

Minority Teacher Report: A Ten-Year Retrospective

A report to the 2001 Oregon Legislative Assembly
Response to the Minority Teacher Act of 1991

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Introduction

Review of the Act

The Minority Teacher Act of 1991 established the following goal:

The State of Oregon is committed to ethnic-racial equity and, therefore, it is the goal of the state that by the year 2001, the number of minority teachers, including administrators, employed by school districts and education service districts shall be approximately proportionate to the number of minority children enrolled in the public schools of this state.

The Act requires the Oregon Office of Educational Policy and Planning (now called the Governor's Office of Education and Workforce Policy) to report biennially to the Legislative Assembly longitudinal data that indicate progress toward this goal. Specific data elements required to be reported biennially are included in the [Minority Teacher Act \(ORS 342.443\)](#).

The Act also mandates that the Board of Higher Education requires each public teacher education program to prepare a plan with specific goals, strategies, and deadlines for the recruitment, admission, retention, and graduation of minority teachers. The Board is responsible for reviewing the plans for the adequacy and feasibility of the plan, adopt the plans, and adopt any rules governing the contents of the plans and the Board's biennial review processes (ORS 342.447). The Chancellor is required to report biennially to the Board of Higher Education and the Legislative Assembly on the implementation and results of the plans. The report may include recommendations on ways in which the Legislative Assembly can assist in increasing the number of minority teachers.

Report for 1999-2001

This report is the fifth of a series of reports required by statute. It was the intent of the Legislative Assembly to use these reports to meet its commitment to achieving a more diverse and representative teaching profession. The Act requires that a series of measures be collected to define the "pool" of prospective teachers and follow it through the teacher preparation and employment "pipeline," with the rationale that the improvement in either would increase the number of minority teachers.

The 1999-2001 report is organized as follows:

- An overview highlights areas in which improvements have been made over the decade, and recommends areas for continued improvement.
- A data section includes longitudinal data on various components of the pool and pipeline; progress is also reported over the decade where data are available.
- A section on special initiatives underway to increase the number of minority teachers and to prepare teachers to teach culturally diverse learners has been included for the first time in these legislative reports.
- A section on the Oregon University System includes information specific to the Board of Higher Education's review of campus efforts and commitments to diversity.
- Tables provide data breakouts.

Overview and Recommendations

Progress Toward the State's Goal

The goal of the State of Oregon, as stated in the Minority Teacher Act of 1991, is that by the year 2001, the number of minority teachers, including administrators, employed by school districts and education service districts shall be approximately proportionate to the number of minority children enrolled in the public schools of this state.

Findings from this report conclude that the state has not met its goal in 2001— nor, unfortunately, is it likely to any time soon. The number of minority teachers, including administrators, employed by school districts and education service districts, is only 4.1%. This falls well short of the proportion of minority children enrolled in the public schools of Oregon at 19.3%.

While the good news is that there have been recent increases in the production of minority educators by the institutions of higher education which prepare teachers, these increases have not kept pace (nor it appears can keep pace) with the increasing school-age minority population (i.e., the school-age population is growing at a much faster rate than the production and subsequent employment of new minority educators). A "comparison snapshot" – pipeline to employed – is provided below:

Minorities in the Pipeline Constitute

- 19.3% K-12 population in Oregon public schools
- 11.7% public high school graduates
- 12.3% community college enrollments in lower-division collegiate courses
- 13.0% enrollments in Oregon public universities
- 11.0% graduates from Oregon public universities (all degrees)
- 9.4% completing teacher preparation programs at Oregon public universities
- 8.5% new educators issued license from TSPC who completed Oregon programs:
 - 9.7% from public universities
 - 7.2% from independent universities

Minorities Employed in Public Schools Constitute

- 4.1% current teachers in Oregon public schools
- 5.4% current administrators in Oregon public schools:
 - 2.0% of superintendents and assistant superintendents
 - 5.9% of principals and assistant principals
- 4.9% "newly employed" teachers
- 1.3% "newly employed" administrators

The public universities have been experiencing increasing applications to teacher preparation programs from minorities over the past several years. Admissions (and enrollments) to teacher preparation programs have increased, as have completions. The number of licenses granted to new minority educators from the Teacher Standards and Practices Commission (TSPC) have at least doubled in the past eight years. Why then, with these increases in the production of minority educators (particularly teachers) in Oregon public schools over the past several years are we not seeing a similar impact at the school level? And why didn't we see even greater increases in minority teacher completions at the higher education institutions?

There are several likely reasons for this – the sluggish employment market over the past decade (in education and in other fields), perceived better opportunities in other professions for minorities, the impacts of school reform, and the lack of resources for prospective teachers in the pipeline.

Sluggish school employment market through most of the 1990s. Throughout most of the 1990s, public schools were not able to employ many new teachers because of a lack of funds. The schools were affected by Measure 5 (as were the higher education institutions which prepare new teachers). For example, a forgivable loan program in the early 1990s supported minorities if they would enter teaching for a period of years. Some of the minority teachers who completed the program could not find jobs in Oregon schools when they completed their programs because the employment market was so poor. Some of them had to move from the state to find teaching positions.

Opportunities in other professions coupled with a lack of attractiveness to many minorities of the education profession. A recent report, *Educating the Emerging Majority*, notes that "though many students of color overcome poor academic preparation and economic disadvantages, other factors contribute to the low numbers of teachers of color – in particular, the low salary and lack of prestige compared to other professions." Teachers nationwide aged 22-28 with a bachelor's degree earned an average of \$21,792 in 1998. Non-teachers in the same age range with similar degrees earned on average over \$8,000 more per year. The disparity in earnings was more striking when the salaries of older and more experienced workers with master's degrees were compared. The research has identified low status, negative images, and poor school conditions associated with the education profession as some of the reasons students of color are not going into teaching.

Impacts of reforms on teacher preparation. National efforts to encourage states to upgrade the quality of teaching (raising standards) and teacher preparation have impacted the teacher pipeline. Oregon public schools began implementation of the Oregon Educational Act for the 21st Century, a K-12 school reform initiative passed in 1991. This required TSPC to implement a redesigned licensure system that would align with K-12's new standards-based approaches. Institutions of higher education which prepare teachers were required to redesign their programs. Also, many campuses implemented new fifth-year, graduate-level teacher preparation programs that require students to enter with a baccalaureate degree and preparation in a content area. TSPC implemented new content testing requirements (to go along with basic skills testing) and a proficiency-based outcome requirement for new teachers. For the first five years of the decade, most campuses reduced the size of their teacher preparation programs while they were making these many changes in their programs. This affected their recruitment of students of color as well. The shortage of teachers began to particularly impact school districts toward the late 1990s, with increasing retirements coupled with growing student enrollments in many parts of the state, when the redesign of teacher preparation programs had just about been completed.

Lack of targeted resources to address the shortage of minority educators. When the Minority Teacher Act of 1991 was passed, the legislature did not direct any special funds toward institutions of higher education to

increase their recruitment, admission, retention, and completion efforts for minority teachers. In fact, the Act was passed when effects of Measure 5 struck the public universities. Tuition was raised significantly, campuses were forced to reduce the size of their programs (and, as a consequence, the number of openings in their programs to new students), and some students were unable to afford attending teacher preparation programs.

Developments Over the Decade

In spite of resource scarcities, numerous initiatives have been instituted over the past decade to attempt to address the shortage of minority educators, particularly teachers, in Oregon schools. For example:

- The Joint Boards of Education played a role in the mid-1990s by encouraging a cross-sector group of staff from the Oregon Department of Education (ODE), the Oregon University System (OUS), and TSPC to develop an Action Plan on Diversity to address the shortage of minority teachers in Oregon. Several individuals contributed to this planning effort. Several of the developments outlined below were started, in part, in response to this planning effort.
- Oregon sent a ten-member (multi-sector) team to the November 1997 meeting, Diversifying the Teacher Workforce in the Northwest, sponsored by the Northwest Regional Educational Laboratory. The Oregon group formed a planning team that developed a multi-step plan which included: (1) coordinated, statewide commitment/action; (2) multiple strategies among the key stakeholder groups should be targeted; (3) statewide policy direction from the top should be put into place; and (4) specific projects/initiatives should be implemented with highest priority on paraprofessional career-ladder programs, a statewide Oregon diversity teacher program like the Portland Teacher Program model, and professional development of current workforce. It was recognized that resources would be needed to implement many of these. A 1998 legislative policy decision package was developed to try to fund several of these initiatives, but was not recommended for funding.
- TSPC, OUS, and ODE collaborated to produce annual supply and demand reports, which included breakdowns of the data for racial/ethnic groups and gender. These annual reports have enabled the agencies – and those who use these reports – to inform policy making and facilitate the development of special initiatives, including attracting outside grant funds.
- TSPC developed alternative pathway options to licensure with the goal of facilitating expanded access to the teaching profession for individuals from diverse populations.
- School districts stepped up their efforts to recruit educators from outside Oregon in shortage areas including minority teachers. Efforts have included conducting annual research on shortage areas through the Oregon School Personnel Association, developing and implementing new websites to inform educators about openings in their districts, and school personnel staffs' attending job fairs around the nation to recruit teachers to Oregon.
- The Confederation of Oregon School Administrators (COSA) established a job announcement website for educators, at which any Oregon district can list openings. All Oregon campuses have been given this website address to provide to candidates graduating from Oregon institutions. This website has proven useful for attracting applicants from outside Oregon as well.
- The public universities took an active stance, with support from the Board of Higher Education and the Chancellor's Office, to increase their commitment to producing more minority teachers:
 - The Board expanded support for the Portland Teacher Program, which began in the mid-1980s and offers tuition scholarships to culturally ethnically diverse students (a joint venture between Portland State University, Portland Community College, and the Portland Public Schools with the goal of increasing the number of minority teachers (and teachers competent to teach diverse students) coming through the pipeline who would be employed by Portland Public Schools).
 - The institutions of higher education prepared campus plans in the mid-1990s to recruit minorities to teacher education under the direction of the Chancellor's Office.
 - Campuses stepped up their efforts to attract external funds to assist with their recruitment and retention efforts. For example: Portland State University provided leadership to attract the \$5 million Oregon Collaborative for Excellence in Preparation of Teachers (OCEPT) grant from the National Science Foundation, a goal of which is to increase the number of minorities who will teach math and science. The Chancellor's Office placed a priority on funding special projects out of the Oregon Eisenhower Higher Education Professional Development Program for strengthening the content and pedagogical preparation of minorities in both preservice and inservice programs.

The Chancellor's Office, working with the campuses and several state agencies, attracted a \$5 million Title II Oregon Quality Assurance in Teaching grant, which is providing some funding support toward addressing teacher shortages, including diversity. Southern Oregon University, Oregon State University, and Portland State University have each applied for and received federal Title VII bilingual teacher education grants which are preparing instructional aides in school districts to become licensed teachers. These grants are responsible, in part, for the increasing number of minorities in the higher education pipeline.

Recommendations for Further Action

Many of the groups that have played such an active role in addressing concerns about increasing the diversity of Oregon's educator workforce continue with an array of activities described in this report. Several individuals from these groups worked on this report to the Legislative Assembly and make the following recommendations to carry on joint efforts throughout the next decade:

1. **Continue planning, leadership, and coordination by key stakeholders.** The Joint Boards of Education should be requested to play a central role in reviewing progress of the state in diversifying its workforce. However, it should be recognized that there is not, nor can there be, a single group charged with the responsibility to increase the diversity of the educator workforce. There are and will be multiple stakeholders needed to further address the state's diversity issues: schools districts, teacher preparation programs at both the public universities and the independent institutions of higher education, community colleges, TSPC, ODE, and many education-related associations and organizations. Each should be involved in mission-appropriate initiatives to address diversification of Oregon's educator workforce.
2. **Continue to emphasize the minority "pipeline" at colleges/universities.** Colleges and universities should be encouraged to continue to emphasize the recruitment, admission, enrollment, retention, and completion of minorities in all teacher education programs, at both public and independent institutions. This should include early advising of prospective students at high schools, community colleges, and four-year colleges and universities; making available alternative pathway programs such as through distance education to encourage students interested in preparing to become teachers who cannot currently access programs; strengthened recruitment efforts; improved retention strategies; and scholarships/funding assistance for students.
3. **Enhance efforts to address cultural competency for all teachers.** Campuses and agencies should strengthen their efforts to improve the cultural competence of all educators, particularly teachers and administrators, so that they will be prepared to effectively teach culturally and ethnically diverse children as well as children from low income backgrounds.
4. **Extend a broader commitment to diversity.** As the educational sectors seek to maintain and enhance their efforts to attract and recruit minority students to teacher preparation programs, attention should shift from issues associated primarily with numerical representation to factors associated with the benefits of true inclusion within education. Diversity viewed solely as access for minority persons is becoming a dated concept that does not fully address the needs of our society. While there is a continuing necessity for greater representation of people of color within all educational sectors, there are also strong needs for enhancement, inclusion, and determination of the manners in which diversity truly enhances the educational and employment environments for all.
5. **Seek external funds to support special initiatives.** Campuses and agencies should be encouraged to continue to seek external grant funds to address special problems related to diversifying the educator workforce (such as bilingual grants).
6. **Target state funds toward high priority initiatives.** The legislature should provide targeted funds toward these and other initiatives of high priority, as resources are available, to step up Oregon's progress in diversifying its educator workforce.
7. **Monitor progress and report to Legislature biennially.** The legislature should request a biennial progress report on the state's efforts to diversify its educator workforce, to be submitted by the Governor's Office working in collaboration with the TSPC, ODE, and OUS, as well as other agencies/associations.
8. **Revisions in the Act.** Some revisions in the Act adopted in 1991 are recommended:
 - o The State of Oregon goal should be revised since the 2001 benchmark will have passed. Recommendations for recalibrating the goal should be sought from various groups such as the

Joint Boards of Education, Joint Council of Deans of Teacher Education, the Teacher Standards and Practices Commission, and other interested parties as the Legislative Assembly addresses revisions in the 1991 Act.

- Institutions of higher education recommend that if longitudinal data are requested, the categories be: Application, Admission, Enrolled, and Completed. This is because universities can "admit" new applicants but they may not elect to enroll. To examine the relationship between those completing programs and those enrolled (retention rate), an enrollment measure is required.
- Narrative information on special initiatives underway and outcomes in addition to longitudinal data is recommended.
- The independent institutions should be invited to submit information requested by public universities in order to present as full a picture of progress as is possible, since the independent institutions prepare approximately half of teachers newly prepared in Oregon.

Data on Pipeline and Pool

1. State Population

Minorities presently constitute 13% of Oregon's population. The state's largest minority group, nearly equivalent to all other minority groups combined, is Hispanic/Latino, at 6.4%. The state's population has grown 16.7% percent since 1990. By comparison, the state's minority population has grown 65% since 1990. Every minority group has exceeded the state's population increase since 1990: Hispanic/Latino (89% increase), Asian/Pacific Islander (63% increase), Black/ African American (38% increase), and American Indian (28% increase).

Table 1
State Minority Population

Year	Amer Indian/ Alaska Native	Asian/Pacific Islander	Black/ African Amer	Hispanic/ Latino	Total Minority	Total Population
2000	45,633 1.4%	110,015 3.3%	62,012 1.9%	212,870 6.4%	430,530 13%	3,316,154
1990	35,749 1.3%	67,422 2.4%	44,982 1.6%	112,707 4.0%	260,860 9.2%	2,842,321

Source: U.S. Bureau of Census: General Population Characteristics

2. Public School Population

Minorities in the K-12 public school population (19.3%) exceed the state's population (13%). The percentage difference between minority school-age students and the total Oregon minority population is greater in 2000 (a difference of 6.3%) than it was in 1990 (a difference of only 2%). Oregon's total public school enrollment has grown 12.9% from 1990 to 2000. By contrast, Oregon's total minority public school enrollment has grown 95% from 1990 to 2000. [Table 1 in Appendix B contains public school population, 1975-2000.]

Table 2
Oregon Public School Students
2000, 1999, 1990

Year	Amer Indian/ Alaska Native	Asian/Pacific Islander	Black/ African Amer	Hispanic/ Latino	Total Minority	All Students
2000	11,460 2.1%	21,600 4.0%	15,792 2.9%	56,465 10.3%	105,317 19.3%	546,986
1999	11,388 2.1%	20,607 3.8%	15,061 2.8%	51,543 9.5%	98,599 18.1%	545,033
1990	7,944 1.6%	13,574 2.8%	11,421 2.4%	21,200 4.4%	54,139 11.2%	484,652

Source: Oregon Department of Education

Minority public high school graduates (11.7%) currently fall short of the minority student representation in the public school population (19.3%). Some of this discrepancy is due to the larger percent of the school-age population in the younger grades (these students would not yet be expected to be reflected in the high school graduation rates). [Table 2 in Appendix B contains high school graduates by race/ethnicity, 1991-1998.]

Table 3
Minority High School Graduates, 1999

Amer Indian/ Alaska Native	Asian/Pacific Islander	Black/ African Amer	Hispanic/ Latino	Total Minority
1.4%	3.9%	1.8%	4.6%	11.7%

Source: Oregon Department of Education

A number of Oregon school districts (38) enroll 20% or greater minority students. They are listed below by county, name of school district, and number and percent of minority students in the school district. [Table 3 in Appendix B contains a listing of all schools and minority percentages.]

Table 4
Oregon Public Schools 20% or Higher Student Minority
Number and Percentages, by County

Coos County:	Coos Bay SD (861, 21.4%); Powers SD (49, 30.1%)
Harney County:	Suntex SD (4, 30.8%)
Hood River:	Hood River County SD (1,357, 36.0%)
Jefferson:	Culver SD (146, 27.3%); Jefferson County SD (1,788, 58.8%)
Klamath:	Klamath County SD (1,423, 20.0%); Klamath Falls City Schools (889, 22.1%)
Malheur:	Adrian SD (66, 22.9%); Annex SD (27, 39.1%); Nyssa SD (721, 59.9%); Ontario SD (1,325, 47.4%); Vale SD (254, 22.6%)
Marion:	Gervais SD (539, 49.0%); Mt. Angel SD (233, 31.1%); North Marion SD (451, 26.5%); Salem/Keizer SD (6,952, 20.3%); St. Paul SD (79, 32.2%); Woodburn SD (2,443, 62.1%)
Morrow:	Morrow SD (772, 34.2%)
Multnomah:	David Douglas (1,732, 21.8%); Multnomah ESD (215, 32.0%); Parkrose SD (1,030, 28.6%); Portland SD (19,213, 35.9%); Reynolds SD (2,293, 25%)
Polk:	Central SD (774, 29.3%)
State:	Oregon Youth Authority (341, 28.3%)
Umatilla:	Hermiston SD (1,306, 32%); Milton-Freewater SD (789, 40.5%); Stanfield SD (206, 39.7%); Umatilla SD (463, 39.2%)
Wasco:	Chenoweth SD (238, 21.9%); Dalles SD (474, 23.3%)
Washington:	Beaverton SD (7,838, 24.1%); Forest Grove (1,624, 31.3%); Hillsboro SD (4,597, 26.2%)
Yamhill:	Dayton SD (255, 25.6%); Willamina SD (260, 25%)

Source: Oregon Department of Education.

Minority Students Enrolled in Community Colleges

Almost 9,800 minority students attended Oregon community colleges in fall 1999 in lower-division collegiate courses (these do not include enrollments in professional-technical courses). The number of minority students enrolled in lower-division collegiate courses has increased 230% since 1976. [Table 4 in Appendix B contains community college enrollment data, 1976-1999.]

Minorities compose 12.3% of students enrolled in Oregon community college lower-division collegiate courses. This percent is somewhat less than the 13% total minority population in Oregon, considerably less than the public school minority enrollment (19.3%), but slightly more than the public high school graduation rate (11.7%).

Asian/Pacific Islanders and Hispanics are the largest minority groups enrolled at Oregon community colleges, (4.5% and 4.2%, respectively). American Indian/Alaskan Native and Black, non-Hispanic groups are the smallest minority groups enrolled at Oregon community colleges (1.7% and 1.9%, respectively). All minority groups have at least doubled their enrollments in Oregon community colleges since 1976. Hispanic and Asian/Pacific Islanders have more than tripled their enrollments, increasing 339% and 312%, respectively. Black, non-Hispanic and American Indian/Alaskan Native enrollments have more than doubled their enrollments, increasing 127% and 109%, respectively.

3. **Minority Students Applying for Admission to Public Universities**

The Oregon University System collects racial/ethnic information on applications for admission to public universities for teacher education programs only, so this data item cannot be supplied.

4. **Minority Students Enrolled (Accepted) in Public Universities**

About 8,650 minority students attended Oregon public universities in fall 1999. The number of minority students enrolled has increased by 209% since 1976. *[Table 5 in Appendix B contains university enrollments, 1976-1999.]*

Minorities compose 13% of students enrolled in Oregon public universities. This percent equals the 13% total minority population in Oregon, falls short of the total public school minority enrollment (19.31%), but exceeds somewhat the public high school minority graduation rate (11.7%).

Asian/Pacific Islanders compose the largest minority group enrolled at Oregon public universities (5.1%). Hispanics compose the next largest minority group (2.5%). American Indian/Alaskan Native and Black, non-Hispanic groups compose the smallest minority groups enrolled at Oregon public universities (1.1% and 1.3%, respectively).

Two minority groups have more than tripled their enrollments in Oregon public universities since 1976. Hispanic enrollments increased 369% and Asian/Pacific Islanders increased 286%. American Indian/Alaskan Native enrollments more than doubled, increasing 110%. Black, non-Hispanic groups increased 50%.

5. **Minority Students Graduated From Public Universities**

Over 13,300 students graduated from Oregon public universities in 1998-99. Minority graduates accounted for 11%. Asian/Pacific Islanders composed about half of the total minority students graduating from public universities in 1998-99 (52%). Asian/Pacific Islanders composed 5.2% of the total graduates from public universities in 1998-99.

The percent of minorities graduating from Oregon public universities since 1990 has increased 58%. Increases have been greatest for Hispanic students (151%). Asian/Pacific Islander graduates increased 47% since 1990; American Indian/Alaskan Native, 41%; and Black, non-Hispanic graduates, 17%. *[Table 6 in Appendix B contains graduates from the public universities in selected years, 1984-1999.]*

6. **Minority Candidates Seeking to Enter, Admitted, and Completing Public Teacher Education Programs in Oregon**

The number of minorities applying to, admitted to, and completing teacher preparation programs at OUS universities has increased in each of the last several years. Applications increased from 41 in 1993 to 281 in 1999 (a 585% increase). Admissions increased from 33 in 1993 to 171 in 1999 (418%).

Table 5
Minority Applicants, Admitted, and Completed
1993-1999

Year	Applicants		Admitted		Completed	
	No.	%	No.	%	No.	%
1999	281	11.1%	171	10.4%	121	9.4%
1998	229	12.4%	155	10.3%	101	9.0%
1997	225	11.2%	107	9.0%	67	10.3%
1996	216	9.1%	113	8.8%	70	8.8%
1995	98	6.6%	67	7.1%	27	3.6%
1994	99	6.2%	51	6.4%	32	6.1%
1993	41	5.6%	33	7.1%	36	6.1%

Source: Oregon University System institutions

Minorities completing programs in 1993 were 6.1% of the total completions of teacher preparation programs. In 1998 and 1999, the proportion of minorities completing programs increased to 9.0% and 9.4%, respectively. Minority completions per se have increased 236% from 1993 to 1999; a total of 489 minorities completed OUS teacher preparation programs in the past eight years.

In 1999-2000, Hispanics accounted for the largest number and percent of those minority teachers who completed programs at an OUS institution – with 56 completions or 4.2%, compared to 36 (3.0%) for Asian/Pacific Islanders, 16 (1.3%) American Indian/Alaskan Natives, and 9 Black, non-Hispanic (.74%). In 1998-99, Hispanics accounted for the largest number/percent of the completions, at 43 (4.3%), compared to 30 (3.0%) Asian/Pacific Islanders, 13 (1.3%) American Indian/Alaskan Native, and 6 Black, non-Hispanic (.6%).

By institution, the University of Oregon and Western Oregon University accounted for the greatest number of minority completions 1998-2000, 72 and 69, respectively. Portland State University, Oregon State University, and Southern Oregon University accounted for a similar number of minority completions. [Table 7a-7h in Appendix B contains applications, admissions, and completions, by OUS institutions, 1991-1999.]

Table 6
Minority Completions by Campuses
1998-2000*

University of Oregon	72
Western Oregon University	69
Portland State University	29
Oregon State University	24
Southern Oregon University	20
Eastern Oregon University	8

**The years 1998-99 and 1999-2000 have been combined.*
Note: Not all individuals completing a teacher preparation

program will elect to request an Oregon license or remain in the state to teach.

Minorities completing all "Education" programs have increased over the past several years. Since 1989, when minorities were awarded 4.8% of the total Education degrees, minorities have increased to between 7-8% of Education degrees. [Table 8, Appendix B]

Females significantly outnumber males in total Education degrees granted to minorities. This situation has not changed appreciably since 1990. In 1989, minority males accounted for 34% of the minority degrees granted in Education compared to 66% of minority females in the same year. Reflecting the larger picture, this compared to 31% of males for all Education degrees in 1989, and 69% for females. In 1999, minority males accounted for 30% of the degrees granted to minorities in Education, minority females for 70%. This compared to 33% of males for all Education degrees in 1999, and 67% for females. [Table 8, Appendix B]

There are some major differences by gender among the minority groups in Education degrees. In 1999, degrees granted to Black, non-Hispanic students were equivalent for males and females (50% for each). By contrast, 36% of the Education degrees granted to American Indian/ Alaskan Native students were male, 64% to females; only 25% of the Education degrees granted to Hispanic students were males compared to 75% for females; and only 22% of the Education degrees granted to Asian/Pacific Islanders were to males compared to 78% to females.

7. Minority Candidates Receiving Oregon Educator Certificates Based on Preparation in Oregon and Other States

TSPC issued 135 educator licenses ("original" licenses) to ethnic minorities during from 1998-1999 out of 2,060 licenses (483 individuals did not specify their race/ethnicity) prepared in Oregon. Oregon's colleges and universities contributed 135 ethnic minorities out of the 1,577 that can be counted to compute a percentage (not including those in the not specified category) of 8.5%. OUS institutions prepared 9.7% of the minorities who were newly licensed from TSPC; Oregon independent institutions prepared 7.2% of the minorities newly licensed from TSPC. [Tables 9a-9b, Appendix B]

These statistics reflect more than doubling of the number of minorities licensed since the mid-1990s who received their preparation at an Oregon institution. In 1995-96, Oregon's colleges and universities (public and independent) prepared 50 of the ethnic minorities out of 937 newly licensed teachers by TSPC, or 5.3%. OUS institutions prepared 5.6% of the minorities who were licensed from Oregon; Oregon independent institutions accounted for 4.9%.

Minorities licensed by TSPC who received their preparation from OUS institutions particularly increased for African Americans (433% increase) and Hispanics (209% increase), comparing the 1995-96 year to 1998-99. There was a modest increase in licensees for Asian/Pacific Islanders (36%) and no increase for American Natives.

Minorities licensed by TSPC who received their preparation from Oregon independent institutions particularly increased for African Americans (500%), Native Americans (300%), Hispanics (88%), and Asian/Pacific Islanders (60%) comparing the 1995-96 year to 1998-99.

Data are not available from TSPC on new licenses to educators who were prepared in other states by race/ethnicity. The number of newly prepared TSPC-licensed educators from other states in 1998-99 was 1,570. TSPC estimates that approximately 5% of the licenses granted to educators who were prepared in other states were minorities. [Table 10, Appendix B]

8. Description of Testing Requirements, Impacts on Minority/Nonminority Scores on Basic Skills, Pedagogy, and Subject Matter Tests; and New Federal Report Card Requirements

The following are Oregon's proficiency-based requirements for successful completion of teacher education programs. All of these requirements must be met in order to be eligible for an Initial Teaching License.

**Table 7
Requirements for Completion of Oregon
Teacher Preparation Program**

Proficiency Area	Measure	Standard
Typical campus coursework requirements	Academic coursework	Undergraduate: 2.75 Cumulative GPA, no grade less than a "C" in professional education courses. MAT: 3.0 cumulative GPA, no grade less than a "C" in any course in the program.
Professional testing	Basic skills tests: CBEST, PPST, or CBT MSAT for early childhood, elementary, and middle school classroom teachers PRAXIS II specialty tests for content endorsements.	Passing score, as determined by TSPC. <i>Note: There is an alternative for individuals who have been unsuccessful passing basic skills test permissible by TSPC (passing prescribed college credit courses). For MSAT and PRAXIS II there is an alternative for non-Native English speakers and people who have documented test-taking disabilities.</i>
Field placement	Performance in practicum activities, with minimum 15 weeks full-time supervised student teaching.	Successful completion of all practicum experiences, using the Initial Teaching License competencies (as defined by TSPC) as the standard. Both university personnel and cooperating professionals must concur on the attainment of the standard.
Work samples	Two work samples	Successful completion of two work samples, to published standards in TSPC rules. Students must submit evidence from their teaching experiences that demonstrate their ability to design high quality curriculum and teaching activities that are tied to state standards, that address a wide range of students, and result in student learning gains.

TSPC is unable to provide scores from the written tests on all applicants for the initial license, by minority and nonminority break-outs. This is because scores on written tests (these are national tests owned by the Educational Testing Service) are the property of the test-takers. Test-takers can elect to receive the scores themselves, without reporting them to anyone, having scores reported to various institutions of higher education they may wish to attend, and/or having scores reported to TSPC. Approximately one-third of test-takers (from both within Oregon and outside the state) do have their scores sent to TSPC. It should be noted, not all test-takers go on to apply to and enroll in educator preparation programs.

Most test-takers applying to/enrolled in teacher preparation programs have their scores on ETS tests sent directly (and only) to the institutions of higher education. It is the campus then which determines if students have met the passing requirements for program completion. Students who complete all of the above requirements are recommended for licensure by TSPC-approved teacher preparation programs in Oregon. Then, TSPC grants the license based upon the campus recommendation for licensure.

TSPC is able to provide data for test-takers for 1998-99 and 1999-2000 who did receive relevant training for various tests taken at an Oregon institution of higher education, and for some test scores sent directly to TSPC (for MSAT and Basic Skills only). [Table 11, Appendix B]

Data reveal that of those for whom we have scores from 1998-99 and 1999-2000 who received relevant training at an Oregon institution of higher education, the pass rates for minorities differed somewhat for prospective elementary teachers (people who took the MSAT) but not for other specialities like counselors and administrators. For example, in 1999-2000:

Administrator test: pass rate for whites was 96%; all minorities had 100% pass rate.

School counselor test: pass rate for whites was 97%; all minorities had 100% pass rate.

MSAT Content test (elementary teachers): pass rate for whites was 78%; Blacks, 50%; Asian, 68%; Hispanic, 52%; Native American, 60%; Pacific Islander, 71%.

MSAT Essay test (elementary teachers): pass rate for whites was 72%; Blacks, 36%; Asian, 70%; Hispanic, 50%; Native American, 53%; Pacific Islander, 64%.

Test scores also show improvement among minority groups on these tests between 1998-99 and 1999-2000.

There are concerns nationwide about discrepancies in test performance among elementary versus secondary teachers, regardless of ethnic/racial status. This is also an area for Oregon to further examine in future reviews of scores. (The American Council on Education's 1999 report, *To Touch the Future*, summarized a study by the National Center for Education Statistics in 1992-93. NCES inventoried college entrance examination scores and college transcripts of some 10,000 college graduates nationwide whose career progress is being followed for 12 years. Data reveal that those who became secondary school teachers had academic records comparable to the group as a whole; but those who became elementary school teachers enrolled in more remedial classes in college than other students, scored less well on standardized tests, and took less challenging courses. The Educational Testing Service found a similar pattern of lower test scores among elementary school teachers when it compared the SAT scores of all college graduates to scores of those passing the PRAXIS II [subject area tests].)

Oregon, like all states, is now required to issue Institutional Report Cards and a State Report Card on the quality of its teacher preparation programs. This is a new requirement of the U.S. Department of Education. The first Institutional Report Cards are due to each state by April 7, 2001. All states must thereafter issue the first State Report Cards by October 2001. The Secretary of Education will issue the first federal report on teacher quality the following year, in 2002. Report cards must report test score information on those receiving licenses (completing programs) within each state. Oregon is presently reviewing its testing processes and requirements, and will be issuing reports soon on them. Information on minority and nonminority test outcomes will be part of this review process.

9. **Minority Teachers Employed in Oregon Public Schools**

In 1999-2000, 1,234 of 29,878 teachers (4.1%) employed in Oregon public schools were minorities. In 1998-99, 1,186 of 29,335 teachers (4.0%) in Oregon public schools were minorities. The number of minority teachers employed in Oregon public schools increased 19.7% from 1992 to 1999, while the number of all teachers increased only 2.5%. [Table 12, Appendix B]

Table 8
Teachers Employed in Oregon Public Schools
1999, 1998, 1992

Year	Amer Indian/ Alaska Native	Asian/Pacific Islander	Black/ African Amer	Hispanic/ Latino	Total Minority	All Teachers
1999	124 .42%	384 1.3%	313 1.0%	413 1.4%	1,234 4.1%	29,878
1998	133 .45%	424 1.4%	230 .8%	399 1.4%	1,186 4.0%	29,335
1992	145 .50%	363 1.3%	245 .8%	278 1.0%	1,031 3.5%	29,153

Source: Oregon Department of Education

In 1999-2000, 89.6 FTE administrators (5.4%) employed in Oregon public schools were minorities. Black/African Americans constituted the largest percentage of minority administrators. Only 4.3 of 215.5 administrators who were superintendents/assistant superintendents were minorities (2%); 85.3 of 1,445.5 administrators who were principals/assistant principals were minorities (5.9%). The number of minority administrators (FTE) increased 23% from 1992 to 1999, while the number of all administrators decreased 5%.

Table 9
Administrators (FTE) Employed in Oregon Public Schools
1999 and 1992

Year	Amer Indian/ Alaska Native	Asian/Pacific Islander	Black/ African Amer	Hispanic/ Latino	Total Minority	All Admin's
1999	11 .7%	15 .9%	40.3 2.4%	23.3 1.4%	89.6 5.4%	1,661
1992	11 .6%	16 .9%	28 1.6%	18 1.0%	73 4.2%	1,749

Source: Oregon Department of Education

10. Minority Teachers and Administrators "Newly" Employed

In 1999-2000, 2,169 "newly" licensed teachers were employed in Oregon public schools. (Newly licensed teachers are defined by ODE as newly employed teachers who have no prior teaching experience in Oregon but may have experience from another state.) Minorities accounted for 107 of these or 4.9%. In 1998-99, 2,256 newly licensed teachers were employed in Oregon public schools. Minorities accounted for 132 of these or 5.9%. [Table 13 in Appendix B contains information on "newly" employed teachers from 1991-1999.]

In comparing employment rates over the past decade, new minority teachers appear to be employed annually in Oregon public schools at about the same percentage they were ten years ago (4.5% minority teachers out of all newly employed teachers were employed in 1991-92 compared to 4.9% in 1990-2000). The annual percent employment rate for minority teachers in 1998-99 was a bit higher, at 5.9%.

Table 10
Teachers Newly Employed in Oregon Public Schools
1999, 1998, 1991

Year	Amer Indian/ Alaska Native	Asian/Pacific Islander	Black/ African Amer	Hispanic/ Latino	Total Minority	No Identif	All New Teachers
1999	8 .4%	25 1.2%	28 1.3%	46 2.1%	107 5.0%	12	2,169
1999	8 .35%	39 1.7%	21 .9%	64 2.8%	132 5.9%	0	2,256
1991	7 .4%	15 .9%	14 .8%	40 2.4%	76 4.5%	0	1,674

Source: Oregon Department of Education

In 1999-2000, 23 "new" administrators were employed in Oregon public schools. (New administrators are defined by ODE as administrators with no reported experience in Oregon. These are primarily administrators recruited from outside the state since ODE is unable to separate out new administrators within Oregon if they have previous Oregon teaching experience which most have.) Minorities accounted for only 3 of them or 1.3%. In 1998-99, 19 newly licensed administrators were employed in Oregon public schools. Minorities accounted for 2 of them or 1.1%. The recent employment rate for new administrators from outside Oregon in the past two years is down from 1992 (28% decline from 1992 to 1999). However, the number of minority administrators is equivalent from 1992 to 1999.

Table 11
Administrators (FTE) Newly Employed in Oregon Public Schools
1999, 1998, 1992

Year	Amer Indian/ Alaska Native	Asian/Pacific Islander	Black/ African Amer	Hispanic/ Latino	Total Minority	All Admin's
1999	0	0	1	2	3	23
1998	1	0	1	0	2	19
1992	0	0	1	2	3	32

Source: Oregon Department of Education

Note: Percentages are not provided since the numbers are so low.

The Oregon Quality Assurance in Teaching Program (O-QAT) conducted a survey in August 2000 of all Oregon public schools. Included in the survey were questions about staffing shortages (particularly teacher). Half of the responding school principals (645 schools responded, or 54%) experienced difficulty recruiting teachers in the past two years in categories such as ethnic minorities, gender diversity, and/or native speakers. Areas of the state reporting the most difficulty recruiting diversity candidates were: the north coast (74% of principals), eastern Oregon (67%), Salem metro area (62%), and Columbia Gorge/Central Oregon area (56%). The O-QAT report is available at <http://www.ous.edu/aca/principalsurvey.htm>.

Implementation of Minority Teacher Recruitment Plans in the Oregon University System

Background. The Minority Teacher Act approved in the 1991 legislative session directs the Board of Higher Education, the Chancellor's Office, and the individual campus teacher education programs to report data, guidelines, and actual plans for the recruitment, retention, and graduation of an increased number of students from ethnic/racial minority groups. The Act requires the office of the Chancellor of the Oregon University System to ensure the implementation of the plans developed for recruitment of minority teachers, and to report to the State Board of Higher Education and the Legislative Assembly on the implementation and results of the plans.

Role of the Chancellor's Office. Shortly after the Act was passed, responsibility for overseeing implementation of the campus minority teacher education plans was delegated to the Vice Chancellor for Academic Affairs. Two staff within Academic Affairs currently have lead responsibility in monitoring educator diversity developments: Holly Zanville, Associate Vice Chancellor for Academic Affairs, who has responsibility for coordination of teacher education activities among the OUS institutions and who chairs the OUS Deans/Council on Teacher Education; and Yvette Webber-Davis, Director of Diversity Planning and Special Projects.

During the mid-1990s, staff in the Chancellor's Office also worked with campus representatives to refine a campus climate survey that assesses student perceptions of academic and social experiences in diverse campus environments. The survey instrument drew from a pilot campus climate study conducted in the spring of 1994.

New Emphasis on Diversity. Annually, a status report on diversity progress and initiatives is prepared for the Board of Higher Education. In a report to the Board of Higher Education July 21, 2000 (see Appendix C), the Chancellor's Office reported the enhanced emphasis on diversity:

The concept of diversity extends beyond mere representation of people of color to inclusion and engagement. Efforts to increase diversity should be examined in light of this broader understanding. Recent research supports the assertion that benefits of diversity are experienced by individuals (minority and nonminority alike), educational institutions, and organizations, as well as society as a whole. Students benefit by generally exhibiting greater active-thinking processes and demonstrating higher levels of intellectual engagement and motivation. They possess an increased racial and cultural awareness and support of racial understanding, as well. Faculty are also positively affected; they are more likely to utilize active-learning methods in the classroom, participate in faculty development activities, and engage in research on race/ethnicity. Society also benefits by having an educated citizenry with greater cross-cultural awareness.

Campus Plans. Plans for recruitment, admission, retention, and graduation of minority teachers are required of each public teacher education program with specific goals, strategies, and deadlines for the recruitment, admission, retention and graduation of minority teachers. Campus plans were summarized in the Minority Teacher Education Report: 1994-97, completed February 18, 1997, and submitted to the Oregon Office of Educational Policy and Planning. That report noted that each campus had plans in place for recruitment, admission, retention, and graduation of minorities.

OUS Efforts to Diversify Its Faculty. Vital to increasing diversity of teacher education students are efforts to impact on the campuses at large – all students in the pipeline, as well as our faculty and staff. OUS has reported on OUS student enrollments and graduation statistics within the larger report to the legislature. With regard to OUS efforts to better diversify university faculty and staff, faculty of color represent 218 (9.5%) of all full-time, ranked, instructional faculty. (This percentage is approximately double what the percentage is for teachers in the Oregon public schools.) This level of representation has been consistent for the past two years (1998-2000). The disciplines with the greatest number of faculty of color are humanities and fine arts (58), high-market disciplines (43), natural science/mathematics (36), and the social sciences (33). People of color represent 8.3% of all staff. When presented by occupational designation, of all executive/administrative and managerial staff, 5.8% are people of color, and of all other professionals (e.g., support and service staff), 9.2% are people of color.

Campus Initiatives to Enhance Diversity. Each of the OUS institutions employs a variety of initiatives to enhance diversity on its campus. Some examples of these efforts follow:

- "Bridge funding" for faculty recruiting/hiring
- Student of Color conferences
- Targeted scholarships
- Forums, workshops, seminars, training, and panel discussions (includes campus leadership, community members, renowned speakers)
- Student organizations
- Task force or council discussions, analyses, and recommendations
- Incentive plans to recognize department hires
- Outreach programs to targeted junior high and high school students
- Multicultural curricula
- Research
- Student retention programs for students of color
- "Grow Your Own" strategies (e.g., providing teacher education programs for teacher's aides who are racial/ethnic minorities).

OUS Commitment to Diversity. As institutions of higher education seek to maintain and enhance the advances made in attracting and recruiting students, faculty, and staff of color, attention is moving from issues associated primarily with numerical representation to factors associated with the benefits of true inclusion within postsecondary education. Diversity viewed solely as access for minority persons is becoming a dated concept that does not fully address the needs of people of color, today's institutions, or society's needs. While there is a continuing necessity for greater representation of people of color within the academy, there are also strong needs for enhancement, inclusion, and determinations of the manners in which diversity truly enhance the educational and employment environments for all within our institutions.

The Chancellor's Office presents annual reports to the Board of Higher Education on progress to enhance diversity among students, faculty and staff.

Special OUS Initiatives and Preparing Teachers to Teach Culturally Diverse Learners

Teacher education programs in Oregon have undergone major changes over the past several years. These have resulted in many new initiatives in policy and planning; the state's educator licensure system; preservice teacher education and administrative preparation programs; professional development and inservice; addressing the state's shortage of teachers including a more diverse workforce; expanding the use of technology in schools; and research. An inventory of many of these initiatives underway (or recently completed) to enhance the quality of Oregon's educator workforce was completed in May 2000. A table of contents (with almost 100 entries) is listed at <http://www.ous.edu/aca/TEinventory.htm>. Several initiatives are specifically related to increasing the diversity of Oregon's educator workforce (abstracts of these projects are included at the end of this section).

In addition to these special initiatives (many of them funded by federal or foundation grants), the public universities that prepare teachers have numerous strategies in place to integrate multicultural education into the teacher training curriculum to ensure that future teachers coming out of Oregon's education programs will be prepared to effectively teach to culturally and ethnically diverse children, as well as children from low-income backgrounds.

Campus-Specific Approaches/Examples

Eastern Oregon University

Eastern Oregon University (EOU) has an initiative in collaboration with Treasure Valley Community College in Ontario. EOU offers a residential elementary teacher education program for about 20 students per year. The

program emphasizes ESOL, early literacy, and multicultural education. Placements in schools are in high Hispanic population schools. Students emerging from this program are finding jobs in local school districts needing specially trained individuals capable of supporting enhanced learning in language acquisition. See details in their website <http://redtail.eou.edu/sebp/home.html>.

Oregon State University

The knowledge base in Elementary Education is one with a social justice perspective, thus multicultural issues are at the forefront of all coursework and field experiences in the program. Some secondary programs require candidates to have completed a multicultural education course prior to admission; all programs integrate multicultural perspectives into all courses and field experiences. Elementary candidates are required to complete a two-week placement for the purpose of working with students in a diverse setting at either Martin Luther King Middle School in Portland and/or Grant Elementary in Salem. Health Education requires an experience with the SMILE program during spring quarter. In addition to focusing on differentiating instruction for special student populations and reading/studying multicultural literature, the Language Arts Licensure cohort spends a day at Portsmouth Middle School during winter term and a day at Jefferson High School during spring term; both schools are in Portland and serve diverse student populations. During these day-long visits, interns observe classes, interview students, and meet with administrators and special student service providers. The Agriculture Education program addresses multicultural needs throughout multiple phases of its program.

- *The Career in Teaching Program* partners the School of Education with Chemeketa Community College and the Salem-Keizer School District. The program recruits current instructional assistants who have ESOL and/or bilingual education experiences and provides them with coursework toward a bachelor's degree and an initial teaching license with an emphasis on teaching in an elementary ESOL/bilingual classroom.
- *Alternate Placement and Math/Science Curriculum Development for Preservice Teachers of Minority Students* project addresses diversity needs in training of preservice teachers. Oregon State University, in partnership with Portland Public Schools, has designed a series of workshops for 60 preservice teachers culminating in a three-week alternate placement in Portland addressing the needs of underrepresented and underserved children, particularly in mathematics and science. Three workshops lay the groundwork/support the development of work samples in math and science for a culturally diverse student population. Following preliminary site visits and the writing of work samples, interns are supported by university personnel as they observe, then teach in cooperating schools in Portland. During the academic year, interns' journals, work samples, and portfolios demonstrate progress. Evaluation of these pieces as well as their performances during other internships are used to guide the content of the last two workshops and the focus of learning objectives in their placements.
- *The Math/Science Professional Development Workshops for Teachers of Minority Students* project, within the SMILE program, enhances teachers' ability to help minority and female students succeed academically. Three professional development workshops and follow-up sessions enhance the teaching ability of SMILE Program teachers who teach significant numbers of minority students from eight rural areas. Workshops emphasize teaching hands-on, interdisciplinary science/math curricula, and culturally appropriate teaching techniques to improve the academic success of underrepresented minority/female students. Outcomes: increased use of integrated hands-on math/science activities in SMILE Clubs and teachers' classrooms; improved teacher awareness and confidence in culturally appropriate teaching techniques; mastery of graphing calculator (HP-38G) by six teachers, leading to mastery of calculators by SMILE students and other students of these teachers. Number of participating teachers is 70.
- *The Professional Development Project for Teachers of Spanish in Oregon* project assists 30 K-12 Spanish teachers and preservice trainees in Oregon to strengthen their language proficiency with emphasis on oral skills, and enhancing their ability to develop those skills among their students. A four-week summer seminar is held annually at the Espanol Training Center in Puebla, Mexico, with four hours daily of language classes emphasizing oral skills, five hours weekly of proficiency-oriented language teaching methodology conducted by a master teacher from Oregon, field trips providing direct exposure to Mexican culture, and home stay accommodations that provide further immersion in a Spanish-speaking environment. Two pre-departure seminars introduce participants to the basics of proficiency-oriented teaching and proficiency assessment. Two post-seminar sessions acquaint teachers with technological approaches to second language teaching and, at the end of the post-seminar school year, provide sharing of teaching units they have developed/tested applying methods they have learned. Outcome:

With selection targeted at proficiencies between Novice-Mid and Intermediate-High, participants are able to move up at least one sub-step (possibly two) during the Mexico seminar; before the concluding session they are expected to provide for review at least one videotaped interview based on the Oregon Benchmark IV Oral Assessment and, at that conference, present for discussion with colleagues a proficiency-oriented teaching unit they have developed.

- *The Science and Mathematics Education* program recently changed the internship component for student teachers. There is now a final part-time internship focused on diversity. After students complete the full-time internships (first of May), they spend five weeks completing an individualized program focused on exploring diversity in science and mathematics classrooms from cultural, social/economic, academic perspectives. Among the different experiences provided: Albany Alternative Community Learning Experiences; Hillsboro High School bilingual science/mathematics classes; North Clackamas District; Jefferson High School, Portland; Salem Keizer School District experiences – spending time in elementary, middle, and high schools to see how the experiences are coordinated to support the students; Vocational Village; Benson High School; International Baccalaureate programs; Woodburn High School. We are trying to give each of the students different experiences and have them return and report to the rest of the students so that they can share their reflections on these programs. We have found that schools believe this was a win-win situation because they have been able to interview students for potential teaching positions.

Portland State University

Several efforts are underway to integrate multicultural education into teacher education curriculum, including: a required course in Multicultural Education for prospective teachers; Introduction to Education course that emphasizes issues of culturally responsive teaching, social justice, and achievement disparities; incorporation of strategies for culturally responsive teaching in all courses and experiences in the teacher education program (course redesign now underway in a number of courses in the programs); opportunities for student teaching and practicum experiences in culturally diverse and low-income settings; and increasing the diversity of faculty and students in the programs.

We have seen a small but steady increase in the numbers of diverse students in our programs, with the most recent two years showing 12% and 11% students of ethnic diversity admitted to the Graduate Teacher Education Program.

Activities related to diversity at the Graduate School of Education are proceeding in concert with the University's Diversity Action Plan, which has been developed by the Diversity Action Council and accepted and supported by President Bernstine. We are committed to a holistic approach to an agenda of creating what we are calling "An Intentionally Inclusive Community of Difference." We have identified five outcomes of our agenda:

- Professionals who complete our programs are prepared to work in culturally, racially, and linguistically diverse settings in culturally responsive ways. They are prepared to work with people who are diverse in their abilities, religious beliefs and traditions, and sexual orientation.
- Our programs and courses show the infusion of diversity in all aspects of the experiences included in them.
- We implement clear plans for actively recruiting, supporting, and retaining students, faculty, and staff of color.
- We gather evidence about our responsiveness to diversity and use that evidence to improve our practices.
- External communities recognize our commitment to diversity and equity.

Examples of specific actions taken to date:

- Including language in all job announcements that identifies experience working in multicultural settings as a requirement for consideration for hiring; expanding practicum and student teaching placements to increase experience of our students in diverse settings that provide models of effective practices.
- Faculty development activities including presentations at faculty meetings, a curriculum change workshop, reading groups, a Community Cultivators Group that included faculty and staff in

conversations about power, privilege, equity, and social justice in the Graduate School of Education (GSE), opportunities to preview instructional resources and talk about pedagogical challenges and opportunities when working with issues of diversity and equity in the classroom.

- Attention to use of language in our program titles and descriptions.
- Increased financial support for Portland Teachers Program, which has now prepared more than 50 teachers in a collaboration involving Portland Public Schools, Portland Community College, and Portland State University (PSU). Currently we have over 50 students in the program at Portland Community College and PSU.
- Added a second cohort of students at PSU in the Bilingual Teacher Pathway program. We now have over 100 educational assistants in the program at PSU and at the four community colleges who are working in partnership with us.
- Hired a faculty member with expertise in bilingual education to assist with the Bilingual Teacher Pathway program and to infuse concepts of bilingual education into our Graduate Teacher Education Program as a part of our commitment to institutionalizing the program.
- Expanded the work of our Preparing Tomorrow's Teachers to Use Technology (PT3) grant to include the development of a partnership with Northwest Indian College to provide technology support and assistance with career development in teaching for their students.
- Including a focus on urban education and preparation for working in diverse settings in grant applications for Special Education personnel preparation grants for the next round.
- Has instituted a combined five-year elementary/special education program which prepare new teachers to work with at-risk children, many of whom are culturally diverse learners.

Southern Oregon University

A diversity strand (four credit hours) runs throughout the MAT Program. (We are fortunate to have this strand taught by professors of minority backgrounds.) We also integrate work with our Special Education program/students as part of the regular education MAT program.

Southern Oregon University (SOU) also has two federal Title VII grants that focus on preparing ESL/bilingual teachers. Beginning summer 2001, students in the MAT program will be able to choose to take up to six hours of the ESL endorsement classes in their post-licensure, second summer, master's degree work. For students entering the MAT program, we also offer a practicum experience during their first summer when they can work in an ESL, early intervention program. This is being offered for the first time summer 2001 as a pilot program in collaboration with the Jackson ESD.

SOU is actively targeting students who wish to pursue the ESOL/bilingual endorsement by providing substantial support for their studies. These efforts contribute to a diverse population of students who move through our programs. They live in outlying areas that conventionally do not have access to higher education opportunities. In the past, they have had to travel long distances at considerable expense to participate in traditional classes. As a result, sincere efforts at outreach have attracted students who may not have considered graduate study within the realm of possibility. Our commitment to utilizing available technology has made it possible to serve students from rural communities whose pursuit of advanced studies reflects a rise in the level of professionalism expected in our teachers today. The impact has been an increasing awareness of teacher leadership opportunities for our students in the form of participation in website design, article publication, and conference participation alongside their faculty partners.

- *Alternative Programs for Underrepresented Groups.* The Education Department operates under an Affirmative Action Plan. In further fulfilling its mission to increase diversity, the Department provides direct programmatic and financial support to minorities through a Title VII Career Ladder Program. This program recruits bilingual paraprofessionals and minority high school students in the local public schools and provides retention mechanisms across the community colleges, undergraduate programs, and into the Teacher Education Program.
- *Alternative Programs for Teacher Shortage Areas.* SOU has implemented a five-year grant program funding qualified inservice and newly licensed teachers to obtain the English for Speakers of Other Languages (ESOL) or the ESOL/bilingual endorsement. Seventy-five candidates are enrolled, and many are in distance learning courses across southern Oregon. With the proportion of minority students well

over 20% in Klamath County, the distance learning courses are crucial to improving the quality of education for all students.

University of Oregon

The College of Education has had a minority recruitment plan for the past seven years. Data on student admissions, retention, and completion reported each fall are used to revise and improve efforts. The plan has broadened over the past several years to include recruitment and retention of faculty as well. Efforts have expanded to include school districts as partners in developing collaborative strategies related to minority recruitment and retention strategies. Some specific initiatives include:

- Faculty workshops and discussion groups.
- An audit of all course syllabi for diversity content.
- New policy for internship options to teacher education program developed in collaboration with area districts.
- Increased endowment funds to support more scholarship offerings.
- Development of extended studies options at the undergraduate level to accommodate adults changing careers to teaching.
- Development of new undergraduate pathways in collaboration with the College of Arts and Sciences to attract underrepresented students into teaching (e.g., women in secondary math and science).

As a result of these efforts, applications from minority students have grown more than 250% in the past eight years, minority students admissions and enrollment have grown 150%, and minority student completion of programs has more than doubled.

The College's Counseling Psychology program was identified as one of three runners-up in 2000 for the American Psychology Association's Suinn Minority Achievement Award. The award is given to programs that reflect an overall commitment to cultural diversity in all phases of activity; the number and percentage of ethnic minority students enrolled, and the number and percentage of ethnic minority students who earned doctorates in the past five years.

There are four cornerstones supporting the pursuit of these and other diversity initiatives related to program, curriculum, culture, and climate: (1) Center for Excellence Multicultural Affairs Task Force, (2) Ethnic Diversity Affairs Committee or EDAC, (3) the Institute for Leadership and Diversity Issues in Education, and (4) ongoing monitoring and reporting procedures regarding student recruitment, enrollment, and program completion that leads to an annual review and revision of our Plan for Recruiting and Retaining Students from Underrepresented Groups.

- *Center for Excellence Multicultural Affairs Task Force.* The Center for Excellence within the college's Center on Human Development directs the Multicultural Affairs Task Force committee. This committee created a multicultural competence workplan to assess and recommend improvements as needed consistent with the Center's mission to serve individuals with developmental disabilities and their families. The Center provides training, service, research and evaluation, technical assistance, and dissemination. The Multicultural Affairs Task Force seeks to assure that these activities of the center and college are carried out in a culturally competent manner, with a commitment to the underserved, including meaningful participation of individuals from racial and ethnic minority backgrounds.
- *Ethnic Diversity Affairs Committee.* EDAC has emerged as an effective voice, support system, and advocacy network focused on recruitment and retention of students and faculty of color. EDAC members (faculty and students) meet at least monthly with year-long objectives and monthly agendas. The college has provided EDAC with a Graduate Teaching Fellowship to facilitate its agenda and coordinate activities with the dean's office, area heads, major directors, student advisory board and Institute for Leadership and Diversity Issues in Education. EDAC sponsors social events to foster cultures of respect, climates of belonging, and inclusive learning environments. Members work collaboratively with academic programs to review course syllabi, discuss instructional strategies, share perspectives about what is effective, and advocate for diversity issues. They have developed recruitment materials, websites, and videos and work closely with the Office of Academic Support and Student Services on collegewide recruitment activities.

- *Institute for Leadership and Diversity Issues in Education.* The institute was established to create a sustainable structure, dialog, and action-taking network to advance an agenda of diversity issues. The institute draws strategic input for initiatives from the director, visiting scholar, scholars-in-residence, and leadership associates. The institute conducts several forums a year to address prioritized diversity issues based on input from school and community leaders. The Institute's first forum attracted 33 school districts and 160 educational leaders to a two-day action-oriented discussion of "isms" (racism, age-ism, sexism, etc.). The institute's upcoming forum has attracted over 1,000 participants to further these agendas. The institute is currently working in partnership with the Portland, Hillsboro, and Eugene school districts. Additional forums are being planned to provide school administrators, high school leadership teams, and school-community teams the opportunity to enhance their awareness of diversity and improve their skills for developing climates of respect and cultures of belonging in their respective schools.
- *Ongoing Monitoring Action Planning.* As one component of our internal program improvement system, all departments and majors annually collect information regarding numbers and percentages of students in identified underrepresented groups that have applied, were admitted, enrolled, and eventually completed. These data are shared with college stakeholder groups for discussion and action planning which becomes documented in action targets in the College of Education Plan for Recruiting and Retaining Students from Underrepresented Groups. This plan is reviewed annually and revised as needed.

UO has also instituted a combined five-year elementary/special education program which prepare new teachers to work with at-risk children, many of whom are culturally diverse learners.

Western Oregon University

In the teacher preparation program, curriculum and field experiences are designed to help candidates understand the importance of diversity in teaching and student learning. One of the most basic philosophies followed is that, when possible, texts are selected that include material which provides a focus on understanding the needs, values, and/or point of view of culturally and ethnically diverse populations. When texts are not available, instructor-developed materials are often part of the curriculum. Most course work has some specific units that enable candidates to foster culturally responsive teaching strategies such as building on students' prior knowledge.

Western Oregon University (WOU) candidates are taught by faculty who are members of under-represented groups. Approximately 18% (1999 data) of full-time faculty in the College of Education are members of traditionally underrepresented ethnic or cultural groups such as African-American, Latino, and American Indian. This is an increase from the 1995 percentage of 7%. In addition, five faculty, born and educated in other countries, bring a broader international view of education to our candidates. The College of Education's full-time faculty include 11% with documented disabilities. These increases in the College of Education's faculty diversity support the broader sentiment of providing candidates with a variety of perspectives from which to learn.

Candidates in the teacher preparation programs also include representatives from diverse populations. In 1998-99, 314 students completed initial/basic or standard (advanced) licensure programs. Of this group, 1% reported as American Indian/Alaskan Native, 2.5% Asian or Pacific Islander, less than 1% African American, and 5.7% Hispanic – for a total of approximately 9.6% reporting ethnic diversity. A full 7.3% of the 314 students chose not to report ethnic heritage (NCATE Institutional Report, 1999). We surmise that at least some of the candidates who leave the form blank may be of mixed ethnicity.

Trend data provided over the past few years indicates that WOU's underrepresented student population is beginning to approach Oregon demographic figures. The increase in enrollment of these students is a direct reflection of WOU staff and faculty efforts. Outreach to local high schools and community colleges by WOU's admissions office has begun to show results. Efforts made by the university to increase the proportion of students from underrepresented ethnic and cultural groups will continue to be reflected in teacher education data in the next few years as WOU becomes known as a university that accepts, supports, and values students from diverse backgrounds.

Field experiences are varied and expose candidates to the full spectrum of students in Oregon public schools. Field experiences in settings with diverse and exceptional populations are designed for candidates to develop and

practice their knowledge, skills, and dispositions for working with all students. Oregon tends to have enclaves of school districts with culturally, linguistically and ethnically diverse student populations. WOU is fortunate to be located near the center of Oregon's most diverse geographical area – the Willamette Valley. Several cities in the Willamette Valley have high representation of students from culturally and linguistically diverse groups including Woodburn, Monmouth/Independence, and Salem. WOU regularly places student teachers in these school districts. Woodburn, 30 miles from campus, cites 17% of its P-12 student population as members of the Russian Old Believer culture and 61% of the student population as Hispanic. Independence/Monmouth's Central School District, in a five-mile radius of WOU, reports 40% of its students are members of the Hispanic community. The Salem-Keizer School District clusters language minority students within certain school sites to better serve their needs. Teacher candidates with bilingual skills or who are working on a bilingual/ESOL endorsement are frequently placed in these sites.

Portland is approximately 50 miles from campus. This proximity affords students the opportunity to teach in a metro area. Portland also represents the most culturally/ethnically complex school district in the state. Between Monmouth and Portland, there are about 20 small, rural school districts in which the College of Education regularly places both practicum and student teaching candidates. Other forms of diversity in the sites used by WOU for field placement include socio-economic, religious, and nature of communities that vary from rural, agricultural to urban business and technology. Every candidate prepared at WOU has the opportunity for classroom experiences in school districts that represent a wide spectrum of diversity experiences.

Because most districts in Oregon have a rate of about 12% children/youth who have disabilities and because most of these students are in regular education classrooms, field experiences in regular and special education include students with a wide variety of physical, sensory, emotional, and cognitive disabilities. Many of these students also represent ethnically/culturally diverse families. Special education faculty teach that disability exists within the cultural context of the family, the school, and the community. The geographical area used for field experience extends from Portland to Eugene and the Oregon Coast to the Cascade Mountains. In addition to public schools, field sites include early intervention clinics, schools for the deaf, and itinerant teacher programs.

All teachers will be faced with teaching students who have disabilities, students whose first language is not English, or students whose core values are significantly different from their own. Preparing future and practicing teachers who will actively advocate for all children/youth, and who will help transform schools into equitable and caring places, requires a collective effort of all parts of the university and of the professionals in the field. WOU is dedicated through strategic planning efforts, curriculum revisions, campus cultural and diversity awareness activities to fostering a culture of learning that takes into account the diversity of ideas, beliefs, and values of many cultures and individual differences. Faculty in the College of Education are preparing future and practicing teachers with the knowledge, skills, dispositions and commitment to be effective with all children and youth in their care. Our goal is to produce graduates who are not merely aware of cultural, ethnic and ability differences, but who have the skills to teach diverse students, the values to welcome that diversity, and the courage to speak out against any form of discrimination.

Abstracts of Special Initiatives Addressing Diversity Needs

Numerous initiatives are underway by campuses and collaboratives to increase the diversity of the educator workforce. Abstracts of these projects including contact person(s) are provided below.

<i>Project Title:</i>	Bilingual/ESOL Endorsements
<i>Lead Institution:</i>	Western Oregon University
<i>Partners:</i>	Salem-Keizer, Woodburn, Beaverton, McMinnville School Districts
<i>Source of Funds:</i>	School Districts

Western Oregon University offers a bilingual/endorsement program in partnership with school districts. The program uses a cohort model; it is offered at times/places convenient for teachers,

has high standards, and is taught by diverse faculty/native speakers. An estimated 200 K-12 teachers and six higher education faculty are involved in the program. Contact: [Martin Morris](#), phone (503) 838-8826.

<i>Project Title:</i>	Bilingual Teacher Pathway Program
<i>Lead Institution:</i>	Portland State University
<i>Partners:</i>	Mt. Hood Community College, Portland Community College, Clark College (Vancouver, WA), Chemeketa Community College (Salem), and 8 local school districts including Portland Public, Hillsboro, Beaverton, Woodburn
<i>Source of Funds:</i>	Federal Grant, Office of Bilingual Education

This is a teacher preparation program designed to fill critical shortages of bilingual education/ESL teachers in the Portland/Vancouver metropolitan and Southwest Washington area, by recruiting and supporting educational assistants and secondary students so that they can become licensed teachers. The purposes of the program are to: (1) recruit bilingual educational paraprofessionals and secondary students into the BTP program; (2) implement a teacher licensure and degree program; (3) coordinate a seamless program of coursework and field experience for bilingual students among community colleges, Portland State University, and School Districts; (4) support and retain BTP students at every step toward teaching licensure through individualized advising, assessment, services, financial support, mentors and community building, and provisional licensure/teacher salary while completing their B.A., M.Ed., and Continuing License; and (5) build capacity and commitment for a permanent BTP program in the region. About 80 preservice candidates are participating in this program. Contact: [Dannelle Stevens](#), phone (503) 725-4679.

<i>Project Title:</i>	ESOL in the Treasure Valley
<i>Lead Institution:</i>	Eastern Oregon University
<i>Partners:</i>	Malheur ESD, Nyssa School District, Treasure Valley Community College
<i>Source of Funds:</i>	University, School Districts, Community College

Based on the assessed need in the Treasure Valley area for teachers with enhanced skills in literacy and second language acquisition, the School of Education and Business at Eastern Oregon University in collaboration with the Malheur Education Service District, the Nyssa School District, and Treasure Valley Community College has developed an endorsement in ESOL (English for Speakers of Other Languages), specialty coursework in bilingual education, and enhanced work in literacy acquisition. Students pursuing the Early Childhood and Elementary license at Ontario may graduate with the endorsement in ESOL and have additional preparation in the teaching of reading. Current teachers have access to professional development in bilingual education and may add the ESOL endorsement or the bilingual minor. Contact: [Dr. Michael Jaeger](#), phone (541) 962-3682.

<i>Project Title:</i>	Southern Oregon Regional Bilingual Education Endorsement (SORBEE)
<i>Lead Institution:</i>	Southern Oregon University
<i>Partners:</i>	13 school districts in Klamath, Josephine, Jackson Counties
<i>Source of Funds:</i>	U.S. Department of Education, Title VII, Bilingual Education Teachers and Personnel, \$911,432 for five years

Southern Oregon University in a consortium with 13 local school districts in Jackson, Josephine, and Klamath counties is implementing a program to help alleviate the shortage of qualified teachers for limited English proficient students in the three-county area. The SORBEE Program will assist 60 currently certified teachers and 15 preservice teachers in obtaining their ESOL/bilingual endorsement at SOU. The project is expected to be funded for five years. The program provides financial support for program teachers and preservice teachers to obtain their ESOL/bilingual endorsement and improve their proficiency in Spanish and or the Klamath language. To increase access to SOU, alternative delivery of instruction is provided, including an intensive two-week summer institute, and a variety of ESOL courses offered in three weekend sessions each term. The ESOL/bilingual endorsement program at SOU is committed to the development of education environments and teaching practices that enable students from diverse racial, ethnic, and linguistic groups to succeed. Contact: [Candace Kelly](#), phone (541) 551-6340.

<i>Project Title:</i>	Southern Oregon Consortium for Bilingual Education Careers
<i>Lead Institution:</i>	Southern Oregon University
<i>Partners:</i>	Jackson Education Service District, Rogue Community College, Klamath Community College, and 13 school districts in Jackson, Klamath and Josephine Counties
<i>Source of Funds:</i>	Title VII, Bilingual Education: Career Ladder Program, \$1,231,387 for five years

Southern Oregon University in a consortium with Rogue Community College, Klamath Community College, and 13 local school districts is implementing a Career Ladder Program. The five-year program aims to alleviate the shortage of qualified teachers needed to teach limited English proficient students (LEP) in English as a second language and bilingual education programs in three counties of Southern Oregon. At the end of the grant period, the project will have graduated approximately 15 licensed teachers with an ESOL/bilingual endorsement, 25 with undergraduate degrees, and 20 graduates with an Associate of Arts degree ready to pursue higher education and a master's in Teaching. Current Career Ladder participants are bilingual in English and Spanish, and there are two Language Specialists from the Klamath Tribes Culture and Heritage Department in Chiloquin. The program provides support for tuition, books, child care, and associated transportation. In addition, flexible learning opportunities such as distance learning, summer institutes, and tutorial assistance are being implemented. In this way the project allows participants to overcome financial, logistical, and academic barriers in the pursuit of their college degrees and licensure. Local school districts in the consortium agree to assist in the recruitment of participants, allow them flexibility to work while attending school, and hire the program's career-ladder graduates as ESL and bilingual teachers (contingent on available positions). Representatives of SOU, Rogue Community College, Klamath Community College, and Jackson Education Service District make up the project's steering committee and will seek means to continue the Career Ladder Program after the expiration of Title VII funds. Contact: [Larry Nollenberger](#), phone (541) 552-6261.

<i>Project Title:</i>	Career in Teaching Program
<i>Lead Institution:</i>	Oregon State University
<i>Partners:</i>	Chemeketa Community College, Salem-Keizer School District
<i>Source of Funds:</i>	U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, Title VII Career Ladder Grant

The Career In Teaching Program serves non-licensed instructional assistants employed by the Salem-Keizer School District. The purposes of the program are to recruit, prepare, and retain in the teaching profession instructional assistants who have demonstrated that they are highly skilled working with children in a primary or elementary classroom setting. These instructional assistants represent diverse social, cultural, and linguistic populations. They have demonstrated they are culturally and linguistically responsive to the needs of all learners. The program will result in all students able to learn from a broad range of perspectives; minority students to have more positive role models with whom they can identify; and all students to be better prepared to enter an increasing multicultural workforce. Most candidates admitted to the CITP have not completed bachelor's degrees. The program is designed to help them complete the Associate of General Studies degree at Chemeketa Community College and, simultaneously, the Education Certificate program; and meet all Oregon State University requirements for a baccalaureate degree in Liberal Studies in the OSU College of Liberal Arts and, at the same time, those for an Initial Teaching license through course work and practicum experiences delivered entirely in Salem. Contact: [Eileen Waldschmidt](#), phone (541) 737-3576.

<i>Project Title:</i>	Portland Teachers Program (PTP)
<i>Lead Institution:</i>	Tri-institutional Partnership
<i>Partners:</i>	Portland State University, Portland Community College, Portland Public Schools
<i>Source of Funds:</i>	Institution, Oregon Eisenhower Higher Education Professional Development Grant, Donations

The Portland Teachers Program (PTP) was implemented in late 1989 as a partnership effort among Portland Public Schools, Portland Community College, and Portland State University to recruit and prepare African Americans, Native Americans, Hispanics/Latinos, and Asian Americans for the teaching profession and especially for teaching in Portland Public Schools. This "grow your own" program has components that focus on recruitment, retention, graduation, and placement into a classroom. Tuition assistance is available to help students complete lower-division transfer coursework at PCC. Tuition assistance is also available to help students complete upper division coursework for the baccalaureate degree and the Graduate Teacher Education Program at PSU. There is priority hiring consideration from Portland Public Schools for PTP graduates. PTP has grown from about 15 students in 1989 to 53 active scholarships in 1999. Over 50 teachers have been graduated from the program; the majority are working in Portland Public Schools. For many years, PTP has offered a supplemental Summer Math and Science Institute using Eisenhower Professional Development funds. Contact: [Deborah Cochrane](#), phone (503) 978-5444.

<i>Project Title:</i>	Portland Placement Project
<i>Lead Institution:</i>	Oregon State University
<i>Partners:</i>	Martin Luther King Jr. School, Portland
<i>Source of Funds:</i>	Oregon Eisenhower Higher Education Professional Development Grant, \$20,000, 1998-99

In April 1999, 13 preservice teachers from Oregon State University were teamed with eight mentor teachers at an inner-city Portland K-5 school. The learning climate for these students was maintained by their common housing, pairing in the classroom, and the presence of university faculty members. This unique placement and the collaboration of mentors and faculty included hands-on workshop and in-classroom lab lessons for the preservice and inservice teachers in mathematics and science, and the direct delivery of services to over 200 K-5 underrepresented

minority students. The major features of the program include: immersing preservice teachers in a diverse environment; providing an opportunity for them to improve their math and science teaching skills; providing continuing education opportunity for the inservice teachers at the same school; providing a field-based collaborative research project for faculty members; increasing human resources for eight classrooms of K-5 predominantly minority students as the preservice teachers taught math or science units. In addition to the immersion experience for the 13 preservice teachers, all other participants in the OSU PTEP program attended a math and/or a science workshop for working with culturally diverse students. Ten students besides those placed for April also made a one-day visit to King School. Contact: [Jean Moule](#), phone (541) 737-3529.

<i>Project Title:</i>	Immersion for Social Change and Pedagogical Strength in Math and Science
<i>Lead Institution:</i>	Oregon State University
<i>Partners:</i>	Portland Public School District 1J; Salem/Keizer School District 24J
<i>Source of Funds:</i>	Oregon Eisenhower Higher Education Professional Development Grant, \$50,000, 2000-01

The purpose of the project is to provide an immersion experience for preservice teachers in a predominantly minority elementary school. The project provides learning opportunities to strengthen classroom practices of preservice and inservice teachers in science and mathematics while assisting regular classroom teachers of students in a high-poverty, culturally diverse K-5 school. OSU's School of Education, in partnership with Portland Public School District 1J, is designing and implementing a series of workshops for OSU preservice teachers and Portland Public School inservice teachers that address the needs of minority children, particularly in identified benchmarks in mathematics and science. The project includes a three-week placement for preservice teachers in a Portland K-5 school (85% African American) or a highly diverse, bilingual Salem-Keizer school, during which pairs of preservice teachers will work with a mentor teacher. University faculty will provide onsite support. Outcomes expected include: (1) Preparation of elementary teachers who are competent in all subject areas, particularly math and science, and who have the pedagogical knowledge and skills for teaching culturally diverse populations. (2) Inservice teachers will gain a clear understanding of strategies they currently use with students in their classrooms and strategies they will be encouraged to add from attending the workshops. (3) Inservice and preservice teachers will begin to address National Board Certification Standards. Participants: 35 teachers, 60 preservice teachers; 5 OSU faculty. Contact: [Jean Moule](#), phone (541) 737-3529.

<i>Project Title:</i>	Web Course: Racial/Cultural Harmony in the K-12 Classroom
<i>Lead Institution:</i>	Oregon State University
<i>Partners:</i>	Salem-Keizer School District
<i>Source of Funds:</i>	OSU Statewide Distance Education Grant, \$6,048

This course provides an overview of the issues particular to an increasingly racially diverse student population present in public schools today. Implications concerning curriculum design, teaching strategies, parent/teacher interactions, student/teacher interactions will be considered in this course. Instructional goals are to assist inservice teachers in their appreciation of the depth and scope of various and compelling racial and cultural issues impacting American public schools today, specifically those of the Salem-Keizer School District; and to facilitate personal growth and understanding in areas of equity. Participants satisfactorily completing this course will be moving towards the following outcomes to: understand their own cultural perspectives; view

students as individuals with diverse backgrounds and abilities; value racial and cultural diversity; evaluate critical racial and cultural issues in the Salem-Keizer School District; synthesize these new perspectives into their own teaching. Contact: [Jean Moule](#), phone (541) 737-3529.

<i>Project Title:</i>	Oregon Quality Assurance in Teaching Program (O-QAT)
<i>Lead Institution:</i>	Governor's Office, Teacher Standards and Practices Commission, Oregon University System
<i>Partners:</i>	Oregon Department of Education; Oregon Department of Community Colleges and Workforce Development, Center for Teaching/Learning at Oregon Education Association; 16 higher education partners (public and independent colleges and universities that prepare teachers)
<i>Source of Funds:</i>	Title II Teacher Quality Enhancement Program, U.S. Department of Education, \$4.8 million, 1999-2002

O-QAT is a partnership of educational agencies and higher education institutions supporting implementation of reforms to improve the quality of teacher education in Oregon. The project emphasizes changes in policy and implementation to ensure systemic, long-term impacts to enhance teacher quality. There are five objectives for the project: (1) develop improved methods for holding institutions accountable for high-quality teacher preparation through establishing, piloting, and implementing new statewide accountability guidelines, including first-time report card for new teachers, and alignment of state's required tests (PRAXIS) and performance assessment (Teacher Work Samples) with K-12 standards. (2) assist institutions to implement yet-needed components of the redesigned programs that lead to the Initial License with a focus on initiatives in the area of enhanced content preparation. (3) assist institutions to develop and implement needed components of the redesigned programs that lead to Continuing License with focus on developing assessments to be used to determine when/how teachers have met Continuing License requirements. (4) expand the state's capacity to address critical teacher shortage areas including a diverse educator workforce via new recruitment strategies and alternative pathways to teaching that address populations unserved through traditional teacher preparation programs. (5) Improve state-level planning and policy development related to teacher quality through enhanced coordination and review of policies affecting teacher licensing, preparation, and professional development participation by key boards/commissions; and completion of studies to enhance planning related to Oregon's quality workforce. Contact: [Holly Zanville](#), phone (541) 346-5726.

<i>Project Title:</i>	Oregon Collaborative for Excellence in Preparation of Teachers (OCEPT)
<i>Lead Institution:</i>	Portland State University
<i>Partners:</i>	Statewide project involving all higher education institutions, Community colleges
<i>Source of Funds:</i>	National Science Foundation, \$5,000,000, 1997-2002

OCEPT is a statewide collaboration of institutions of higher education dedicated to strengthening the mathematics and science preparation of future teachers and encouraging greater involvement of underrepresented groups in the teaching profession. College science, mathematics, engineering, and technology (SMET) faculty are developing effective learning opportunities for future teachers. Model programs to recruit, encourage, and support outstanding prospective K-12 teachers of mathematics and science are being developed. Contact: [Marj Enneking](#), phone (503) 725-3643.

<i>Project Title:</i>	SMILE (Science and Math Investigative Learning Experiences) Project
<i>Lead Institution:</i>	Oregon State University
<i>Partners:</i>	Schools in Beaverton, Chiloquin, Forest Grove, Madras/Warm Springs, Nyssa, Ontario, Pendleton, Siletz/Toledo, Willamina/Grande Ronde, Woodburn
<i>Source of Funds:</i>	State, Grants, Private Donations

SMILE is an enrichment program for disadvantaged students in grades 4-12. SMILE's goal is to provide group activities for these students in mathematics, science, and computers; preparation for the academics of college; and mentoring support to encourage self-reliance. SMILE also provides numerous professional development opportunities to teachers at SMILE schools. Examples of student activities include outdoor science adventure for elementary school students; challenge weekends on the OSU campus for middle school students; and challenge weekends on the OSU campus for high school students plus a culminating STARS program for graduating seniors enrolling at OSU. Oregon State's sponsorship, along with the gifts of participating donors, makes this program possible. SMILE offers college scholarships, assists schools in obtaining equipment donations, and provides a range of training assistance to teachers in SMILE schools. An OSU SMILE Update letter is published four times a year. Contact: [Eda Davis-Butts](#), phone (541) 737-2388.

<i>Project Title:</i>	Professional Development Project for Teachers of Spanish
<i>Lead Institution:</i>	Oregon State University
<i>Partners:</i>	Oregon International Council Confederation in Oregon for Language Teaching Espanol Training Center (Puebla, Mexico)
<i>Source of Funds:</i>	Oregon Eisenhower Higher Education Professional Development Grant, \$60,000; local education agencies and participants, \$33,000

This program combines an intensive period of instruction in Spanish in an immersion situation in Mexico (two to four weeks) with a series of lectures and activities designed to strengthen participants' skill in teaching for proficiency. The program begins with an indoctrination weekend before departure and includes additional conference weekends in the fall and spring of the ensuing school year, culminating in group presentation of teaching plans developed in the course of the program. Contact: [Robert Willner](#), phone (503) 375-5447.

<i>Project Title:</i>	Outreach Project: Computer-Based Study Strategies (CBSS) for Students with Learning Disabilities
<i>Lead Institution:</i>	Center for Advanced Technology in Education (CATE), College of Education, University of Oregon
<i>Partners:</i>	Oregon Department of Education
<i>Source of Funds:</i>	U.S. Department of Education

The CBSS Outreach Project is designed to improve the academic performance, graduation rate, and lifelong learning potential of secondary students with learning disabilities by providing them with the skills and knowledge to use computers and other forms of advanced technology as tools for studying/learning. For the last six years, the Center for Electronic Studying at University of

Oregon has investigated the use of computer-based study strategies as a means of supporting the academic efforts of students with learning disabilities in general education classes. This has led to study strategies easily adoptable by students that have the beneficial effects of enhancing student performance, reducing absenteeism, and increasing long term success in school. The focus of this outreach project is to disseminate information about using computer-based study strategies as an intervention for students with learning disabilities and provide participating outreach sites in eight states with intensive, effective inservice training, technical assistance, and follow-up support. The project's objectives are to: increase the number of general and special education teachers knowledgeable about computer-based study strategies (CBSS) proven effective for secondary students with learning disabilities; increase the number of general and special educators teaching CBSS to students in middle/high schools; increase the number of parents of students with learning disabilities aware of CBSS and supportive of students' efforts to use CBSS for studying/learning; increase student use of CBSS for studying/learning in general education classes. The outreach model includes: one week leadership institutes for liaisons from outreach sites; hands-on skill-building workshops for teachers, parents, and administrators; additional awareness sessions for parents; a continuum of technical assistance/ follow-up activities using both electronic and traditional vehicles; an instructional website for extending knowledge/skills after the workshops and supporting implementation efforts through opportunities for collegial sharing/problem solving; Web-based course for in-depth learning and application to new environments. Contact: [Lynne Anderson-Inman](#), phone (541) 346-2657.

<i>Project Title:</i>	Teaching All Students: Integrating Limited English Proficiency Students into Elementary and Middle School Classes
<i>Lead Institution:</i>	Oregon State University/University of Oregon
<i>Partners:</i>	Greater Albany, Lebanon, Lincoln County and Springfield Schools
<i>Source of Funds:</i>	Oregon Eisenhower Higher Education Professional Development Grant, \$65,800

This is a one-year project designed to help elementary and middle school teachers with limited English proficient students in their classes understand and incorporate current language teaching methodology into their lessons so that they better assist their students in meeting the new standards, especially in math and science. It brings together university language specialists, ESL teachers and resource personnel, preservice teachers working on ESOL certification, and practicing teachers to share best practices. The project provides two workshops at OSU, one workshop at UO, and two workshops in each of the participating districts that focus on principles of language acquisition, classroom techniques, assessment, cultural and social issues and technology. Teachers in each district run study groups, meet monthly, and share results of their discussions online. Contact: [Deborah Healey](#), phone (541) 737-2464.

<i>Project Title:</i>	Second Language Internship and Mentoring (SLIM) Program
<i>Lead Institution:</i>	University of Oregon
<i>Partners:</i>	Eugene 4J, Springfield, Bethel, Junction City, Cottage Grove, and other Oregon Public School Districts
<i>Source of Funds:</i>	Oregon Quality Assurance in Teaching Program (O-QAT), \$45,000

The SLIM Program aims to address teacher shortages in the area of second languages by recruiting excellent teacher candidates in underutilized populations through a program of information and incentives. Target populations include native-speaking community members, as

well as recently returned International Internship and Peace Corps volunteers. Most students will follow the standard graduate curriculum culminating in Initial Licensure, with enriched second-language-specific instruction. Graduates will be placed in partner districts and other districts with a high need for second language teachers and be paired with mentor teachers provided by the Confederation in Oregon for Language Teaching. ODE and TSPC have agreed to help publicize the availability of trained teachers graduating from this program and identify districts with particularly high needs. Candidates may also begin teaching as interns immediately upon entry into the program under the supervision of a district-sponsored mentor. Contact: [Carl Falsgraf](#), phone (541) 346-5715.

Appendices

Most of the appendices are currently available only in hard copy. Contact [Anita Morter](#) at the Oregon University System, 541-346-5724 if you need the appendices.

Appendices

- A. Minority Teacher Act of 1991– ORS 342.433 to 342.449 and 351.077
- B. Tables referenced in the Data on Pipeline and Pool section
 - 1 Oregon Public School Enrollment by Race/Ethnicity, 1975-2000
 - 2 Oregon High School Graduates and Dropouts in Public Secondary Schools, by Race/Ethnicity, 1991-1998
 - 3 Oregon Schools by Student Enrollments, October 1, 1999
 - 4 Number and Percent of Minority Students Enrolled in Oregon Community Colleges, Fall 1976 to Fall 1999
 - 5 Number and Percent of Minority Students Enrolled in Oregon Public Universities, Fall 1976 through Fall 1999
 - 6 Minority and Total Students Graduated from Oregon Public Universities, 1984-85 through 1998-99
 - 7a Profile of Public Teacher Education Students, 1999-2000
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 - 8 Minority Compared to Total "Education" Students Completing in OUS in Selected Years
 - 9a Original Licenses Issued by TSPC from New Educators Completing Programs at Oregon Institutions and Outside Oregon, by Public/Independent and Race/Ethnicity, 1995-96 compared to 1998-99
 - 9b Minority Candidates Receiving Oregon Teaching Certificates (Preparation in Oregon/Other States), 1992 through 1997
 - 10 In-Migration of Educators Seeking Oregon License from TSPC, Rank-Ordered by State
 - 11 Number Taking and Passing Tests plus Percent Pass Rates – those "Receiving Relevant Training for Test Taken at Oregon Institutions," 1998-99 and 1999-2000
 - 12 Oregon K-12 Public School Certificated Staff, by Ethnicity, 1999-2000 and Oregon K-12 Public School Administrators, 1992-93
 - 13 Teachers Who are Newly Employed in the Public Schools in Oregon, 1992-2000
- C. [OUS Diversity Report: The Benefits of Diversity on Campus and Beyond](#), July 21, 2000 (Executive Summary)