children's literature and consider non-dominant themes in order to meet the needs of an increasingly diverse K-12 audience".

Overall, the assessment process for both outcomes has delivered an opportunity for authentic self-reflection as a SAC and helped us see room for improvement. It gives us a chance to work together on particular issues and get to know each other's courses and approaches.

ii. Do you have evidence that the changes made were effective by having reassessed the same outcome? If so, please describe briefly.

As mentioned above, the SAC spent two years assessing advocacy and ethical /legal protections, persisting until we got it right. The work was meaningful and helped the SAC grow as a team. Cultural responsiveness has not been re-assessed since the assignment and delivery were changed in ED 112. Nevertheless, we believe this needs careful examination in all of our classes and making this our focus for multiple years would be helpful. Particularly because the K-12 teacher workforce is predominantly white, and the student population more diverse, it is imperative that training future educators is culturally responsive. Each year's assessment work can build on the last; there is much value in multiple year assessment projects on the same outcome in our view.

iii. Evaluate your SAC's assessment cycle processes. What have you learned to improve your assessment practices and strategies?

It has been challenging at times to decide which outcome to assess. Once the focus was chosen, the process itself was quite organic and gratifying. The work of assessment brought us together, made us think more deeply about our work and improved the curriculum. Currently, we have been informed that we need to move through the program outcomes, each year focusing on a new outcome until all outcomes have been assessed (and repeat). As mentioned previously, there would be much benefit to focus on cultural responsiveness multiple times. This is both a program and PCC core outcome. There is also benefit to such an approach as it delivers more depth and learning for the SAC.

iv. Are there any Core Outcomes that are particularly challenging for your (LDC-DE) SAC to assess, or difficult to align and assess within your (CTE) program? If yes, please identify which ones and the challenges that exist.

All of the PCC Core Outcomes are relevant and intrinsic to the work of an educator and therefore built in to all of our coursework. **Communication** is vital to most jobs but absolutely critical to the work of an educator who must communicate effectively with students, professional peers, and families. The work of an educator always includes the social context of the community so **Community and Environmental Responsibility** is embedded in Education coursework. Critical **Thinking and Problem Solving** is an essential component working with teachers and students within a school setting both in terms of instruction and support of students. **Culture Awareness** is also built into all coursework as the socio-cultural needs of students is central to our work in the K-12 classroom. As education students are preparing for a

profession, **Professional Competence** is consistently addressed in all of our course work. Finally, education students are asked to reflect on their own skills and readiness throughout the program so **Self-Awareness** is built in to their learning and documented in great detail in their final portfolios. There are no major outcomes that are challenging to assess. That does not mean there is not room for improvement as demonstrated by our recent assessment work on culturally responsive teaching.

> **v. CTE only: Briefly describe the evidence you have, determined by direct assessment, that students are meeting your Degree and/or Certificate outcomes.**

The education students complete a rigorous portfolio that demonstrates that students are meeting all degree and certificate outcomes. The portfolios are assessed by a panel of education faculty. Due to rigorous standards, students often do not pass the first time but are offered constructive feedback and guidance in order to improve and resubmit. Students completing the certificate or degree are required to take a course on portfolio development. Students do not receive the certificate or degree unless they have successfully completed the portfolio. The portfolio has multiple benefits: (1) students reflect on what they have learned in the program which grounds and deepens their entire learning experience, (2) students can use the portfolio to market themselves for the workplace, (3) faculty can assess student learning as it relates to course and program outcomes.

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3. Other Instructional Issues

(Note: for questions A-C, specific information can be found at: https://www.pcc.edu/ir/factsheet/Factbook/201617/swrafte201617.html)

A. Please review the data for course enrollments in your subject area. Are enrollments similar to college FTE trends in general, or are they increasing or decreasing at a faster rate? What (if any) factors within control of your SAC may be influencing enrollments in your courses? What (if any) factors within control of the college may be influencing enrollments in your courses?

It is important to note when analyzing the data that the loss of the library program caused the enrollment to drop by 37% during AY 2017-18. Other than that, the Education program experienced growth every year except AY 2014-15 when enrollment dipped by 5.4% Most recently, while other departments in our division showed significant declines (as much as 40 % for some departments), the Education department showed a 14% increase from winter term 2018 to winter term 2019. This is significant to note, during a period of declining enrollments college-wide. In collaboration with the online scheduling team, we have made a deliberate attempt to streamline our offerings so as to better fill our classes. We have also provided schedules for two academic years to our students which helps move students more effectively toward completion. Finally, there seems to be public awareness of an impending teacher shortage which translates to new students contacting us on a weekly basis.

B. **Please review the grades awarded for the courses in your program. What patterns or trends do you see? Are there any courses with consistently lower pass rates than others? Why do you think this is the case, and how is your SAC addressing this?**

Analyzing the data for the three courses that are currently offered every term, we are reporting on the following courses: ED 100, ED 112 and ED 224.

ED 100: Introduction to Education

This course showed an increase by 9% from AY13-14 to AY 2017-18 in passing grades(A,B,C,P). In AY 13-14, 51% of students got passing grades while in 17-18, 60% of students passed. Also failing grades (D,F, NP) decreased by 6% from 34% in AY 2013-14 to 28% in AY 2017-18. The data reflects progress made by the faculty in terms of the workload for students. It should be noted that this course serves 200-300 students per year. There are many students who may sign up for this course as an elective (and who are not in the Paraeducator degree or certificate program) for any of the following reasons: (1) they have a genuine interest in the teaching profession (2) there is no required text nor any prerequisites (3) they need enough credits to qualify for financial aid. Every term, there are students who do not show up beyond the first class which may help to account for the 28 % failure rate. Some of these students appear to have no intention of attending the class. Faculty make every attempt to reach out to these students but there is no response beyond the first week.

ED 112: Children's Literature

It is important to note that enrollment numbers in this course doubled in AY 15-16 because the course moved from a face-to-face format to a fully online course. There is consistent enrollment each term due to the high number of students who need the course for teacher education programs with our university partners. ED 112's passing grades (A,B,C, P) dropped 10% from AY2013-14 to AY 2017-18 while failure rates (D,F, NP) also increased slightly by 3.4% during this time. The most significant change was converting this class to a fully online format and this may be the reason for the changes in grades.

ED 224: Foundations of Education

The passing grades (A,B,C,P) increased by 11% from AY 2013-14 (67%) to AY 2017-18 (78%) while failing grades decreased by 4% from AT 2013-14 (18%) to AY 2017-18 (14%). This is another course that has been taught by several faculty and regularly updated which perhaps speaks to the improvement of grade trends. Also, students who take this course are typically closer to the end of the program and are more invested in the education career, and therefore the class (than students in ED 100 for example).

C. **Which of your courses are offered online and what is the proportion of on-campus and online? For courses offered both via DL and on campus, are there differences in student success? If yes, describe the differences and how your SAC is addressing them.**

All of our courses except one has been offered in the online format. The last remaining course, ED 102, has been approved for development into an online course. As a commuter college serving working students with multiple obligations, face to face classes are increasingly difficult to schedule and students choose the online option. The program also serves students in rural areas of Oregon who are not able to commute to face to face classes. While there can be trepidation about an online program of study, the majority of students seem to adapt well to the online learning. ED 100 is offered every term and is considered the entry point for the program. It is offered every term in a hybrid face to face format with the intention of introducing the students to online learning. ED 100 has been offered to general PCC students as well as on site at a local school district to working paraeducators. Students gain confidence through this initial course to continue fully online. As a SAC, we discuss at length how to connect with our students despite the distance created by online learning. For any degree completers, students are advised to take their general education coursework in a face to face format as there are more options in this regard and it helps them to connect to PCC. More specific online learning strategies will be addressed in a latter section.

D. **Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g., Community-Based Learning, Internationalization of the Curriculum, Inquiry-Based Learning, etc.)? If so, please describe.**

Since the last program review, the ED program has worked more in-depth with PCC's Community-Based Learning department, and has been able to avail itself of CBL's faculty development offerings including offerings on culturally responsive service learning lesson planning, partnerships, and reflection. The ED SAC has required 200 hours of CBL in the form of onsite education experience in K-12 classrooms since the program's inception. Paraeducator degree and certificate students receive a total of 6 academic credits while gaining real life experiences in local schools. It is often at this juncture that students make concrete decisions about their own career path, whether they are better suited to become teachers or assistants, and with what grade-levels or student populations. Program outcomes are also assessed with the help of the practicum, and documented in their portfolios. This is where students can demonstrate their ability to perform individualized instruction, small group work or assessment.

Education transfer students heading off to undergraduate and graduate teacher education programs also enroll in PCC's Education practicum to improve their applications and demonstrate relevant knowledge and experience. Other education courses require students to visit schools, volunteer, or do specific projects relevant to their course. One example is ED 290: Strategies for Teaching English Language Learners where students learn all about specific methods for teaching English Language Learners and then visit the classroom to observe such practices. The preparation of future educators can not be taught in 'the ivory tower' and getting students into the real-life classroom is critical.

In terms of internationalization, several of our courses have integrated such assignments into the course work. In ED 224 (Foundations of Education) for example, students explore educational practices in other countries. This simple exercise becomes quite meaningful and allows students to contrast it with US educational practices. Students are asked to critically think about US educational practices and how they might be improved based on what we can learn from other countries.

E. **Are there any courses in the program that are offered as Dual Credit at area high schools? If so, describe how the SAC develops and maintains relationships with the HS faculty in support of quality instruction.**

At this time, Introduction to Education (ED 100) is the only education course being offered for dual credit but there have been requests for more ED offerings as dual credit. There have been other dual credit offerings in the past in the Library Assistant program. Nevertheless, as demonstrated in the table below, the numbers are steadily increasing in the one course currently offered.

Currently, relationships with high school faculty are developed through the Office of Dual Credit. Once identified, teachers are invited to the Dual Credit Symposium where education department faculty meet with interested high school teachers to provide information, answer questions, and provide resources for teaching ED 100. During the school year, education faculty maintain contact with high school teachers to provide guidance, curriculum and visit each school to perform an observation, review and offer recommendations.

Academic year	# of schools who have dual credit courses
AY 2014-2015	3
AY 2015-2016	5
AY 2016-2017	1
AY 2017-2018	3
AY 2018-2019	7
Projected AY 2019-2020	10

F. **Please describe the use of Course Evaluations by your SAC. Have you created SAC-specific questions? Do you have a mechanism for sharing results of the SAC-specific questions among the members of your SAC? Has the information you have received been of use at the course/program/discipline level?**

The SAC has not used SAC specific questions for the course evaluations. This year, the SAC discussed adding questions specifically addressing the online learning experience.

4. **Needs of Students and the Community**

A. **Have there been any changes in the demographics of the student populations you serve? If there have been changes, how have they impacted curriculum, instruction, or professional development, and, if so, in what way?**

There have been minor changes in the demographics in the Education classes which seem to reflect demographic changes at the local and state levels. Notably, the white population in PCC's Education classes has steadily declined by 8% over the five-year period while the Hispanic population has increased by 3%. The Black population has declined less than a percentage point perhaps reflecting the demographic shift locally due to gentrification. Multiracial students have increased by 2% while Asian students have almost doubled. The percentage of Native students remains steady over the five-year period. It is well-documented that students in US schools are increasingly less white and these numbers reflect this. Preparing all of our students to be culturally responsive to a more diverse student population

remains a top priority in the program, and in local school districts across the state of Oregon. We would like to see this culturally responsive approach centered in all of our course work, not just the specific courses that address equity. Our assessment work will continue here for this reason.

In terms of gender, PCC Education enrollment numbers seem to reflect national trends with 72% reporting female and 26% reporting male. In terms of age, the "under 20" category has gone up 9% while the "25-49" category has dropped slightly by 4%. The "50+" has dropped from 6.8% to 3.5 %. The National Center for Education Statistics reported that "In 2011–12, some 76 percent of public school teachers were female, 44 percent were under age 40".

Source: https://nces.ed.gov/fastfacts/display.asp?id=28

B.	What strategies are used within the program/discipline to facilitate success for students with disabilities? If known, to what extent are your students utilizing the resources offered by Disability Services? What does the SAC see as particularly challenging in serving these students?

It is mandatory that every course contains information for how students can contact Disability Services in order to receive academic accommodations for their classes. Once approved, accommodations are applicable to all classes at PCC including Distance Learning classes.

Outreach trainings for working with students who have disabilities are made available to all instructors, and Disability Services is always available to consult with instructors pre, during, and post-term. Additionally, Disability Services provides captioning services for any videos or movies shown in a course. One of the long-term education faculty is a Disability Services counselor at PCC and provides ongoing training and support for the Education SAC.

From Spring 2014 term through Winter 2019, a total of 102 accommodations were requested for all education courses. It is important to note that not all eligible students request accommodations for their classes.

Challenges for serving students with disabilities include:
- Lack of awareness of available services
- Lack of follow through on the part of students who establish accommodations but don't follow through with requesting them
- Lack of awareness on the part of faculty regarding available support from Disability Services

C.	What strategies are used within the program/discipline to facilitate success for online students? What does the SAC see as particularly challenging in serving online students?

Facilitating success for online students is a central theme in the Education department and SAC meetings. Various strategies to ensure success include: hybrid coursework, creating personal instructor videos, utilizing the Desire to Learn (D2L) audio feedback option (so that students can hear instructor voices in addition to written feedback), and assignments/opportunities which allow students to visit, observe and work in schools. Online instruction is quite different from face-to-face instruction. Online instructors need to work harder to humanize the connection with students providing detailed and specific feedback, using student names and providing group feedback on a regular basis in the announcements section. Preparation and Course

construction is also vital to a rich learning experience. Because the Education faculty is teaching about "teaching", they hold themselves to a high standard in this regard and have pride in developing courses that deliver rich learning.

The biggest challenge in serving students mostly online is that it is harder to build community. For this reason, it is imperative that faculty respond to student communication in a personal manner. Because the majority of Education faculty have full time jobs in other colleges or K-12 schools, it can be difficult for Education faculty to meet face to face with students. These same faculty meet with students as needed on the weekend, or by using SKYPE, facetime or the phone. Faculty have offered hybrid face-to-face opportunities in the Center for Careers in Education that have been supplemental and voluntary. Faculty have been trained to respond quickly and offer time by phone if email is not sufficient. All students know they can visit with the Education chair if they are not able to resolve the issues with their faculty member.

D.	**Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes (if this has not been addressed elsewhere in this document)? If so, describe.**

Feedback from students regarding online learning has most impacted instruction and led faculty to increase personalized feedback and delivery in the online classes. Faculty spent a great deal of SAC and departmental time discussing ways to make their classes more personalized for the online learner with heightened personal contact, use of names when providing individualized feedback, personal instructor videos, and regular use of the announcements in the course shell to address the class.

Since the passing of House Bill 2998 (see Appendix D) in 2017, PCC and other community colleges have been meeting to develop a Unified Statewide Transfer Agreement in Education, one of the four approved majors in the state. The group has been working to establish the course work for the Major Transfer Map and have agreed upon 4-8 Education courses, most recently involving the Higher Education Coordinating Commission (HECC) to bring universities in line. Having a state-wide agreement requires us to align our coursework. Once approval is definitive, curriculum updating will be needed.

5.	**Faculty: reflect on the composition, qualifications, and development of the faculty**

A.	**Provide information on how the faculty instructional practices reflect the strategic intentions for diversity, equity and inclusion in PCC's Strategic Plan, <u>Theme 5</u>. What has the SAC done to further your faculty's inter-cultural competence and creation of a shared understanding about diversity, equity, and inclusion?**

Of the 13 faculty members, nine are women and four are men. Three are people of color, and three have native languages other than English. All faculty members have Masters degrees and four faculty members have doctoral degrees.

Multiple faculty members have done professional development in culturally responsive and inclusive pedagogy (see Appendix A). Three members of the SAC were on both the District Council of Diversity Council (DLDC) and the Cascade Diversity Council and updated the faculty regularly on the equity work at PCC. In AY 2015-16, the faculty engaged in an in-depth reflection on the upcoming district-wide Whiteness History Month as two members of the SAC

were founding members of the event, as well as presenters. Education Faculty attended several of the WHM events in April 2016 and the Future Teachers club hosted a WHM film screening of "Schooling the World" which analyzes the post-colonial effects of schooling children. SAC members also received training regarding PCCs "Take 5" which outlines how to operationalize Critical Race Theory at PCC as this was co-developed by one of our faculty. As you will see from the above-mentioned appendix, several faculty attended Bridge 13 and other PCC social justice workshops.

In Spring of 2018, the SAC chose equity and cultural responsiveness for their assessment focus. Although the curriculum of a course being discussed included multicultural materials, it became clear through the SAC's discussion that the pedagogical approach could use some improvements. The assessment rubric itself proved lacking in specifics and the SAC used a cultural responsiveness rubric recently developed at PCC. Since that assessment project, changes have been made in the following areas: the instructional approach, the actual assignment and ultimately, the CCOG all of which engages the students in a transformative way regarding 'stereotyping and bias in the selection and framing of children's literature'. As a result of this project, the SAC would like analyze all of its coursework in regards to this dimension. Assessment serves as a way for faculty to dialogue towards shared meaning, self-reflect on their own coursework and ultimately improve their curricular approach.

In redesigning another course ED 123: Instructional Strategies in Reading, the faculty have designed the upgraded course in such a way that students must consider how a specific instructional reading practice impacts different kinds of students. This requires them to continuously consider identity and cultural context. This embeds the conversation about culturally responsive and inclusive pedagogy in every module of the course versus having only one module on these topics.

B.   Report any changes the SAC has made to instructor qualifications since the last review and the reason for the changes. Current Instructor Qualifications are available at: http://www.pcc.edu/resources/academic/instructor-qualifications/index.html

In March 2019, the SAC has proposed minor changes to Instructor qualifications which include the following (these changes are in process):
  1. Deleting the Media Instructor qualifications as this was for the Library Assistant program
  2. Changing "Instructional Assistant/Library Media Instructor" to "Education Instructor"
  3. Specifying possible related degrees

C.   How have professional development activities of the faculty contributed to the strength of the program/discipline? If such activities have resulted in instructional or curricular changes, please describe.

Development focused on Diversity, Equity and Inclusion (DEI), disability, technology, online learning, andragogy, leadership and Community-Based Learning (CBL). The department has begun to strategically partner more with CBL, further deepening our understanding of culturally responsive and inclusive pedagogy. As has been mentioned, our most recent assessment work has focused on culturally-responsive teaching and we would like to continue this focus in other courses. As K-12 classrooms become increasingly diverse, it is imperative that we teach future educators in a culturally responsive way. The faculty have also received more training in effectively delivering online instruction by attending conferences, working with PCC online instructional support specialist Michael Moss and attending departmental meetings focused on

online pedagogy. Please refer to Appendix A to see specific professional development activities of the Education faculty. Regarding specific curricular changes, this already has been explained in the assessment section (2C).

6. Facilities, Instructional, and Student Support

A.   Describe how classroom space, classroom technology, laboratory space, and equipment impact student success.

Because most of our coursework is delivered online, the online format is our focus. It has been a concern that there are students for whom online learning presents challenges and they include: students with disabilities, ELLs, students in poverty, students without functioning wi-fi, students without computer skills etc. All of our online classes locate the helpdesk on their homepages for technical difficulties. Faculty are well-supported by the faculty help desk. One of our classes, ED 102, really needs computer access during the class time, and this has been challenging to get. The class used the CCE space but will no longer have such access to this space.

Unlike other CTE programs, the education program does not rely heavily on equipment. Students use either personal computers or the computer labs on campus. For the few face to face campus classes, faculty use available classroom podiums.

B.   Describe how students are using the library or other outside-the-classroom information resources (e.g., computer labs, tutoring, Student Learning Center). If courses are offered online, do students have online access to the same resources?

Faculty have worked with the library faculty liaison, Torie Scott, to develop course pages to assist students in relevant research. This works perfectly within the D2L platform as students have access to a wide variety of data bases and sources to do research in the course.

Additionally, students are using library services (on campus and off campus) to fulfill requirements in ED 112 (Children's Literature). Students are also encouraged to use tutoring services provided in the Cascade Student Learning Center to obtain help with math, computer and writing skills where Education faculty Zita Podany assists on a weekly basis. This offers critical ongoing face-to-face support for our online Education students. Tutoring is also available online to students in the content-areas as well as regarding online navigation issues.

C.   Does the SAC have any insights on how students are using Academic Advising, Counseling, Student Leadership, and Student Resource Centers (e.g., the Veterans, Women's, Multicultural, and Queer Centers)? What opportunities do you see to promote student success by collaborating with these services?

The Education chair meets with Cascade Academic advising on an annual basis to check in and update advisors on the Paraeducator program, teacher pathway advising, and articulation agreements with university partners. Education students are encouraged to meet with Perkins advisor Michelle Butler as often as needed for the Paraeducator certificate and degree, and with the Center for Careers in Education advisor Lisa George for advising regarding the teacher pathway. Students are always encouraged to visit the student resource centers when they need specific help such as food or child care assistance. Students are informed of ASPCC campus events via email and course announcements but their participation is not tracked in any way. It

can be challenging to get online students connected to campus activities. However, attending such events help students feel connected to the PCC community.

The ASPCC Future Teachers Club was hosted by the Center for Careers in Education for AY 2014-15 and AY 2015-16. This served to involve students in face-to-face monthly meetings where panels and films (and pizza!) were offered for future educators. This offered online students a way to connect with each other. Education students also got an opportunity to plan and organize events related to their discipline. The Future Teachers Club participated in Whiteness History Month in April 2016 by organizing a screening and discussion of "Schooling the World" in the CCE. The Education chair served as the ASPCC Club advisor.

7.   **Career and Technical Education (CTE) Programs only: To ensure that the curriculum keeps pace with changing employer needs and continues to successfully prepare students to enter a career field…**

A.   **Evaluate the impact of your program's advisory committee on curriculum and instructional content methods, and/or outcomes. Please include the minutes from the last three advisory committee meetings in the appendix.**

The advisory committee is made up of representatives from Human Resources from local school districts (See Appendix E). As mentioned in a prior section, advisory meetings are scheduled each Spring following an employer panel for students. This gives the school districts a chance to connect with students about hiring practices before meeting as an advisory council. While PCC has reached out to multiple school districts, typically, representatives from Portland Public Schools, Beaverton School District and Hillsboro School District are in attendance. The personnel changes at our largest school district partner Portland Public Schools have made it quite challenging to have consistent membership. Nevertheless, School district representatives review the course offerings, share/receive updates and offer feedback on our coursework. The ED chair has also made presentations at other districts and Educational Service districts including: David Douglas SD, Vancouver SD, Multnomah ESD and with specific departments such as Special Education and the classified union. District staff have requested training such as: cultural responsiveness training, training regarding effective practices for students with Special needs, trauma-informed practices, as well as instructional strategies in reading and math. Education faculty have delivered in-service training to classified staff in the Vancouver School district, Beaverton School District and Portland Public Schools.

As a result of an advisory meeting in 2014, ED 100 was offered in a hybrid format immediately following the school day on site at Liberty High School in Hillsboro in Fall 2015. The course was offered to working classified staff whose professional development money was combined to pay for the class. As a result of the class, several students began working towards a teacher transfer degree or a paraeducator certificate/degree.

B.   **Describe current and projected demand and enrollment patterns for your program. Include discussion of any impact this will have.**

Currently, the program has record of over 70 students pursuing a paraeducator certificate or degree, with new students inquiring about the program each week. The enrollment looks strong due to the high demand in school districts across the region. The Education chair Tanya Mead and Perkins advisor Michelle Butler initially meet with the students to discuss whether students wish to pursue paraeducation or teacher transfer. Students are carefully guided as to their best option. The students who choose paraeducation are typically emphatic about their preference to

work with individuals or small groups versus an entire classroom. They may be passionate about working with students with special needs and feel the paraeducator option gives them better student access than a SPED teacher who has become more of a manager of SPED paraeducators. They may be parents who want the same schedule as their children without the pressures of being a full-fledged teacher. If they are second wage earners in their families, they may choose the profession for the excellent health benefits available to the school district employees. Some paraeducator students exit the program before degree/certificate completion due to getting a job or changing their mind and deciding to pursue the teacher pathway. A major challenge is managing completion of students who complete within different time frames. See advising sheet in Appendix F.

| **C.** | **How are students selected and/or prepared (e.g., prerequisites) for program entry?** |

This program has multiple very accessible entry points, which is especially import ant for the diverse students we serve. When students navigate to the PCC education website, they now find a link to a PCC education interest form. This helps the program to match students according to interests, and provides important data to the program (see Appendix G). The candidate is interviewed by Education department chair Tanya Mead and advised by Perkins advisor Michelle Butler. The interview engages students in a discussion of long and short-term goals. If there is any indication that the student may want to transfer to a four-year institution or become a teacher someday, they are encouraged to pursue a transfer degree. They are then encouraged to meet with the CCE advisor Lisa George regarding which classes will transfer for specific local teacher education programs. Students are advised regarding job outlook and different kinds of paraeducator positions. This is where students learn about prerequisites for the program. Students can enter the program all terms of the year and receive a schedule for the year. Students also learn about the final portfolio project at this time so they can understand program expectations. As the students get closer to the end of the program, they increasingly consult Grad Plan. Students complete the program at different rates, some part time and others full time.

| **D.** | **Review job placement data for students over the last five years, including salary information where available. Forecast future employment opportunities for students, including national or state forecasts if appropriate.** |

There is no mechanism for tracking employment and therefore, there is no conclusive job placement data for the last five years. However, in preparation for this program review, a Qualtrics survey was sent out to certificate and degree completers (which represents a small portion of students who enroll in our classes) and this information will be part of the oral presentation.

The labor market outlook for paraeducators is described as "much larger than most occupations in Oregon through 2027". School districts such as Portland Public Schools are dedicating space on their web site to the specific recruitment of paraeducators. One can find paraeducator openings at any given time on local school district websites. The statewide employment analysis is as follows:

Employment Outlook for Teacher Assistants

Statewide Employment Analysis	Employment in this occupation in 2017 was much larger than most occupations across the state. The total number of job openings is projected to be much larger than most occupations in Oregon through 2027. This occupation is expected to grow at a somewhat slower rate than the statewide average growth rate for all occupations through 2027. Reasonable employment opportunities exist.

Source: State of Oregon Employment Department, Occupation and Wage Information

Area Employment Projections for Teacher Assistants

Area	2017 Employment	2027 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	15,770	17,116	8.5%	135	1,653	1,788
Central Oregon	872	939	7.7%	7	91	98
Columbia Basin	591	634	7.3%	4	62	66
Columbia Gorge	260	267	2.7%	1	26	27
East Cascades	1,345	1,416	5.3%	8	139	147
Eastern Oregon	1,105	1,175	6.3%	7	115	122
Eastern Six	514	541	5.3%	3	53	56
Lane	1,769	1,881	6.3%	11	183	194
Mid-Valley	3,060	3,270	6.9%	21	318	339
Northwest Oregon	1,276	1,367	7.1%	9	132	141
Portland Tri-County	5,644	6,239	10.5%	60	597	657
Rogue Valley	1,242	1,329	7.0%	9	130	139
South Central	213	210	-1.4%	0	22	22
Southwestern Oregon	479	480	0.2%	0	48	48

Portland Tri-County	5,644	6,239	10.5%	60	597	657

The compensation for paraeducators has quite a salary range, with the Portland area coming in significantly higher than rural Oregon. Some job seekers choose the school districts for their superior health and retirement benefits alone and this must be considered when looking at salaries. The benefits package for PPS employees is significantly better than that available to PCC employees (based on the personal experience of Education faculty).

Source:
https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/56/PPS%20PFSP%20Benefit%20Summary%2001.05.2018.pdf

Job type	Salary range
SPED paraeducators	$17.05- 22.65
ELL paraeducators	$15.42- 19.95
General Education Paraeducators	$14.78- 19.29
Bilingual Community Agents	$17.11- 21.49

Source: https://www.pps.net/Page/1195

We also include this section on "Educational Requirements" from the State of Oregon Employment Department which acknowledges that "those with an Associate's degree have a competitive edge in the labor market". It also acknowledges the knowledge needed for such jobs include "knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects".

Because paraeducators do not have the same degree and licensure requirement as teachers, some believe a degree or certificate in paraeducation is not necessary. Paraeducators assist and guide the hardest to serve students, those with special needs or with limited English skills. The purpose of the Highly Qualified educator in the federal act "No Child Left Behind "(NCLB) from 2002 was to ensure that in title one schools (with over 60% free and reduced lunch-eligible students) had highly-qualified paraeducators (meaning to attain 72 college credit hours, pass a school district exam or receive an Associate's degree). Due to the ongoing intense hiring needs, local school districts have developed work-arounds such as the school district "Parapro" exam. This loophole allows them to hire paraeducators without any education or post-secondary coursework. At the same time, teachers and administrators from local school districts have said they prefer hiring students who have taken our PCC coursework because "they know what to do".

Our experience in running the federal grant (2007-2012) through No Child Left Behind (NCLB) showed us that many of our 300 working paraeducators had significant educational challenges in the areas of math, reading and writing skills, nor had they had any education training. This means low-skilled paraeducators are literally providing guidance in math, reading and other subjects when they have their own significant challenges with the subjects at hand. The preparation of paraeducators is a major equity issue that cannot be ignored. Lack of training

options for the paraeducator contributes on some level to a widening achievement gap in K-12 schools.

From a safety aspect, the paras who are trained and experienced are able to assist students with serious behavioral and emotional issues. Untrained paras provided a source of consternation for classroom teachers since they must tell them what they need to do in addition to teaching! There are significant demands placed on paras which include helping students with their medications, dealing with students with serious mobility issues and with behavioral/emotional problems. Paras who lack training are not able to adequately assist teachers and students, which can create unsafe learning conditions for everyone: staff and students.

Educational Requirements for Teacher Assistants

The typical entry level education for this occupation is a high school diploma or equivalent. Those with an associate's degree have a competitive advantage in the labor market.

Knowledge

Examples of the knowledge needed for success in this occupation is listed below, in order of importance. This information comes from the Occupational Information Network (O*NET).
- **English Language:** Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- **Education and Training:** Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

Source: State of Oregon Employment Department, Occupation and Wage Information

	2013-14	2014-15	2015-16	2016-17	2017-18
Para AAS	5	3	3	6	6
Para Certificate	3	1	6	2	6
Paraeducator Total	8	4	9	8	12
Library Assistant	9	5	9	20	3
Total	**17**	**9**	**18**	**28**	**15**

There have been 87 completions in the Education program for the last five years. Completion rates for the Education program were highest in 2016-17 due to the teach-out of the Library

Assistant Program. There were 41 completions for paraeducators with completions are on the upswing from 2014 with 12 completions in 2017-18. Recently, we learned that the graduation office can provide us with data regarding students who are close to completion. A systemic approach is needed to follow up with these students. The two most common reasons students leave the program is because (1) they go to work in schools or (2) they transfer to a teacher education program. Many of our students are working and need to take 1-2 classes at a time and this takes a lot longer to complete. Financial and familial issues are also barriers to completion, particularly for our working mothers. Once students decide to switch to a transfer degree, they leave the paraeducation coursework and focus on the general education electives to get into a teacher education program.

F.	**Is the program Perkins-eligible? If so, answer the questions below.**
	If not, put N/A for F.

> **i.** **With which secondary school(s) does the program have aligned Programs of Study? Do PCC faculty meet with these HS program faculty on a regular basis?**

There are no aligned programs of study, only dual credit offerings as referenced earlier.

> **ii.** **Please describe the Technical Skill Assessments (TSAs) that are reported annually. Include information about the nature of the assessment, content covered, alignment of degree and certificate outcomes, when the assessment is taken by students, the number of completers, and the percentage of students meeting the identified benchmark(s) for the last 5 years.**

Every year, PCC paraeducator degree-completers must create a portfolio which reflects all of their coursework and experience in the program in order to attain the certificate or degree. This portfolio is what is used for the Technical Skill Assessment (TSA). Student are required to take a portfolio class towards the end of their program completion. Students provide artifacts and reflections to show attainment of all certificate and degree outcomes. Students come away with a much deeper learning as a result of this process, as well as a supreme marketing tool as they pursue employment.

A panel of faculty assess the portfolios according to rigorous standards that are aligned with program/state outcomes. It is important to note that portfolios which do not pass initially are because students need to gather more evidence and may have not taken the appropriate coursework yet. These students are given an incomplete and typically pass at a later date (within the following year). For example, in spring of 2016, only five initially passed, and within the year, eight of the eleven passed the portfolio. One student re-took the class the following year and passed, bringing the total to nine of the eleven students eventually passing for AY 2015-16. Overall, there is an average 74% pass rate for students who take the portfolio assessment. These numbers do not include Library portfolios which were not included in the TSA numbers.

TSA Assessments	2013-14	2014-15	2015-16	2016-17	2017-18	Total
How many PARA Portfolios passed	6/10	5/7	4/11	7/12	¼	23 passed
How many reported to TSA	6	5	5	10	5	31 Reported TSAs

iii.   What does the SAC consider to be the most impactful use of Perkins funding for your program?

The most impactful use of Perkins funding is to pay for our program advising. CTE advising is time-consuming because it is long term across several terms and years, and students gain valuable assistance from our experienced advisor Michelle Butler. Having access to a program-specific advisor makes a huge difference as Michelle understands program sequencing and scheduling, and maintains excellent communication with the Education SAC. Such practices reflect the values of the "Yes to Equitable Student Success" (YESS) initiative and lead to student success.

G.   Describe opportunities that exist or are in development for graduates of this program to continue their education in this career area or profession.

Most students who continue their education can pursue a variety of degrees depending on their career choice:

Elementary education teachers	Bachelors of Elementary Education (Masters not required for initial employment)
Secondary education teacher	Bachelors in subject area, Masters of teaching
School Counselor	Bachelors, Masters in Counseling
Speech Pathologist	Bachelors, Masters of Speech Pathology
ESOL Teacher abroad	TEFL/TESL certificate Bachelors not always required Depends on the country

8. Recommendations

A. **What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion, for on-campus and online students as appropriate?**

1. Develop stackable certificates of 24 credits in the following areas: general paraeducator, SPED paraeducator, ELL paraeducator, teacher transfer which can stack toward the Teacher transfer degree or the AAS paraeducator (see Appendix G)
2. Streamline the portfolios so students can more realistically complete them.
3. Improve our tracking mechanism so students successfully complete certificates.
4. Update and improve advisory: content experts to serve as mentors or advisory (SPED supervisor, principal, teacher, other paraeducators in addition to Human Resources)
5. Continue strong communication with students regarding program opportunities such as advising, internships, jobs, presentations
6. Schedule classes so that classes fill/do not cancel because the cancelling of classes negatively affects student success
7. Create opportunities for online students to feel more connected: via hands-on experiences in K-12 schools such practicum, CBL and real-world assignments in schools, presentations by universities and school districts, improvement of online delivery
8. Receive updated training for faculty on online methodology, and attend professional development regarding culturally-responsive, trauma-informed, inclusion practices
9. Continue to develop database that records all school district contacts for practicum placements
10. Continue to improve marketing strategies via quarterly emails to school districts, web site and materials.

B. **What support do you need from administration in order to carry out your planned improvements? (For recommendations asking for financial resources, please present them in priority order. Understand that resources are limited and asking is not an assurance of immediate forthcoming support. Making the administration aware of your needs may help them look for outside resources or alternative strategies for support.)**

1. It is critical that the PCC administration recognize the education of paraeducators as a significant equity issue ultimately affecting K-12 students and the achievement gap. It is well-documented that the achievement gap is widening and paraeducators work with the hardest to serve students. There is a significant difference between a trained paraeducator and one with minimal skills or knowledge about their own job. Every hour with a poorly-trained paraeducator severely impacts student success and safety in the K-12 environment. We know from running the NCLB grant for five years that many paras are hired without the appropriate educational preparation to do the job. Because teachers are credentialed and paraeducators are not, it has been suggested that paraeducators do not need this degree because although it is preferred, it is not required and school districts are in a rush to fill the positions. However, students continue to choose the paraeducator program because they feel they need the training just as much as students feel they need training in Paralegal,

Multimedia or Criminal Justice (none of which require a specific degree or certificate for job attainment).

2. It is important that the administration recognize that the education program serves students at different places along the teacher pathway: teacher candidates, working teachers, retired teachers, CTE Teacher candidates, paraeducators, future paraeducators, TESL candidates and exploring PCC students. Our enrollment numbers look quite different from our certificate and degree completion numbers because we serve a high number of students who are not degree or certificate - seeking in the first place. This may not deliver the desired completion outcomes but is the reality of our area of study. If we do not offer training to both paraeducators and teachers in the future, we may significantly reduce and weaken the educator pipeline at PCC. With the well-documented impending teacher shortage, it behooves PCC to maintain programs for teachers and paraeducators alike.

3. It is critical that the administration support the development of stackable certificates for Career Pathways in Education. Stackable certificates can serve as initial stepping stones that provide paraeducators options, boost completion numbers and get paraeducator students working sooner. Becoming a paraeducator is some of the best preparation for becoming a teacher (if they so choose) as students get to work on an instructional team and develop confidence in their own capabilities. Students would not only complete within 2-3 terms (as opposed to 1-3 years), but they would receive hands-on experience via practicum in schools which offers the opportunity to make connections and build their resumes. Requiring less education coursework provides the students with prior credit better access to a certificate in Education. Some paraeducators will work in special education while others will help English Language Learners, hence the need for different certificates. It should be noted that the wages coupled with a strong benefits package, and a work schedule that appeals to working parents (same hours and holidays as their children) make this a desired profession. Anecdotally, immigrant parents report that it helps them parent better as they come to understand US schools better. We ask that the administration retain the AAS paraeducator degree for those students who choose this career and the transfer degree for those who wish to pursue teaching. The stackable certificates allow students time to make changes if needed without losing credits. The stackable certificates, the CTE grant and the teacher transfer all contribute to the flow of students to fill our classes and ensure stronger completion.

4. The administration should be prepared to support coursework development for any changes needed for the upcoming Education Major Transfer Map that is currently being developed state-wide to develop consistent teacher pathways from Oregon community colleges to all state universities.

5. The administration should develop a comprehensive plan (with faculty and industry input) to respond to the needs of the impending educator shortage. Many questions must be resolved: Does PCC maintain a Center for Careers in Education or some kind of advising plan for teacher candidates? How does PCC grow the pathway beyond paraeducation without staff support? Pending the passing of SB 3 (see Appendix I), Does PCC offer an Applied Bachelor's degree in teaching? How does this impact our relationship with Portland State University and other university partners? Does the district president, board or cabinet have any vision in this regard?

6. PCC is clearly downsizing programs due to very real declining enrollment and this program is no exception, already having endured cuts. It must recognized that cutting Education opportunities will not build a healthy educator pathway. The universities are only interested in so much of our coursework for transfer so a

transfer degree alone will require minimal Education coursework. Such a reduction in our education offerings may serve to gut the program in the long run. The state of Oregon has documented a need for a more diverse teacher workforce; the community college is seen as a place to recruit more diverse candidates. The community college is poised to play an important role in the development of the educator workforce in Oregon but it needs a strong program to attract candidates.

7. Finally, the administration should know that student feedback tells us our coursework is strong and making a difference for working educators. We believe in our dynamic and relevant curriculum. Many students tell us they got stronger education coursework at PCC and we are very proud of this (see Appendix J). Especially in terms of the impending teacher shortage, we believe the administration should grow this program, not shrink it. We believe the pathway should have multiple options that connect students to their career goals more quickly.

9.　　　Assurances

Please put X's next to all three boxes to verify that…

- ☒ faculty and FDCs at all of the campuses offering courses in this discipline/program have received a late-stage draft of the Program Review document.
- ☒ all of the division deans offering courses in this discipline/program have been sent the late-stage draft.
- ☒ the SAC administrative liaison has reviewed and had the opportunity to provide feedback on the final report.

Jennifer Margolis, PhD in Clinical Psychology, MAT

03/2019:	Student Development Safety Training
02/2019:	Student Success and Retention Conference (two days)
11/2018:	ORAHEAD (Oregon Association of Higher Education and Disability) conference (3 days)
10/2018:	NaBITA (National Behavioral Intervention Team Association) Training: Comprehensive Review and Training
10/2018:	NaBITA Training: Addressing Disruptive and Dangerous Behavior in the Classroom and Around Campus
10/2018:	NaBiTA Training: Threat Assessment and Managing Legal Risk
10/2018:	FERPA refresher training
10/2018:	Inclusion Advocate Trainings (6.5 hours)
05/2018:	Universal Design for Learning- Forum at Portland State University
01/2018:	Intersectionality in Community Colleges (6 hours)
05/2017:	Bridge 13, Part 2: Working with LGBTQIA students
11/2016:	ORAHEAD conference (3 days)
10/2016:	Public Safety Training: Dealing with Students With Mental Health Issues
10/2016:	Placement System Training
08/2016:	Diversity: Skills for Collaboration training
08/2016:	Intersections: Preventing Harassment & Sexual Violence
05/2016:	Social Justice Workshop (2 days)
04/2016:	Bridge 13, Part 1: Working with LGBTQIA students
06/2015:	Qualtrics training
11/2014:	ORAHEAD conference (3 days)
04/2014:	FERPA training

Sam May-Varas, Ed. D, MAT

- Doctorate in Education, Educational Leadership July 2015.
- Rendezvous- Adult Education, Walla Walla, Washington, June 2018.
- Coalition on Adult Basic Education (Presented), March 2018.
- Workforce Education, SeaTac, Washington, November 2017.
- Teaching and Learning National Institute, Olympia, Washington, August 2017.
- Coalition on Adult Basic Education, Orlando, Florida, April 2017.
- Rendezvous- Adult Education, Yakima, Washington, June 2016.
- Everett Student Retention (Presented), Everett, Washington, April 2016.

- GED Summit, Portland, Oregon, November 2015 and October 2016.
- Quality Matters Conference, Quality Matters, Seattle, Washington, April 2015.
- Early College Conference, National Alliance of Concurrent Enrollment Partnerships, Chicago, Illinois, October 2014.
- Confederation of Oregon School Administrators Conference, Seaside, Oregon, June 2007 and 2014.
- Productive Persistence, Vancouver, Washington, October 2018.
- Math Modalities, Longview, Washington, September 2018.
- Math Pathways, Tacoma, Washington, April 2018.
- Diversity in Hiring, Vancouver, Washington, February 2018.
- Outcomes Assessments, Vancouver, Washington, October 2017.
- Building a Beloved Community (Diversity), Vancouver, Washington, January 2017.
- Professional Technical Integrated Basic Education (I-BEST), Tacoma, Washington, November 2016.
- College and Career Readiness Standards Training, Office of Superintendent of Public Instruction, Tacoma, Washington, October 2015.
- eLearning 101 (CANVAS) Training, Clark College, Vancouver, Washington, September 2015.
- Open Educational Resources Training, Clark College, Vancouver, Washington, September 2015.
- Integrated Learning Training, Clark College, Vancouver, Washington, August 2015.
- Power, Privilege, and Inequity Workshop, Clark College, Vancouver, Washington, August 2015.
- Online Instructor Orientation, Portland Community College, Portland, Oregon, November 2014.

Tanya Mead, MA in Intercultural Relations (Communication, Education)

April 2013	QM Works, NW Regional Conference, Vancouver WA
May 2014	National Conference on Race and Ethnicity, Indianapolis, Indiana
January – March 2015	
	Courageous Conversations about Race, Portland Public Schools,
May 2015	National Conference on Race and Ethnicity, Washington DC
May 2015	Bridge 13 Training with Nash Jones
June 2015	Creating Inclusive Organizations with Kathy Obear and Jamie Washington
November 2016	Social Justice Workshop: Multicultural Organizational Development (MCOD) with Kathy Obear and Jamie Washington
April 2016	Whiteness History Month, PCC
May 2016	National Conference on Race and Ethnicity, San Francisco, CA
October, 2016	Quality Matters Conference, Portland OR
November 2016	Agitator to Ally- Brandon Lee

November 2016	Social Justice Workshop: MultiCultural Organizational Development with Kathy Obear and Jamie Washington
December 2016	Critical Race Theory with Amara Perez
December 2016	Marysville school: K-12 approach to Mindfulness, Portland, OR
May 2017	Teaching Men of Color in Community College
October 2017	Mindful schools Coursework, Oakland CA (6 weeks)
January 2018	Mindful schools Coursework, Oakland CA (6 weeks)
November 2018	Social Justice Workshop with Shakti Butler, PCC
February 2019	Building Compassionate Skills for Education (Trauma-informed), PCC
March 2019	Men of Color Training with Dr. Daymond Glenn, PCC
April 2019	MC Organizational Leadership-Kathy Obear and Jamie Washington, PCC

Zita Podany, MS in Education (Curriculum and Instruction with an emphasis on Computer Technology)

Feb 15, 2019	Attended workshop: "Hybrid Course Design" -- PCC. Facilitators: Greg Kaminski and Paul Wheatcraft.
Feb 22, 2019	Attended workshop on "Building Compassionate Skills for Education," conducted by two internationally renowned facilitators: Dalia Avello and Wayne Centrone experts in the field of trauma theory, education and meeting the needs of marginalized populations. Workshop was sponsored by PACTEC (Portland Area Career Technical Education Consortium) -- Beth Molenkamp, Regional Coordinator (Region 2-A)
July 2018	Attended the 2018 National Association for Career and Technical Education (ACTE) conference. Career technical education (CTE) is a viable and pedagogically sound curriculum which provides students with project-based learning opportunities, utilizes authentic assessment strategies, promotes inquiry-based learning in tandem with real-life scenarios, and allows students to apply theory into practice.
April 2018	Qualtrics training
Fall 2017	AVID Training -- Portland Public Schools
Fall 2017	PCC - Title IX Online Training and Mandatory Reporter Training
Oct 2017	TAG Testing Orientation and Training -- PPS
Fall 2016	PCC and PPS -- Mandatory Reporter Training, Reporting Abuse, Sexual Harassment online training (PPS - Portland Public Schools; PCC - Portland Community College)
Feb 2015	Destiny Training -- PPS Library Automation System. Portland Public Schools
Oct 2015	TAG Orientation and Training - PPS

2015 - 2018	Took credit and non-credit classes in my subject area in order to stay current in the field of computer technology. Being aware of current trends and updating skills is imperative since this is an area which changes rapidly and has a high impact on education and society in general. Keeping abreast of digital media/technology allows me, the instructor, to make sure the curriculum is relevant to today's standards and practices.
2016 - Present	Speaker at numerous presentations and author signings regarding Vanport (based on my book which was published in May 2016).
2015-2018	Took Spanish and Russian Language classes
Summer 2017	Took a beginning German class to refresh my German language skills
2016	Researched and wrote a book, *Images of America: Vanport* which was published May 2016
2013-2014	Helped a survivor of Hitler's Nazi labor camps re-write her book *Maria: Nazi Concentration Camp Survivor.* Published mid 2013.

Rosa Rincon, MAT

Fall 2014:	PCC, New Online Teacher training
Fall 2014:	2015, 2016, 2017, 2018: Equity Training, Forest Grove School District
August 2015:	Gomez and Gomez Training
August 2016:	Early Childhood Inclusion: Summer Institute, 4 day training
August 2016:	Gomez and Gomez Training, Forest Grove School District
November 2016:	NAEYC's Annual Conference
January 2017:	Gomez and Gomez Training, Forest Grove School District
April 2017:	Gomez and Gomez Training, Forest Grove School District
August 2017:	Gomez and Gomez Training, Forest Grove School District
November 2017:	NAEYC's Annual Conference 4 day training
January 25-26, 2018:	Gomez and Gomez Training, Forest Grove School District
April 27, 2018:	Gomez and Gomez Training, Forest Grove School District
August 2018:	Gomez and Gomez Training, Forest Grove School District
October 10, 2018:	Gomez and Gomez Training, Forest Grove School District
November 2018:	NAEYC's Annual Conference 4 day training
January 25, 2019:	Guided Language Acquisition Design, Forest Grove School District
January 31, 2019:	Guided Language Acquisition Design, Forest Grove School District

Vincent Chirimwami, PhD-Public Policy and Administration, MS-Special Education, MA-Conflict Resolution

Over the last five years I have attended hundreds of hours of professional development including 82 credits of doctoral studies in public policy and administration at Walden University.

Some examples of training include:
- Yearly attending Beaverton and David Douglas school districts professional development in special education (72 hours).
- Yearly attending Oregon Systems Performance Review & Improvement (SPR&I). SPR&I is a district/program driven system founded on evidence-based decision-making. It supports improvement planning through the (1) collection and interpretation of data, (2) development and implementation of an improvement plan, and (3) evaluation of impact and effectiveness of improvement strategies. SPR&I aligns with IDEA General Supervision requirements and improvement planning. This alignment supports a close relationship between special education improvement planning and other district or community improvement planning efforts (40 hours).
- Trauma Informed Practice (20 hours)
- Teaching mean of Color (May, 2017)
- Equity in education research for the past 3 years (72 hours)
- Culturally Responsive Pedagogy and Practice. Academy Two: Culturally Responsive Classrooms – National Center for Culturally Responsive Classrooms (12 hours)
- Oregon response to intervention training for the past three years (72 hours)
- Oregon alternative assessment training (20 hours)
- Legal Issues in SPED, Diagnosing Special Education for ELL students (8 hours)
- Advanced Behavior Management training (20 hours)
- Portfolio assessment, Paraeducator, Spring 2017
- Teaching with Purpose conference, Spring 2019
- Oregon delegate to the 2018 National Education Association assembly, Summer 2018

Research Fellowship and Publications:

Tint, B., Chirimwami, V., Clarke, R., Johnson, M., Koehler, J. & Lind, M. (2017). Dialogue. In B. Tint (Ed), *Diasporas in Dialogue* (pp. 62 - 130), Malden, MA: *Wiley Blackwell*

Tint, B., Koehler, J., Chirimwami, V., Abijuru, M., Haji, S., Dogo, D., Lass, C., & Johnson, M. (2013). Voices from the diaspora: Reconciliation and capacity building in refugee communities from the Great Lakes region of Africa. In R. DuMont, Hastings, T. & Emiko, N. (Eds), Conflict Transformation: Essays on Methods of Nonviolence. Jefferson, NC: *McFarland & Company, Inc*.

Tint, B., Chirimwami, V. & Sarkis, C. (2014). Diaspora in Dialogue: Lessons from reconciliation efforts in African refugee communities. *Conflict Resolution Quarterly, 32(2), 177-202*

Laraine Adams, MAT

February 2015	Alaska State Special Education Conference, Anchorage, AK
March 2015	EL Achieve English Language Learner Symposium, San Jose, CA
March 2015	Special Education Post-Secondary Outcomes, Bethel, AK
April 2015	Suicide Prevention in Schools Training, Emmonak, AK
May 2015	Curriculum Development for Educational Leaders, Anchorage, AK
July 2015	Safe and Civil Schools Conference, Portland, OR
August 2015	Special Education Compliance Training, Mountain Village, AK
September 2015	Special Education Law Conference, Anchorage, AK
October 2015	Mental Health First Aid Training, Anchorage, AK
November 2015	Traumatic Brain Injury Task Force Training, Alyeska, AK
January 2016	Trauma Informed Practices in Schools, Mountain Village, AK
January 2016	Improving Post-Secondary Transition Outcomes, Valdez, AK
February 2016	Alaska State Special Education Conference, Anchorage, AK
March 2016	EL Achieve English Language Learner Symposium, Long Beach, CA
August 2016	Autism Spectrum Disorders Conference, Lehi, Utah
February 2017	Learning Disabilities Strategies Training, Saratoga Springs, UT
September 2017	Positive Behavioral Intervention Supports Training, Draper, UT
November 2017	Instructional and Behavioral Strategies Training, Draper, UT
February 2018	Mindfulness Strategies in Schools Conference, Midvale, UT
March 2018	Online Teaching Training, Bluffdale, UT
March 2018	School Accreditation Training, Clayton, GA
April 2018	Individual Education Plan Procedures Training, Draper, UT
June 2018	At-Risk Student Conference, Bend, OR
June 2018	Social/Emotional Curriculum Design Training, Heber City, UT
August 2018	Special Education Law Compliance Training, Bluffdale, UT
September 2018	Restorative Practices Training, South Jordan, UT
September 2018	Discrimination Awareness Training, Highland, UT
October 2018	Online Teaching Conference, Orem Utah
November 2018	Special Education Post-Secondary Transition Training, SLC, UT
December 2018	Technology Advances in Special Education Training, SLC, UT
January 2019	Professional Learning Communities Training, Draper, UT
February 2018	Suicide Prevention Training, Provo, UT
March 2019	Special Education Law and Procedures Training, Bluffdale, UT

**Lori Wamsley, PhD in Education, Master Library Science (MLS),
Master Science Instructional Design**

2017
- American Association of Women in Community Colleges, Summer Conference, Gleneden, Oregon
- Appreciative Inquiry Facilitator Training, Eugene, Oregon
- Aspiring Leaders, Lane Community College, Eugene, Oregon
- Oregon Library Association, Annual Conference, Salem, Oregon
- Student Success and Retention, Annual Conference, Portland, Oregon

2016
- Copyright in the Mountains, Annual Conference, Colorado Springs, Colorado
- Library as OER Leader Workshop, Vancouver, Washington
- NW eLearn, Annual Conference, Eugene, Oregon
- Oregon Library Association, Annual Conference, Bend, Oregon
- Student Success and Retention, Annual Conference, Portland, Oregon

2015
- American Association of Women in Community Colleges, Summer Conference, Gleneden, Oregon
- Anderson Conference, Portland Community College, Portland, Oregon
- Oregon Library Association, Annual Conference, Salem, Oregon
- Quality Matters Works in the Pacific NW, Regional Conference
- Quality Matters Peer Review, Online Course

Appendix B: Paraeducator Rubric

Oregon Paraeducator Statewide Outcomes
Outcome 1: Demonstrate appropriate strategies and techniques to provide instructional support to students of diverse populations

	Using Research Does the candidate use research-based techniques to support instruction?	**Individual instruction** Does the candidate modify instruction to meet individual student needs?	**Small Groups** Does the candidate adapt small group instruction to include nontraditional learners?	**Assessment** Does the candidate demonstrate the ability to administer student assessments as directed?
3	Executes an engaging lesson including research-based techniques.	Modifies instruction to assist a student with diverse/special needs in meeting all or most learning objectives.	Identifies & practices a variety of teaching strategies to include diverse/special needs students in small group learning activities	After adequate training, correctly administers a student assessment with no significant errors
2	Executes a standard lesson using research-based techniques	Modifies instruction to assist a student with diverse/special needs in meeting some learning objectives.	Identifies & practices basic teaching strategies to include diverse/special needs students in small group learning activities	After adequate training, correctly administers a student assessment with few errors
1	Does not incorporate or inappropriately applies research-based techniques.	Modifies instruction to assist a student with diverse/special needs in meeting few learning objectives.	Limited identification & practice of teaching strategies to include diverse/special needs students in small groups	After adequate training, cannot administer a student assessment without significant errors
0	No attempt made to incorporate research-based techniques.	Does not modify instruction when needed.	No attempt made to identify or practice teaching strategies to include diverse/special needs students in small groups	Unable to correctly administer a student assessment

3 = Exemplary   2 = Meets standard   1 = Developing   0 = Unacceptable
To meet the standard, the candidate must earn a score of "2" or higher in each dimension of the scoring guide.

Oregon Paraeducator Certificate
Outcome 2: Demonstrate attitudes and behaviors that are appropriate in meeting the needs of diverse populations

	Teaching/Pedagogy Does the candidate create an environment of acceptance and inclusion of all students?	Competence in Serving Diverse Populations Does the candidate demonstrate competence and sensitivity in regard to individuals' cultural, social, cognitive, and emotional differences?	Advocacy Does the candidate advocate for the rights of all students?
3	• Always models inclusive behaviors; • Builds on home and community experience to advance concepts • Interacts with students in ways that respect communication styles and differences • Uses names and includes all students in discussions • Allows and validates all points of view	• Articulates typical cultural, social, cognitive, and emotional challenges faced by students with special needs • Can identify appropriate professional responses to most situations in which students' cultural, social, cognitive, or emotional needs impact school success	• Applies knowledge of federal, state, and district policies and procedures for: • Protecting health, safety and well-being of all learners • Accessing support programs to meet student needs • Explains the value of serving all children and youth in supportive, inclusive learning environments.
2	• Usually models inclusive behaviors listed above	• Identifies typical cultural, social, cognitive, and emotional challenges faced by students with special needs • Can identify appropriate professional responses to limited types of situations in which students' cultural, social, cognitive, or emotional needs impact school success	• Demonstrates knowledge of federal, state, and district policies and procedures listed above • Explains the value of serving all children and youth in supportive, inclusive learning environments
1	• Rarely models inclusive behaviors listed above	• Cannot identify most cultural, social, cognitive, and emotional challenges faced by students with special needs • Fails to consistently identify appropriate professional responses to situations in which students' cultural, social, cognitive, or emotional needs impact school success	• Demonstrates limited knowledge of federal, state, and district policies and procedures • Inadequately explains the value of serving all children and youth
0	• No observable attempt made to model inclusive behaviors	• No attempt to identify cultural, social, cognitive, and emotional challenges faced by students with special needs • Is not able to identify appropriate professional responses to situations in which students' cultural, social, cognitive, or emotional needs impact school success	• Demonstrates no knowledge of federal, state, and district policies and procedures • Cannot explain the value of serving all children and youth

3 = Exemplary   2 = Meets Standard   1 = Developing   0 = Unacceptable

To meet the standard, the candidate must earn a score of "2"or higher in each dimension of the scoring guide.

Oregon Paraeducator Certificate
Outcome 3: Apply best practices in classroom management to optimize the potential for student learning

	Relationships Does the candidate understand the significance of adult-to-student and student-to-student relationships in the classroom?	Environment Is the candidate able to develop and use procedures that enhance the academic and social effectiveness of the classroom?	Instruction Can the candidate enhance behavior management through instruction?	Intervention Is the candidate able to respond to student behavior in classroom and other contexts?
3	• Engages with students actively and consistently • Interactions are developmentally appropriate and characterized by warmth, concern, and respect • Fosters healthy peer-to-peer interactions	• Develops and consistently uses • systems and methods to support the work of the classroom • Works consistently within the existing behavior management framework of the classroom and school	• Delivers and adapts instruction that engages all students and leads to success • Anticipates potential challenges to modify and adapt instruction as necessary	• Consistently takes into account student needs, classroom norms, and context in responding to student behavior • Evaluates the success of an intervention and makes appropriate adjustments or corrections • Avoids personalizing student misbehavior
2	• Actively engages with students, but may not do so consistently • Interactions are generally appropriate and characterized by warmth, concern and respect • Takes advantage of some opportunities to foster healthy peer-to-peer interactions	• Develops and generally uses systems and methods that generally support the work of the classroom • Generally works within the existing behavior management framework of the classroom and school	• Delivers and adapts instruction that engages and leads to success for most students • Though some challenges were unanticipated, instruction is modified and adapted as necessary	• Takes into account student needs, classroom norms and context in responding to student behavior, but may not do so consistently • Sometimes evaluates the success of an intervention and makes appropriate adjustments or corrections • May occasionally personalize student misbehavior
1	• Demonstrates hesitancy to engage with K-12 students • Interactions may be marginally appropriate or characterized by either excessive familiarity or distance • Makes little or no effort to foster healthy peer-to-peer interactions	• Uses methods that do not support the work of the classroom • Fails to consider the management framework of the classroom and school	• Delivers and adapts instruction that engages and leads to success for a minority of students in the classroom • Unanticipated challenges seriously affect the outcome of the lesson	• Fails to consider student needs, classroom norms and context in responding to student behavior • Reflection concerning classroom management practices does not lead to a change in behavior • Frequently personalizes student behavior

| 0 | • Demonstrates unwillingness to engage with K-12 students
• Interactions are developmentally inappropriate and characterized by lack of interest, disdain or disrespect
• Fosters negative peer-to-peer interactions | • Uses methods that undermine the work of the classroom
• Ignores or is in conflict with the behavior management framework of the classroom and school | • Delivers instruction that fails to engage or lead to success; does not adapt instruction as needed
• Problems arise during instruction that should have been foreseen, and no learning takes place | • Does not respond to inappropriate student behavior when a response is necessary
• Does not engage in reflection concerning classroom management practices
• Responds personally to student behavior issues |

3 = Exemplary   2 = Meets Standard   1 = Developing   0 = Unacceptable

To meet the standard, the candidate must earn a score of "2" or higher in each dimension of the scoring guide.

Oregon Paraeducator Certificate
Outcome 4: Practice ethical and legal standards of conduct.
November, 2007

The candidate demonstrates basic knowledge of:	Completed?	Evidence
• Local school district code of conduct		
• Oregon statutes and rules addressing educator ethics		
• Mandatory abuse reporting law		
• Confidentiality and sharing of student information		
• Supervision requirements in public school settings		
• Limits to personal expression in work environment		
• Scope of practice for paraeducator		
• Allowable uses of school equipment and technology		

To meet the standard, the candidate must demonstrate awareness of all areas listed above.

Oregon Paraeducator Certificate
Outcome 5: Apply technology to support teaching, learning and communication

	Skills and Proficiencies Does the candidate have technological skills appropriate to school contexts?	**Application** Does the candidate use technology to support teaching, learning, and communication?
3	• Demonstrates a working knowledge of communication, word processing, database, and presentation/publishing programs as appropriate to school contexts	• Makes extensive and appropriate use of technology with little or no assistance to support communication, teaching, and learning
2	• Demonstrates a basic knowledge of communication, word processing, database, and presentation/publishing programs as appropriate to school contexts	• Makes adequate and appropriate use of technology with some assistance to support communication, teaching, and learning
1	• Demonstrates little or no knowledge of communication, word processing, database, and presentation/publishing programs as appropriate to school contexts	• Makes limited use of technology/requires major assistance in use of technology to support communication, teaching and learning
0	• Avoids technology • Unable to use technology	• Unwilling to support teaching, learning and communication with technology • Uses technology inappropriately

3 = Exemplary   2 = Meets Standard   1 = Developing   0 = Unacceptable
To meet the standard, the candidate must earn a score of "2" or higher in each dimension of the scoring guide.

Oregon Paraeducator Certificate
Outcome 6: Meet NCLB academic standards for paraeducators.

- Demonstrate reading and writing competency at college level (passed or tested out of RD 115 and WR 115)
- Demonstrate math competency at introductory algebra level (passed or tested out of MTH 60)

Outcome 7: Supplemental outcomes to meet AAS requirements (ED 264)

A. Apply breadth of knowledge in educational theory and practice in addition to area of certificate emphasis
    o Use ED course work to demonstrate knowledge of educational theory and practice considering certificate focus (SPED or ELLs)- minimum of 2 artifacts and 1 reflection.
B. Demonstrate breadth of knowledge across several disciplines in Humanities, Social Science, and Mathematics/Science (minimum of 2 artifacts and 1 reflection).
    o Use General studies coursework to demonstrate breadth of knowledge in the Humanities, Social Science, and Mathematics/Science- minimum of 3 artifacts and 1 reflection

Appendix C: Cultural Literacy Rubric

PCC - Rubric for Cultural Literacy

	4: Advanced	3: Proficient	2: Developing	1: Emerging
Cultural Frameworks (required)	**Analyzes** the complexity of culture in terms of values, beliefs and practices, history, politics, economics or communication styles.	**Explains** complexity of culture in terms of values, beliefs and practices, history, politics, economics or communication styles.	**Describes** the complexity of culture in terms of values, beliefs and practices, history, politics, economics or communication styles.	**Identifies** the complexity of culture in terms of values, beliefs and practices, history, politics, economics or communication styles.
Cultural Application & Diversity (required)	Applies understanding of at least one aspect of culture in terms of values, beliefs and practices, history, politics, economics or communication styles to conduct a **sophisticated** examination of a single culture or a comparative cross-cultural analysis.	Applies understanding of at least one aspect of culture in terms of values, beliefs and practices, history, politics, economics or communication styles to conduct a **substantial** examination of a single culture or a comparative cross-cultural analysis.	Applies understanding of at least one aspect of culture in terms of values, beliefs and practices, history, politics, economics or communication styles to conduct a **partial** examination of a single culture or a comparative cross-cultural analysis.	Applies understanding of at least one aspect of culture in terms of values, beliefs and practices, history, politics, economics or communication styles to conduct a **superficial** examination of a single culture or a comparative cross-cultural analysis.
Power Structures and Interactions	**Explains with sophistication** an aspect of the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.	**Substantially explains** an aspect of the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.	**Partially explains** an aspect of the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.	**Superficially explains** an aspect of the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.

Critical Self-Reflection	**Evaluates** one's own assumptions, judgments and/or biases about one's own culture and the culture of others. And/or: Demonstrates the ability to **assess** the impact of assumptions, judgments, and/or biases related to one's own and other cultures.	**Explains** the influence of one's own assumptions, judgments and/or biases during interactions with one's own culture and the culture of others.	**Describes** own assumptions, judgments and/or biases about self and others.	**Identifies** little awareness of one's own assumptions, judgments and/or biases about self and others.
Culturally-Informed Responsiveness	**Demonstrates with sophistication** the ability to inquire, explore, and use diverse perspectives to inform appropriate communication. And/or: **Consistently** incorporates diverse perspectives when evaluating organizational practices, policy or other culturally inclusive problem solving.	**Substantially** demonstrates the ability to inquire, explore, and use diverse perspectives to inform appropriate communication. And/or: Mostly incorporates diverse perspectives when evaluating organizational practices, policy or other culturally inclusive problem solving.	**Describes** differences in perspectives to inform appropriate communication. And/or: **Partially** incorporates diverse perspectives when evaluating organizational practices, policy or other culturally inclusive problem solving.	**Superficially Identifies** differences in perspectives to inform communication. And/or: **Sometimes** incorporates diverse perspectives when evaluating organizational practices, policy or other culturally inclusive problem solving.
Global Systems - May include topics related to colonialism, globalization, migration and technology	**Analyzes** cultural dynamics related to historic and contemporary global systems (e.g. natural, physical, social, economic, legal and political).	**Explains** cultural dynamics related to historic and contemporary global systems (e.g. natural, physical, social, economic, legal and political).	**Describes** cultural dynamics related to historic and contemporary global systems (e.g., natural, physical, social, economic, legal and political).	**Identifies** cultural dynamics related to historic and contemporary global systems (e.g. natural, physical, social, economic, legal and political).

Appendix D: Oregon House Bill 2998

Executive Summary

House Bill 2998 (2017) directed the Higher Education Coordinating Commission (HECC) and community colleges and universities listed in ORS 352.002 to improve transfer pathways between Oregon's public community colleges and universities.

Requires community colleges and public universities to establish foundational curriculum or foundational curricula for first year of coursework at public post-secondary institutions of education and establishes requirements for foundational curricula.

Requires community colleges and public universities to develop unified statewide transfer agreements based on foundational curricula for each major course of study. Establishes requirements for transfer agreements and goals community colleges and public universities should seek to achieve in designing transfer agreements. Requires community colleges and public universities to establish transfer agreements for three major courses of study per year. Requires community college to provide specified information to student when student attending community college informs community college that student intends to transfer to public university. Requires Higher Education Coordinating Commission to regularly convene and consult with representatives from community colleges and public universities for specified purposes. Requires each community college and public university to report annually to commission, for each unified statewide transfer agreement, on number of academic credits successfully transferred. Requires commission to report annually to Legislative Assembly on whether unified statewide transfer agreements are meeting stated goals. Requires community colleges and public universities to submit joint report to Legislative Assembly no later than June 1, 2018. Requires commission to provide report to Legislative Assembly no later than February 1, 2018. Declares emergency, effective on passage.

Source: https://www.oregonlegislature.gov/committees/sed/Reports/HB%202998%20-%20Academic%20Advising%20(best%20practices).pdf

PCC Paraeducator Advisory 2014- 2019

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PCC Paraeducator Advisory 2016
(following employer panel for students)
April 29, 2016

Attendees: Ronda Haun and Nancy Bolhuis, Beaverton School District, Saideh Hagigi, Hillsboro School district, Sue Ann Higgins, Portland Public Schools, Brenda Martinek, Vancouver School District

1. Welcome / Introductions

2. Debrief employer panel –

   - Intros
   - Process
   - questions

3. Paraeducator Program *power point*
   - Your feedback and questions

4. Practicum
   School and PCC Supervision
   HR permission
   How we support students

5. Review role of advisory
   We meet once a year, what we need from you

6. School district hiring needs
   - Job outlook
   - Specific needs
   - timeline

7. Professional development for working paraeducators in your districts

8. Closure and thanks!

PCC Education Advisory
April 29th, 2017

Attendees: Saideh Hagigi, Hillsboro School District, Sue Ann Higgins, Portland Public Schools, Ronda Haun and Nancy Bolhuis, Beaverton School District, Zita Podany, PCC ED Faculty, Jennifer Margolis, ED faculty, Tanya Mead, PCC ED Chair

1. **Introductions**

2. **Reflect on the panel that just took place**
    - Format
    - Students
    - Best time of year to offer the panel

3. **Paraeducator program updates**

    - Certificate and degree options
    - Specific courses for paras
    - Transfer options for those who want to become teachers
    - Bilingual teacher pathway/ PTP options
    - Benefits of online learning for working paras
    - Practicum

4. **Statewide update:**
    - The state-wide paraeducator consortium and the education pathway

5. **What School districts need**
    - When are you hiring?
    - Best ways to set up practicum
    - How to connect with your district needs with current working paraeducators
    - Professional development opportunities
    - PCC-ED 100 offered on site at Hillsboro School district pilot hybrid class
    - Feedback for us

PCC Education Advisory
May 25, 2018

Attendees: Saideh Hagigi, Hillsboro School District, Emily Hancock, Portland Public Schools, Deon Logan, PPS, Zita Podany, PCC ED Faculty, Tanya Mead, PCC ED Chair

6. **Introductions**

7. **Paraeducator program**
   - Certificate and degree- courses, students,
   - Strengths: portfolios, classes, 200 hours of practicum, collaboration with PTP
   - Challenges: certificate and degree not required by school districts, NCLB loop holes

8. **Statewide update:**
   - The state-wide education pathway has been a work in progress for several years. The Oregon legislature passed the "Transfer Bill" (HB 2998) in July 2017; we are moving forward on the "Guided Pathways" movement. Education has been selected as one of 4 "high utility majors" that will have a guided pathways in place.
   - What is the role of the CC in the teacher pathway?
   - Benefits for students (fiscal impact) and future employers (need diverse teachers)
   - Challenges (getting 4 year institutions on the same page).

9. **PCC Education initiatives**
   - PCC- PSU: BA-SPED
   - PCC- Pacific U- BA elementary education
   - PCC- BSD- Pacific U- STEM initiative

10. **Serving Employer needs:**
    - Hiring needs
    - How to connect with your district needs with current working paraeducators
    - Feedback for us

Appendix F: Paraeducator Advising Sheet

Portland Community College
PARAEDUCATOR AAS AND CERTIFICATE Advising Sheet (2018-19)

Name: _____ Term/Year: _____

Phone/Home: _____ Phone/Work: _____

Phone/Cell: _____ Email: _____

An advising meeting is required for admission. To clear prerequisites, please complete the appropriate placement test or contact the Education Department (tmead@pcc.edu or 971-722-5191) to discuss your situation.

Admission Requirements

Requirement	Cleared? (date)
Fill out PCC Education interest form. Link can be found on education website: www.pcc.edu/programs/education	
First advising appointment with Michelle Butler: mlbutler@pcc.edu	
Email tmead@pcc.edu to set up interview (phone or in person)	
Prereq—MTH 58, 60 or 61: Intro. Algebra, pt.1 (before ED 263)	
Prereq—WR 115: RD 115	
Prereq—CAS 133: Basic Computer Skills/MS Office	

Core Courses

	Course Title	Credits	Term/Year
ED 100	Intro. to Education	3	
ED 131	Applied Learning Theory	3	
ED 251	Overview of Exceptional Learners	3	
ED 217 or ED 252	Classroom Management or Behavior Management	3	
ED 102	Displays and Graphics	3	
ED 136	Computers in Education I	3	
ED 123	Instructional Methods: Reading	3	
ED 124	Instructional Methods: Math[1]	3	
ED 224	Foundations of Education	3	
ED 270	Practicum	3	
ED 271	Practicum	3	
ED 263	Portfolio Development	2	
PSY 215	Human Development	4	
	Core Course Credits	**39**	

Choose **two** of these courses:

ED 258	Multicultural Education: Principles	3	
ED 259	Multicultural Education: Applications	3	

---

[1] May substitute MTH 211/212/213 general education sequence

ED 268	Intro to Developmental Disabilities	3	
		6	

Choose **two** of these courses:

ED 290	Sheltered Instruction for ELLs	3	
ED 291	Bilingual and ESL Strategies	3	
ED 269	Intro to Tchg Lrning Disabled Student	3	
		6	
	Total certificate credits	**51**	

These courses are required in addition to those on the front of this sheet in order to earn an AAS: Paraeducator degree.

Electives: Choose an additional nine (9) credits from remaining courses with an ED prefix. Suggested courses include those not taken as Core certificate electives, ED 112 Children's Lit, and/or ED 211-3rd Term Practicum.

Course Number	Course Title	Credit	Term/Year

College AAS Basic Competencies fulfilled through course completion, test-out, or transcripted academic equivalency:

Course Number	Course Title	Credit	Term/Year
WR 121	English Composition	4	
MTH 65 or MTH 58 and CG 58	Intro Algebra or Math Literacy I & Math Lit Success	4 or 4 + 1	

College AAS General Education Requirements (please see the PCC catalog for the General Education List of courses that will fulfill these requirements)

16 Credits (4 courses) with at least one course in each distribution area (Arts and Letters, Social Science, Math/Science)

Course Number	Course Title	AL/SS/MS	Credit	Term/Year
PSY 215	Human Development	SS	4	
		AL	4	
		MS	4	
			4	

Paraeducator Program General Education Requirements (3 courses; 9-12 credits) with one course in each distribution area.

Course Number	Course Title	AL/SS/MS	Credit	Term/Year
		SS	4	
		AL	4	
		MS	4	

Support Electives (5 credits) Any PCC 100-299 level courses (WR 115, RD 115, CAS 133 may be used to meet this requirement)

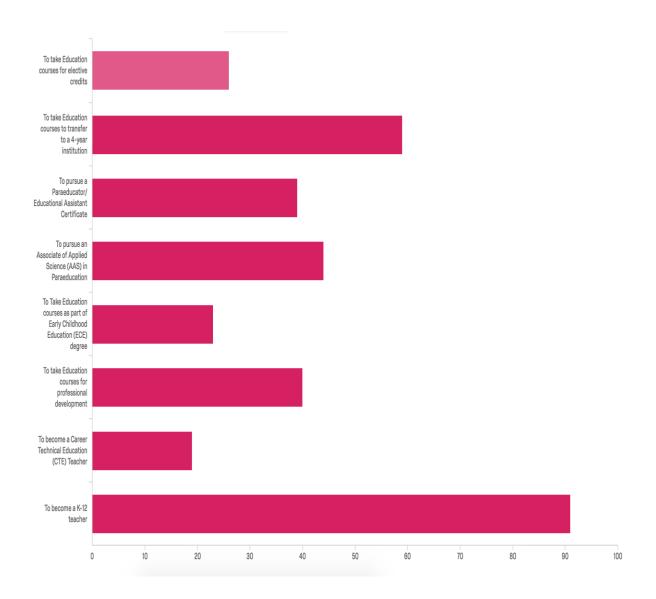| Course Number	Course Title	Credit	Term/Year

Additional Portfolio Class

(This may be taken concurrently with ED 263 if it is near the end of the degree.)

Course Number	Course Title	Credit	Term/Year
ED 264	Portfolio Development II		

AAS Degree Total Credits 90

Reasons Why Students Choose PCC's Education Program
(Fall 2018 – Winter 2019)

Reason	Count
To take Education courses for elective credits	26
To take Education courses to transfer to a 4-year institution	59
To pursue a Paraeducator/ Educational Assistant Certificate	39
To pursue an Associate of Applied Science (AAS) in Paraeducation	44
To Take Education courses as part of Early Childhood Education (ECE) degree	23
To take Education courses for professional development	40
To become a Career Technical Education (CTE) Teacher	19
To become a K-12 teacher	91

Appendix H: Stackable Certificates

Proposed Stackable Education certificates (2018-19)
- **2-4 terms to complete**
- **Stack towards Teacher transfer degree or AAS Paraeducator**
- **Allows students to combine with general education credit they may already have**

Teacher Transfer (9-24 credit)- aligned with evolving USTA/MTM
- ED 100- Intro to Education
- ED 270- Practicum
- ED 224- Foundations of Education
- ED 270- Practicum
- ED 123 Instruction Strategies Reading
- ED 258 or Ed 259- Multicultural Education
- ED 251- Overview of Exceptional learners
- ED 131- Theories of Learning and development

Paraeducator- general (24 credit): for students who want to work as paraeducators
- ED 100- Intro to Education
- ED 270- Practicum
- ED 123/ED 124 Instruction Strategies Reading or Instruction Strategies math/Science
- ED 258 or Ed 259- Multicultural Education
- ED 217 Classroom Management or ED 252 Behavior Management
- ED 136 -Learning with technology
- ED 251- Overview of Exceptional learners
- ED 290 or 291- Strategies for teaching ELLs

Educator of K-12 ELLs (24 credit)- for students who want to work as ELL educators
- ED 100- Intro to Education
- ED 270- Practicum
- ED 224 or ED 100- Foundations of Education or Intro to Education
- ED 251- Overview of Exceptional learners
- ED 290- Strategies for teaching ELLs
- ED 291- Bilingual and ESL Strategies
- ED 258- Multicultural Education I
- ED 259- Multicultural Education II

Educator of K-12 SPED (24 credit)- for students who want to work as SPED educators
- ED 100- Intro to Education
- ED 270- Practicum
- ED 224- Foundations of education
- ED 251- Overview of Exceptional learners
- ED 252- Behavior management
- ED 268- Intro to Developmental Disabilities
- ED 269 Intro to Learning Disabilities
- ED 290 or 291- Strategies for teaching ELLs

Appendix I: Oregon SB 3

SENATE MAJORITY OFFICE Oregon State Legislature State Capitol Salem, OR NEWS RELEASE February 19, 2019 CONTACT: Rick Osborn 503-986-1074 Rick.osborn@oregonlegislature.gov Community colleges could offer four-year degrees under bill SB 3: Allows students more educational opportunities SALEM – For thousands of students around the state, community college is the first choice or only way to pursue post-secondary educational opportunities or gain job training. Senate Bill 3 – which passed 29-0 today on the Senate floor – would expand opportunities for those students by allowing community colleges to offer applied bachelor's degree programs. Those programs will have to be approved by the Higher Education Coordinating Commission. The bill would greatly expand opportunities for students in Oregon's 17 community colleges – many of which operate in some of the most rural reaches of the state – by allowing them to obtain bachelor's degrees. "Applied baccalaureate degrees offered by community colleges can provide a four-year pathway in rural communities where no other pathways exist and in more urban areas where pathways may exist but with limited capacity," said John Wykoff, Oregon Community College Association Deputy Director, in his written testimony on the bill. Currently community colleges provide lower-division college, career development, technical, developmental and adult continuing education to more than 270,000 students around the state. Community college students in Oregon can earn associate degrees and occupational certificates, but the institutions are not currently allowed to offer bachelor's degrees. "Community colleges are the best way that we level the playing field for all Oregonians," Sen. Rob Wagner, D-Lake Oswego, said. "They provide important technical education and career preparation at an affordable cost. Senate Bill 3 will create opportunities for rural students to get four-year degrees in career fields without having to move far away. This is a great bill for community colleges and a great bill for students." Nationwide, 24 states allow community colleges to award bachelor's degrees. Applied bachelor's degrees often are in applied sciences, business, education and technical fields. Other common areas of study for an applied bachelor's degree include data analytics, information technology, diesel technology, dental hygiene, advanced manufacturing, sustainable practices, digital marketing and several other applied science and technical fields of study. Senate Bill 3 now goes to the House of Representatives for consideration.

Source: https://www.oregonlegislature.gov/senatedemocrats/Documents/SB3CommColBacDegrees.pdf

I can tell you that, in my experience, the entire Education department staff have been very professional. It amazes me how knowledgeable they are! Every instructor from your department has been encouraging and understands that life happens, they are very supportive. They understand that this a community college and that most of us have jobs and other things that we need to juggle, yet they are flexible while maintaining their professionalism. They challenge you throughout the process and do their best to help you succeed. It is because of this that I want to continue learning.

(I cannot say this about other departments, but please don't quote me on this).

I very much wish I would have taken this course before ever entering the program as it would have helped exponentially. I often conflicted with my teacher due to me having no idea what I was doing. Concepts such as I-messages and active listening may have prevented the work environment from becoming so toxic.

I'd have loved to have been provided more tools, and not to have made my way into multiculturalism inside a public education, and not just experientially outside the classroom. My parents had a lot of separatist messages, and I didn't begin piecing together my own views until my 20's. I'm now 65, and the last ten years, and this class, have finally provided some of the tools to have conversations. I haven't been "afraid" for many years, but I know I'd have had a better impactful life if I'd acquired more tools about difficult issues when I was younger. What has been stunning is to read during this term; and to watch the videos; and discover that young people in school "now" still struggle as I did - and I graduate high school in 1971. Somehow I think our whole class has come away having acquired some of the solutions. The class should be required for anyone stepping into any classroom.
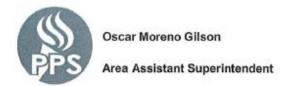
I did not realize how important it is for whites to go deep into understanding white identity. I can see now that learning, accepting, and celebrating white identity is crucial for a white person to do in order to become an agent of change. I never would have thought of that before, but of course it makes sense to embrace and understand your identity before you can really truly help others.

I do think that the model was an accurate description of Howard's journey as his story closely mirrored the stages as it developed. The model was very interesting as personally it made me more aware of the stages of racial identity that I and my family members are in. We so often as white people are stuck in the contact stage and it was very interesting to look at the notion of coming to terms with your racial identity as a progressive step by step process. I think that Helm's model aids us in understanding contemporary racism by identifying where white people are on the scale. Most white people seem to be in the contact and reintegration stages. Our culture is so focused on the independence of individuals that we have trouble seeing ourselves as part of a group, and get caught up in the shame, guilt and anger of it all. But, Helm's model shows the path forward!

Understanding racial identity is important not only as an educator, but as a resident of the United States. Especially as a White woman, I have to own the fact that White privilege has granted me so much. As Lawrence and Tatum explain, through education aimed at educators, that "White participants were able to see the racism embedded in their attitudes, racism which previously was 'invisible' to them," (p. 52) it is necessary for me to examine where my own bias and even racism have affected how I may interact with my students. I have to recognize that, by being White, I have been given an advantage and, as discussed in Whitewashed: Unmasking the World of Whiteness, because I have grown up in a racist society where I was conditioned and indoctrinated with the ideas of White supremacy, whether I agree or not, it has impacted my world view. By being White, I participate in a racist system. I have to work to unpack this.

Therefore, what did I miss from not having educators move beyond the history of Whites in the US? I missed decades of understanding, and decades of anti-racist work. I missed having an awareness of the impact of white privilege. I focused on sexism, because of what I personally experienced. I don't regret my feminist awakening and activism. Nevertheless, I recognize now that I protected myself from considering racism: at best, I recognized it was something experienced by other "marginalized" groups. Based on what I missed, the education and "superstructure" effects of racism were also missing for all the White students with whom I grew up.

Oscar Moreno Gilson

Area Assistant Superintendent

PORTLAND PUBLIC SCHOOLS
OFFICE OF SCHOOL PERFORMANCE
501 N. Dixon, Portland, OR 97227
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April, 4, 2019

To Whom It May Concern:

My name is Oscar Moreno Gilson and I am the Area Assistant Superintendent, supervising the PK-8 Franklin/Grant cohort schools for the Portland Public School. This is a letter of support for the Paraeducator Program at Portland Community College. I wish to speak to the importance of the Paraeducator position and the value this program serves in our community.

Paraeducators work with a diverse student population with developmental and educational disabilities, from K-12 through age 21. In addition, these students' struggles may also stem from language and poverty issues as well. A paraeducator who lacks the relevant training can ultimately cause a great deal of stress and harm for students and teachers alike.
Students, themselves, often do not know the difference between a teacher and paraeducator. They are all "teachers" to them, yet the educational requirements are so different for these professionals. Paraeducators require training just as much as teachers do and for this reason, we are grateful to have such a program as the one at PCC. We all know the difference one person, one educator, can have in the life of a child. That person may easily be the paraeducator and having skilled training in handling behavior, disability or language issues will absolutely make the difference in the success of that child.
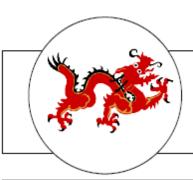
I myself, started at PCC and I'm clear that it gave me the stepping stone to a future I could not have even imagined - becoming a teacher first, and then a principal supervising an entire school and now an administrator supervising 21 schools. PCC offers critical support for communities of color; the very communities we hope to recruit to the teaching profession!

I may never have entered the profession without access to the community college and for this reason, I can attest to the important role the community college plays in recruiting diverse educators.

Thank you for your time attention to this most important profession and the understanding of how it affects our professionals' and students' lives.

Sincerely,

Oscar Moreno Gilson

April 3, 2019

To Whom it May Concern:

I am writing this letter in support of the Paraeducator Program at Portland Community College (PCC). I have been a teacher at Reynold's Learning Academy in Fairview, Oregon for the past eighteen years. This is the alternative high school for the Reynold's School District. Educational assistants and paraeducators are imperative for student success in any school.

As a Language Arts and English Language Development (ELD) teacher working with some of the most impacted students in the state, I can attest to the value a well-trained assistant brings to the classroom, and specifically to the students. Learning specialists, ELD teachers and behavior programs would fall apart without paraeducators. Typically, these professionals are working with students who are in need of services and support beyond what a mainstream classroom can offer. Without training, they may be unable to work effectively or provide the best support. Let me be clear- classroom assistants work with students who have the greatest needs. These are often needs that require specific training. This can be anything from social-emotional support, language support, academic support in specific subject areas and school safety support.

As a personal example, the education assistants in our school are performing the necessary work of helping students succeed and graduate. I am fortunate to have an assistant who works with a specific group of students who are English Language Learners (ELL's) on modified diplomas (meaning they're receiving Special Education Services and, due to their specific disabilities, the graduation requirements are modified). She pushes in to their academic classes and provides help for those specific students throughout the day. Her support in my Language Arts class is invaluable and may be the difference between a student graduating or not.

This very important program trains staff to provide support to our students and school communities. Schools, staff and students need to have highly qualified paraeducators. At a time when we may be facing a tremendous teacher shortage, it seems incomprehensible to remove a needed educational program. Thank you for your time. Please feel free to contact me should you need more information or have any questions.

Sincerely,

Giovanna Gioffre
Language Arts Teacher
Reynolds Learning Academy
ggioffre@rsd7.net
503-667-4673, ext. 3604