Minority Teacher Act Report 2005

Response to the
Oregon Minority Teacher Act of 1991

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TABLE OF CONTENTS

Introduction 1

Data

I. Community College Enrollment 3
II. OUS Applicant and Admission Data for First-time Freshman Students 4
III. OUS Total Enrollment 5
IV. OUS Degrees Earned 6
V. OUS Profile of Teacher Education Programs 7
VI. Oregon Licensure 9
VII. Oregon K-12 Public School Staff 14

Appendices

A. Minority Teacher Act Data Report Requirement 17

B. OUS Initiatives
- Eastern Oregon University (EOU) 18
- Oregon State University (OSU) 20
- Portland State University (PSU) 23
- Southern Oregon University (SOU) 25
- University of Oregon (UO) 27
- Western Oregon University (WOU) 29

Introduction

Pursuant to ORS 342.443, a report is prepared biennially to provide information regarding the representation of racial/ethnic diversity within Oregon's public postsecondary education system, within public teacher preparation programs, among educators receiving Oregon licensure, and within the public K-12 workforce (see Appendix A).

Postsecondary institutions and state agencies engage in numerous activities, including partnership efforts, to produce both a more diverse workforce and one in which educators have opportunities to gain the cultural competence skills to address the needs of Oregon's increasingly diverse student populations. A brief overview of Oregon University System (OUS) campus initiatives designed to enhance educator workforce diversity and prepare educators to teach culturally diverse learners is included in this report (see Appendix B). Each section of the report includes a brief narrative overview pertaining to populations of color.

Overview of Data Transitions

To the greatest extent possible, the 2005 report has been compiled in accordance with historical Minority Teacher Act Reports. The 2003 report included data through 2002; the 2005 report includes updates for the period since 2002. In several instances there is limited opportunity to provide comparable longitudinal data from the multiple sources contributing to this report. Following is clarifying information regarding the data included in this report.

- Historically, the Oregon University System (OUS) included Oregon Health & Science University (OHSU) as a member institution. With the movement of OHSU to an independent public institution, OUS discontinued the incorporation of OHSU data into systemwide reports. To provide data consistent with other recent OUS documents (e.g., the OUS Fact Book and reports to the State Board of Higher Education), the 2005 Minority Teacher Act Report does not include OHSU student counts.

- *Comprehensive OUS student data reflect seven institutions*: Eastern Oregon University (EOU), Oregon Institute of Technology (OIT), Oregon State University (OSU), Portland State University (PSU), Southern Oregon University (SOU), University of Oregon (UO), and Western Oregon University (WOU). *OUS student data specific to educator preparation programs reflect six institutions (OIT does not offer educator preparation programs).*

- To further provide data that parallel recent OUS System-level diversity and enrollment reports, OUS counts by race/ethnicity are reported consistent with the following race/ethnicity categories for domestic populations: African American/Black, American Indian/Alaska Native, Asian/Pacific Islander, Hispanic/Latino, Caucasian,

Individuals Reporting More Than One Race, and Individuals with Unreported Race/Ethnicity.

- Consistent with race-reporting modifications introduced in the 2000 U.S. Census, increasing numbers of people are reporting more than one race. With federal standards for educational reporting not yet fully operationalized, the state agencies providing data for the Minority Teacher Act report are at various stages regarding the category of multiracial reporting. The data provided in this report reflect the slightly different ways in which the multiracial data are currently captured by the contributing state agencies.

- First-time "prepared in Oregon" licensure data from the Teacher Standards and Practices Commission (TSPC) includes revised historical data from 2001-02 to reflect modifications to the TSPC database (see table 7).

- The 2005 Minority Teacher Act Report data include instances that reflect additional data transitions and caveats. These items are explained in footnotes to the specific tables where applicable.

- Recommendations for future Minority Teacher Act reports –

  As federal and state entities continue to seek reporting of data relating to representation by race/ethnicity, Oregon's state agencies should work collaboratively to further standardize data protocols. Efforts to further standardize the collection of campus-level teacher preparation data should be undertaken. These actions will better facilitate the compilation of comparative and longitudinal data that inform ongoing efforts to enhance the representation of educators of color in Oregon. State partners remain committed to the collaborative efforts required to make additional progress.

Data

I. Community College Enrollment

Overall, Oregon community college headcount enrollments declined from 93,307 total students in fall 2002 to 84,215 students in fall 2003 (see Table 1). The total enrollment of African American/Black, American Indian/Alaska Native, Asian/Pacific Islander, and Hispanic/Latino students was 11,744 (13.9%) in fall 2003, down from 12,600 (13.5%) in fall 2002. Comparable fall 2004 data are currently unavailable.

Table 1
Number and Percent of Students of Color Enrolled in Oregon Community Colleges
2002-03 and 2003-04

	Black/ African American		American Indian/ Alska Native		Asian/ Pacific Islander		Hispanic/ Latino		Total All Students
	Number	%	Number	%	Number	%	Number	%	Number
Fall 2003	1,744	2.1%	1,533	1.8%	3,755	4.5%	4,712	5.6%	84,215
Fall 2002	1,953	2.1%	1,809	1.9%	4,149	4.4%	4,689	5.0%	93,307

Includes enrollments for Lower Division Collegiate. Excludes students in professional/technical enrollments since they are not in the potential program to prepare as a teacher. Source: Integrated Postsecondary Education Data System

II. Oregon University System Applicant and Admission Data for First-time Freshman Students

Total OUS systemwide application and acceptance data by race/ethnicity are available for first-time freshmen students but not by individual headcount; *these data include duplicate counts of students who applied to multiple OUS campuses* (see Tables 2 and 3), and are not directly comparable with OUS demographic enrollment data. Data do not reflect students who seek admission as transfer students or enrollment at other levels. *The following admission data do not include students who had pending application status, those who postponed admission, or those who withdrew their applications*.

Table 2
Total Oregon University System (OUS) First-Time Freshmen Applications*, by Race/Ethnicity
Fall 2003 and Fall 2004

	Black/ African American		American Indian/ Alska Native		Asian/ Pacific Islander		Hispanic/ Latino		Reporting more than one race / Unspecified**		Caucasian		Total Applications
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number
Fall 2004	608	2.4%	359	1.4%	2,386	9.4%	1,111	4.4%	2,159	8.5%	18,729	73.9%	25,352
Fall 2003	601	2.3%	355	1.3%	2,602	9.7%	1,064	4.0%	2,216	8.3%	19,860	74.4%	26,698

Source: OUS Institutional Research, fall fourth-week enrollment
*Data include duplicate counts for students who applied to multiple OUS campuses. International students are included within race/ethnicity categories.
**The current federal category is "unknown"; consisting with OUS annual diversity reports, included here as a combined category of "Reporting More Than One Race/Unspecified Race." Detailed breakouts within this category are currently unavailable.

Table 3
Total Oregon University System (OUS) First-Time Freshmen Admissions*, by Race/Ethnicity
Fall 2003 and Fall 2004

	Black/ African American		American Indian/ Alska Native		Asian/ Pacific Islander		Hispanic/ Latino		Reporting more than one race / Unspecified**		Caucasian		Total Admitted
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number
Fall 2004	246	2.0%	178	1.5%	1,088	8.9%	532	4.3%	934	7.6%	9,260	75.7%	12,238
Fall 2003	254	2.1%	176	1.4%	1,167	9.6%	493	4.0%	890	7.3%	9,225	75.6%	12,205

Source: OUS Institutional Research, fall fourth-week enrollment
*Data include duplicate counts for students who applied to multiple OUS campuses. Admitted data do not include students who had pending application status, those who postponed admission, or those who withdrew their applications. International students are included within race/ethnicity categories.
**The current federal category is "unknown"; consisting with OUS annual diversity reports, included here as a combined category of "Reporting More Than One Race/Unspecified Race." Detailed breakouts within this category are currently unavailable.

III. Oregon University System Total Enrollment

Total OUS headcount enrollment within the seven OUS institutions increased from 78,111 students in fall 2002, to 79,558 students in fall 2003, and 80,066 students in fall 2004 (see Table 4).

The total enrollment of domestic students of color (African American/Black, American Indian/Alaska Native, Asian/Pacific Islander, and Hispanic/Latino) was 10,876 (13.6%) in fall 2004. This total represents an increase from 10,543 (13.2%) in fall 2003 and 10,068 (12.9%) in fall 2002. Three-year overall enrollment growth for these combined populations was 8.0%.

Consistent with changing population trends, the total enrollment of students reporting more than one race was 751 (0.9%) in fall 2004. This represents a numeric increase from 700 (0.9%) in fall 2004 and 678 (0.9%) in fall 2002. Three-year overall enrollment growth for the population of students reporting more than one race was 10.7%. The population of individuals with unspecified race/ethnicity continues to increase, representing 7.5% of OUS enrollment in fall 2004.

Table 4
Oregon University System (OUS) Student Enrollment, by Race/Ethnicity
Fall 2002, Fall 2003, and Fall 2004

	Black/ African American		American Indian/ Alska Native		Asian/ Pacific Islander		Hispanic/ Latino		Caucasian		Reporting more than one race/Unspecified Race*				International		Total All Students
											Reporting more than one race		Unspecified				
	Number	%	Number	%	Number	%	Number	%	Number	%	02-03	03-04	Number	%	Number	%	Number
Fall 2004	1,523	1.9%	1,028	1.3%	5,412	6.8%	2,913	3.6%	58,711	73.3%	751	0.9%	6,004	7.5%	3,724	4.7%	80,066
Fall 2003	1,447	1.8%	988	1.2%	5,306	6.7%	2,802	3.5%	58,467	73.5%	700	0.9%	5,965	7.5%	3,883	4.9%	79,558
Fall 2002	1,310	1.7%	984	1.3%	5,130	6.6%	2,644	3.4%	57,462	73.6%	678	0.9%	5,721	7.3%	4,182	5.4%	78,111

* The current federal category is "unknown"; consistent with annual OUS diversity reports, the "unknown" data are disaggregated here as "Reporting More Than One Race/Unspecified Race"
Source: OUS Institutional Research Services, fall fourth-week enrollment reports

IV. Oregon University System Degrees Earned

Degrees earned by domestic students of color (African American/Black, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino) within the seven OUS institutions totaled 1,888 (11.4%) in 2003-04, representing an increase from 1,724 (11.3%) in 2002-03.

Table 5
Number and Percent of Students Graduated from Oregon Public Universities, by Race/Ethnicity
2002-03 and 2003-04

	Black/ African American		American Indian/ Alska Native		Asian/ Pacific Islander		Hispanic/ Latino		Reporting more than one race / Unspecified*		Caucasian		International		Total All Students
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number
2003-04	213	1.3%	173	1.1%	970	5.9%	532	3.2%	1,116	6.8%	12,249	74.5%	1,189	7.2%	16,442
2002-03	193	1.3%	190	1.3%	864	5.7%	477	3.1%	1,068	7.0%	11,306	74.4%	1,101	7.2%	15,199

Source: OUS Institutional Research Services
*The current federal category is "unknown"; consisting with OUS annual diversity reports, included here as a combined category of "Reporting More Than One Race/Unspecified Race." Detailed breakouts within this category are currently unavailable for graduation data.

V. Oregon University System Profile of Teacher Education Programs

Data are provided for the profile of public teacher education students during 2002-03 and 2003-04 within the six OUS institutions that offer educator preparation programs (see Table 6). The "applied" and "enrolled" figures represent one cohort of students for a given year. The "completed" figures reflect multiple cohorts of students because students take differing amounts of time to complete their preparation programs. Data on the total number of applications to OUS preparation programs are incomplete because one institution has not historically maintained comprehensive applied/admitted records. Thus, to provide a reasonable and consistent compilation of the available data given the lack of comprehensive figures for all institutions, "enrolled" data are utilized here consistent with previous Minority Teacher Act Reports.

Overall, the two-year (2002-03 and 2003-04) combined total number of African American/Black, American Indian/Alaska Native, Asian/Pacific Islander, and Hispanic/Latino students enrolled in OUS preparation programs was 494 (11.5%). This represents an increase from 327 (9.7%) for the two-year period of 2000-01 and 2001-02. The two-year (2002-03 and 2003-04) combined total enrolled students reporting multiethnic/other identity was 23 (0.5%), representing a numeric increase from 18 (0.5%) for the two-year period of 2000-01 and 2001-02.

Overall, the two-year (2002-03 and 2003-04) combined total number of African American/Black, American Indian/Alaska Native, Asian/Pacific Islander, and Hispanic/Latino students who completed OUS preparation programs was 352 (10.8%), representing an increase from 276 (8.7%) for the two-year period of 2000-01 and 2001-02. The two-year (2002-03 and 2003-04) combined total number of completions for students reporting multiethnic/other identity was 17 (0.5%), representing an increase from 6 (0.09%) for the two-year period of 2000-01 and 2001-02.

Table 6
OUS Profile of Public Teacher Education Students
2002-03 and 2003-04

APPLIED	Black/ African American		American Indian/ Alaska Native		Asian/ Pacific Islander		Hispanic/ Latino		Multiethnic/ Other		Unreported		White		Total Applied	
	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04
Eastern Oregon University		1	5		2	6	3	6			22	88	209	156	241	257
Oregon State University	6	2	2	3	4	12	12	10	1	1	8	30	133	117	166	175
Portland State University*																
Southern Oregon University	3	2	3		4	8	9	9					188	184	207	203
University of Oregon	12	15	14	27	100	86	46	47	10	20	68	102	909	946	1,159	1,243
Western Oregon University	1	1	3	3	7	5	16	20			13	15	552	319	592	363

ENROLLED	Black/ African American		American Indian/ Alaska Native		Asian/ Pacific Islander		Hispanic/ Latino		Multiethnic/ Other		Unreported		White		Total Enrolled	
	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04
Eastern Oregon University		1	4		2	6	2	4			13	13	189	127	210	151
Oregon State University	6	2	2	3	3	10	12	10	1	1	8	26	125	105	157	157
Portland State University	25	25	5	5	34	28	66	55	7	9	66	67	588	610	791	799
Southern Oregon University	1	1	3		3	5	7	2				7	117	109	131	124
University of Oregon	5	9	7	17	19	16	23	26	1	4	26	38	425	402	506	512
Western Oregon University	1	1	3	2	6	5	10	12			7	11	450	252	477	283
Total	38	39	24	27	67	70	120	109	9	14	120	162	1,894	1,605	2,272	2,026
Two-Year Total	77		51		137		229		23		282		3,499		4,298	

COMPLETED	Black/ African American		American Indian/ Alaska Native		Asian/ Pacific Islander		Hispanic/ Latino		Multiethnic/ Other		Unreported		White		Total Completed	
	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04
Eastern Oregon University		1	5		1	2	5	5			9	17	167	142	187	167
Oregon State University	5	4	3	7	4	14	10	1	1		10	17	147	125	180	168
Portland State University	4	14		3	14	9	19	26	3	5	20	34	216	268	276	359
Southern Oregon University	1		3		2	5	6	1				4	109	97	121	107
University of Oregon	11	10	10	11	30	24	27	25	1	7	20	26	453	454	552	557
Western Oregon University	1		3	1	6	3	10	6			7	7	450	83	477	100
Total	22	29	24	22	57	57	77	64	5	12	66	105	1,542	1,169	1,793	1,458
Two-Year Total	51		46		114		141		17		171		2,711		3,251	

Source: OUS Colleges/Schools of Education
*Portland State University has not historically maintained data on “applicants”; therefore, the total applicant figures are incomplete.
Note: “Applied” and “Enrolled” reflect one student cohort. “Completed” reflects multiple cohorts (students take differing amounts of time to complete the programs).

VI. Oregon Licensure

Of the 7,026 first-time licenses received in 2003-04, a total of 3,483 (49.6%) were received by individuals prepared in other states, a total of 2,086 (29.7%) were received by individuals prepared in OUS institutions, and 1,457 (20.7%) were received by individuals prepared in Oregon private institutions. Of the 6,319 first-time licenses received in 2002-03, a total of 3,317 (52.5%) were received by individuals prepared in other states, a total of 1,773 (28%) were received by individuals prepared in OUS institutions, and 1,229 (19.5%) were received by individuals prepared in Oregon private institutions.

Data on the number of individuals prepared in Oregon public and private institutions receiving first-time licensure in Oregon indicate that a total of 3,543 first-time licenses were awarded in 2003-04 and 3,002 in 2002-03 (see Table 7). Blacks/African Americans received 24 new licenses in 2003-04 and 18 in 2002-03; American Indians/Alaska Natives received 12 new licenses in 2003-04 and 14 in 2002-03; Asians/Pacific Islanders received 47 new licenses in 2003-04 and 64 in 2002-03; Hispanics/Latinos received 549 new licenses in 2003-04 and 226 in 2002-03; Other/Multi-Ethnic populations received 31 new licenses in 2003-04 and 6 in 2002-03.

Table 7 also indicates that individuals prepared in other states received 3,483 new licenses in 2003-04, and 3,317 in 2002-03. Among this population, Blacks/African Americans received 26 new licenses in 2003-04 and 28 in 2002-03; American Indians/Alaska Natives received 13 new licenses in 2003-04 and 28 in 2002-03; Asians/Pacific Islanders received 50 new licenses in 2003-04 and 57 in 2002-03; Hispanics/Latinos received 408 new licenses in 2003-04 and 103 in 2002-03; Other/Multi-Ethnic populations received 20 new licenses in 2003-04 and 3 in 2002-03.

Table 8 indicates numbers of persons taking and passing tests in relevant training areas during 2002-03 and 2003-04.

Table 7
Oregon Teacher Standards and Practices Commission
Individuals Receiving First-Time Licensure
for 9/1/01-8/31/02, 9/1/02-8/31/03, and 9/1/03-8/31/04
by Prepared in Oregon and Prepared in Other States

	Black/ African American			American Indian/ Alaska Native			Asian/ Pacific Islander			Hispanic/ Latino			Other/ Multi-Ethnic			Unreported			White			Total Licenses		
PREPARED IN OREGON	01-02*	02-03	03-04	01-02*	02-03	03-04	01-02*	02-03	03-04	01-02*	02-03	03-04	01-02*	02-03	03-04	01-02*	02-03	03-04	01-02*	02-03	03-04	01-02*	02-03	03-04
Independent Institutions																								
Cascade College																		1			2			3
Concordia University	1		2		2	2	3	2	1	1	3	23			1	8	12	47	108	120	109	121	139	185
George Fox University	1				1		2	4		7	11	27		1		11	19	65	142	186	142	163	222	234
Lesley University																					2			2
Lewis & Clark College	1	3	2	1	1		11	6	5	6	28	62		1	6	24	20	69	207	223	188	250	282	332
Linfield College		1	1	2			1			4	1	4				3	1	39	43	49	30	53	52	74
Northwest Christian College	1		1		1	1		1			3	14				1	4	3	27	32	36	29	41	55
Pacific University		1	1	1		2	5	7	6	12	19	24			4	15	16	37	182	204	227	215	247	301
University of Phoenix		2									1							1	1	2	10	1	5	11
University of Portland	1				1	1	3	1		4	3	12				5	7	34	87	88	67	100	100	114
Warner Pacific College	2							1	1		1	7				4	5	4	31	27	33	37	34	45
Western Baptist College											2	4				1		1	24	18	19	25	20	24
Willamette University			1		1		5	3	1	3	2	5			2	1	5	2	74	76	66	83	87	77
Subtotal	7	7	8	4	7	6	30	25	14	37	74	182	0	2	13	73	89	303	926	1025	931	1,077	1,229	1,457
Public Institutions (OUS)																								
Eastern Oregon University			1		1			2	2	4	14	47			3	18	16	35	117	150	180	139	183	268
Oregon State University	1	1	1		2	1	2	6	2	8	22	45			2	10	17	61	135	173	110	156	221	222
Portland State University	7	9	10	2	1	1	6	17	16	41	51	104		4	3	48	36	124	380	427	386	484	545	644
Southern Oregon University		1	1	1	1		2		3	9	19	38				7	11	22	121	122	119	140	154	183
University of Oregon	4		2	2		3	4	11	7	11	32	72	1		6	21	28	75	201	254	183	244	325	348
Western Oregon University			1	1	2	1	5	3	3	15	14	61			4	14	40	59	237	286	292	272	345	421
Subtotal	12	11	16	6	7	6	19	39	33	88	152	367	1	4	18	118	148	376	1191	1412	1270	1,435	1,773	2,086
Total Oregon Institutions	**19**	**18**	**24**	**10**	**14**	**12**	**49**	**64**	**47**	**125**	**226**	**549**	**1**	**6**	**31**	**191**	**237**	**679**	**2117**	**2437**	**2201**	**2,512**	**3,002**	**3,543**

*2001-02 numbers have been revised from the 2003 Minority Teacher report to capture updated database information.
Source: Oregon Teacher Standards and Practices Commission

Table 7 (continued)
Individuals Receiving First-Time Licensure

PREPARED IN OTHER STATES	Black/ African American		American Indian/ Alaska Native		Asian/ Pacific Islander		Hispanic/ Latino		Other/ Multi-Ethnic		Unreported		White		Total Licenses	
	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04
Alabama							1				2		2	5	5	5
Alaska					1			5			3	2	7	8	11	15
Arizona					1	1	2	8			9	8	38	40	50	57
Arkansas													2	1	2	1
California	1	2	2		4	6	13	35	2	2	68	42	175	204	265	291
Colorado						1		2			13	5	28	27	41	35
Connecticut												1	3	5	3	6
Delaware											1		3	1	4	1
Florida								1		1	3	1	18	17	21	20
Georgia		1						2			4	2	7	3	11	8
Hawaii	1				5	3	1				3	1	4	2	14	6
Idaho				1	1	1		6			21	8	42	60	64	76
Illinois		2			2	1	1	5			9	3	16	24	28	35
Indiana	1					1	1	1			6		9	14	17	16
Iowa						1	1	1		1	4	3	8	8	13	14
Kansas								3		1	2	1	15	10	17	15
Kentucky					1						3		6	9	10	9
Louisiana								1			1	2	2	6	3	9
Maine											1	1	1	2	2	3
Maryland								1			1	1	2	1	3	3
Massachusetts		3			1			3			6	5	13	18	20	29
Michigan		1			1		2	4			5	6	14	29	22	40
Minnesota					1			1			7	3	20	20	28	24
Mississippi		1									1	1	4	5	5	7
Missouri							1	3			3		10	10	14	13
Montana					1			6	1		7	7	30	41	39	54
Nebraska	1							3			3		9	9	13	12
Nevada						1	1	2			5	3	6	8	12	14
New Hampshire											1	3	6	1	7	4

Table 7 (continued)
Individuals Receiving First-Time Licensure

PREPARED IN OTHER STATES	Black/ African American		American Indian/ Alaska Native		Asian/ Pacific Islander		Hispanic/ Latino		Other/ Multi-Ethnic		Unreported		White		Total Licenses	
	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04
New Jersey								1				1	3	4	3	6
New Mexico							1	1			5	1	9	9	15	11
New York			1		2	2		4			8	5	19	25	30	36
North Carolina		2			1			1			1		4	10	6	13
North Dakota											3	3	5	10	8	13
Ohio	1		1					2			4	3	14	20	20	25
Oklahoma								1			1		11	3	12	4
Pennsylvania							1	3			3	3	17	12	21	18
Rhode Island											2		2		4	0
South Carolina							1				1	1	1	3	3	4
South Dakota			1								2	1	4	4	7	5
Tennessee								2				1	3	6	3	9
Texas		1		1			1	3			19	2	27	26	47	33
Utah					1		1	2			9	3	35	43	46	48
Vermont								1			1	1	4	2	5	4
Virginia								1				2	6	6	6	9
Washington	1	1	2		2	2	7	29			36	24	125	183	173	239
Washington D.C.												1	6	1	6	2
West Virginia												1	1	3	1	4
Wisconsin								5			6	1	8	10	14	16
Wyoming								3			3	3	6	7	9	13
Unknown	22	12	7	11	32	30	67	256		15	277	247	1,729	1,578	2,134	2,149
Total Other States	**28**	**26**	**14**	**13**	**57**	**50**	**103**	**408**	**3**	**20**	**573**	**413**	**2,539**	**2,553**	**3,317**	**3,483**
Total New First-Time Licenses	**46**	**50**	**28**	**25**	**121**	**97**	**329**	**957**	**9**	**51**	**810**	**1,092**	**4,976**	**4,754**	**6,319**	**7,026**

Source: Oregon Teacher Standards and Practices Commission

Table 8
Number of Persons Taking and Passing Tests for "Receiving Relevant Training"
2002-03 and 2003-04

2003-04	Black / African American			American Indian / Alaska Native			Asian American / Pacific Islander			Hispanic / Latino			Caucasian		
	# Pass	# Takers	% Pass	# Pass	# Takers	% Pass	# Pass	# Takers	% Pass	# Pass	# Takers	% Pass	# Pass	# Takers	% Pass
Relevent Training Test Takers at Oregon Institutions															
Administrators Educational Leadership/Supervision 0410	8	10	80.0%	1	1	100.0%	1	2	50.0%	7	9	77.8%	197	199	99.0%
Counselors School Guidance/Counseling 0420	0	0	0.0%	0	0	0.0%	3	4	75.0%	2	2	100.0%	81	86	94.2%
Elementary/Middle Teachers MSAT Multiple Choice Content Knowledge 0140	19	25	76.0%	23	24	95.8%	52	57	91.2%	66	89	74.2%	1457	1532	95.1%
Elementary/Middle Teachers MSAT Content Area Exercises Short Answer Essay 0151	21	27	77.8%	24	25	96.0%	48	58	82.8%	69	84	82.1%	1407	1538	91.5%
Relevent Training Test Takers "Sending Scores to TSPC" (includes people outside Oregon and who did not attend Oregon preparation program)															
Elementary/Middle Teachers MSAT Multiple Choice Content Knowledge 0140	8	14	57.1%	10	10	100.0%	14	15	93.3%	37	51	72.5%	564	592	95.3%
Elementary/Middle Teachers MSAT Content Area Exercises Short Answer Essay 0151	10	15	66.7%	9	10	90.0%	15	18	83.3%	33	48	68.8%	579	602	96.2%

2002-03	Black / African American			American Indian / Alaska Native			Asian American / Pacific Islander			Hispanic / Latino			Caucasian		
	# Pass	# Takers	% Pass	# Pass	# Takers	% Pass	# Pass	# Takers	% Pass	# Pass	# Takers	% Pass	# Pass	# Takers	% Pass
Relevent Training Test Takers at Oregon Institutions															
Administrators Educational Leadership/Supervision 0410	5	5	100.0%	2	2	100.0%	1	1	100.0%	3	3	100.0%	77	78	98.7%
Counselors School Guidance/Counseling 0420	1	1	100.0%	1	1	100.0%	3	4	75.0%	1	3	33.3%	58	61	95.1%
Elementary/Middle Teachers MSAT Multiple Choice Content Knowledge 0140	8	20	40.0%	12	15	80.0%	48	62	77.4%	40	89	44.9%	1128	1707	66.1%
Elementary/Middle Teachers MSAT Content Area Exercises Short Answer Essay 0151	3	20	15.0%	6	16	37.5%	32	64	50.0	40	89	44.9%	1034	1507	68.6%

Source: Teacher Standards and Practices Commission
Data for 2002-03 test takers are not available from out of state.

VII. Oregon K-12 Public School Staff

Table 9 illustrates licensed staff full time equivalent (FTE) counts by position type within Oregon's public K-12 schools. From 2002-03 to 2003-04, Black/African American staff declined from 293.9 to 280.7 FTE; American Indian/Alaska Native staff declined from 120.0 to 109.9 FTE; Asian/Pacific Islander staff declined from 433.1 to 453.8 FTE; and Hispanic/Latino staff increased from 635.3 to 672.0 FTE. Consistent with trends in all sectors, individuals with unreported race/ethnicity showed increases during this period, from 349.8 to 422.8 FTE.

Table 10 illustrates newly employed and all staff by FTE count in Oregon's public K-12 schools. Within "newly employed" teaching positions, Blacks/African Americans represented 8.8 FTE in 2003-04 and 12.0 FTE in 2002-03; American Indians/Alaska Natives represented 0 FTE in 2003-04 and 6.9 FTE in 2002-03; Asians/Pacific Islanders represented 32.4 FTE in 2003-04 and 15.0 FTE in 2002-03; and Hispanics/Latinos represented 50.2 FTE in 2003-04 and 47.7 FTE in 2002-03. Within "newly employed" administrative positions, Blacks/African Americans represented 1.0 FTE in 2003-04 and 0 FTE in 2002-03; American Indians/Alaska Natives represented 0 FTE in both 2003-04 and 2002-03; Asians/Pacific Islanders represented 1.0 FTE in 2003-04 and 0 FTE in 2002-03; and Hispanics/Latinos represented 2.0 FTE in 2003-04 and 0 FTE in 2002-03.

Within the category of "all teachers," Blacks/African Americans represented 204.0 FTE in 2003-04 and 223.0 FTE in 2002-03; American Indians/Alaska Natives represented 88.0 FTE in 2003-04 and 101.0 FTE in 2002-03; Asians/Pacific Islanders represented 395.0 FTE in 2003-04 and 377.0 FTE in 2002-03; and Hispanics/Latinos represented 586.0 FTE in 2003-04 and 555.0 FTE in 2002-03. Within the category of "all administrators," Blacks/African Americans represented 34.0 FTE in 2003-04 and 32.0 FTE in 2002-03; American Indians/Alaska Natives represented 8.5 FTE in 2003-04 and 9.0 FTE in 2002-03; Asian/Pacific Islanders represented 24.0 FTE in 2003-04 and 26.7 FTE in 2002-03; and Hispanics/Latinos represented 31.0 FTE in 2003-04 and 29.0 FTE in 2002-03.

Table 9
Oregon Department of Education
Oregon K-12 Public School Licensed Staff (FTE), by Ethnicity
2002-03 and 2003-04

POSITION	Black/ African American		American Indian/ Alska Native		Asian/ Pacific Islander		Hispanic/ Latino		Unreported		White	
	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04
Superintendent	1.0	1.0	0.0	0.0	0.5	0.5	3.0	2.0	0.5	2.4	157.1	157.6
Asst. Superintendent	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	0.0	0.0	38.3	40.3
Principal	22.0	21.0	6.0	6.0	18.2	14.5	14.0	18.0	6.8	8.5	959.9	918.0
Asst. Principal	9.0	12.0	3.0	2.5	8.0	9.0	11.0	10.0	5.0	3.0	439.0	410.7
Classroom Teachers	222.9	203.6	100.7	87.9	376.9	395.3	555.5	586.3	301.3	367.7	26,495.5	25,673.1
Librarians	5.0	5.0	1.0	1.0	9.0	7.0	2.0	2.0	5.6	4.3	452.7	391.4
Curriculum Directors	8.5	6.5	4.0	3.5	2.5	4.0	13.8	13.3	7.4	12.7	747.6	682.6
Guidance Counselors	16.0	16.5	1.6	4.5	9.3	15.1	24.4	25.4	15.8	9.6	1,028.3	972.8
Psychology Staff	1.0	0.0	1.0	1.5	3.5	3.5	4.5	6.0	0.0	1.1	284.4	286.9
Other	8.5	15.1	2.7	3.0	5.2	4.9	6.1	8.0	7.4	13.5	388.4	418.5
Total	293.9	280.7	120.0	109.9	433.1	453.8	635.3	672.0	349.8	422.8	30,991.2	29,951.8

Source: Oregon Department of Education, Policy Research & Analysis Section

Table 10
Oregon Department of Education
Teachers and Administrators who are Newly Employed (FTE) in the Public Schools in Oregon
2002-03 and 2003-04

TEACHERS	Black/ African American	American Indian/ Alaska Native	Asian/ Pacific Islander	Hispanic/ Latino	Total People of Color	Total Teachers All Ethnicities
2003-04						
Newly Employed Teachers	8.8	0.0	32.4	50.2	91.3	1,495.5
All Teachers	204.0	88.0	395.0	586.0	1,273.0	27,314.0
Percent of New Teachers in Category	**4.3%**	**0.0%**	**8.2%**	**8.6%**	**7.2%**	**5.5%**
2002-03						
Newly Employed Teachers	12.0	6.9	15.0	47.7	81.6	1,078.3
All Teachers	223.0	101.0	377.0	555.0	1,256.0	28,053.0
Percent of New Teachers in Category	**5.4%**	**6.8%**	**4.0%**	**8.6%**	**6.5%**	**3.8%**

ADMINISTRATORS*	Black/ African American	American Indian/ Alaska Native	Asian/ Pacific Islander	Hispanic/ Latino	Total People of Color	Total Administrators all Ethnicities
2003-04						
Newly Employed Administrators	1.0	0.0	1.0	2.0	4.0	17.5
All Administrators	34.0	8.5	24.0	31.0	97.5	1,637.9
Percent of New Administrators in Category	**2.9%**	**0.0%**	**4.2%**	**6.5%**	**4.1%**	**1.1%**
2002-03						
Newly Employed Administrators	0.0	0.0	0.0	0.0	0.0	19.9
All Administrators	32.0	9.0	26.7	29.0	96.7	1,703.2
Percent of New Administrators in Category	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**1.2%**

* Includes superintendents, asst. superintendents, principals, and asst. principals
Source: Oregon Department of Education, Policy Research & Analysis Section

APPENDIX A
MINORITY TEACHER ACT OF 1991
Data Report Requirement

342.443 Reports to legislature; comparative data; data collection.

(1) The Education and Workforce Policy Advisor shall report biennially to the Legislative Assembly longitudinal data on the number and percentage of:
   - (a) Minority students enrolled in community colleges;
   - (b) Minority students applying for admission to public four-year institutions of higher education;
   - (c) Minority students accepted in public four-year institutions of higher education;
   - (d) Minority students graduated from public four-year institutions of higher education;
   - (e) Minority candidates seeking to enter public teacher education programs in this state;
   - (f) Minority candidates admitted to public teacher education programs;
   - (g) Minority candidates who have completed approved public teacher education programs;
   - (h) Minority candidates receiving Oregon teaching licenses based on preparation in this state and preparation in other states;
   - (i) Minority teachers who are newly employed in the public schools in this state; and
   - (j) Minority teachers already employed in the public schools.

(2) The advisor also shall report comparisons of minorities' and nonminorities' scores on basic skills, pedagogy and subject matter tests.

(3) The Oregon University System, the Department of Education, the Teacher Standards and Practices Commission, community colleges and school districts shall cooperate with the advisor in collecting data and preparing the report.

Appendix B
Oregon University System
Initiatives Designed to Enhance Educator Workforce Diversity and Prepare Educators To Teach Culturally Diverse Learners

Within Oregon University System (OUS) Colleges/Schools of Education initiatives have been designed to a) recruit and prepare diverse participants for the educator workforce, and b) provide opportunities for pre-service and in-service educators to enhance cultural competence in order to address the needs of increasingly diverse P-12 student populations. An overview of recent statewide partnership initiatives to promote cultural competence is available in the spring 2005 *OUS Lift Every Voice* Newsletter, available online at www.ous.edu/lev. OUS College/School of Education representatives have provided the following information to describe current university initiatives.

Eastern Oregon University (EOU)

Several programs are underway to enhance diversity and integrate multicultural education into the teacher education programs at Eastern Oregon University. These efforts include an ESOL, Native American, and SMILE Program. EOU offers students a residential elementary teacher education program in conjunction with Washington Elementary School where students are placed in schools with high Native American Populations for their practicum experience. EOU has also just created a new standing Diversity Committee for the development of school-wide multicultural curriculum.

- *English Speakers of Other Languages (ESOL)* curriculum update. There is a growing need for elementary and secondary teachers in all content areas who are prepared to help all students. The number of students who enter schools speaking languages other than English has significantly increased. The ESOL program coordinators have revised the ESOL curriculum offered at EOU by:
    - Extending course load
    - Adding a practicum
    - Offering the practicum in two different sites – Hermiston and Ontario, where there are large populations of Hispanic students.
    - Preparing pre-service teachers to pass the national Teaching English as a Second Language (TESL) PRAXIS exam.

EOU's Native American Program is committed to fostering student success through recognition and respect of each student's cultural, social, and intellectual background. The Native American Program is a student service program focusing on Native American, Alaska Native, Hispanic/Latino, African American, and Micronesian students. Services include: academic advising, peer counseling and guidance, and networking to various EOU programs and services. The program staff networks closely with University departments to facilitate a student's successful transition into the university setting. The staff assists students as they pursue their educational goals.

- The Native American Program serves as a resource to the EOU campus community. Students can access information and materials that focus on the historical and contemporary life of Native people through the Native American Collection located in Pierce Library. As a way for students to stay connected to their communities, the Native American Program maintains publications, tribal newspapers, newsletters, and periodicals that highlight contemporary American life.

    - *Financial Aid and Scholarships*. EOU students can apply for a full range of scholarship programs by completing a general scholarship application at EOU. The EOU Foundation administers the First Citizen Award and the Robert Miller Scholarship for members of federally recognized tribes. The Native American Program directs students to information for off-campus scholarship programs. In addition, program staff serves as a liaison between the University and Bureau of Indian Affairs/Tribal funding agencies.
    - *Students who are enrolled members of federally recognized tribes and Alaska Native Corporations* may be eligible to apply for funding through their respective funding agencies. Students are responsible for contacting the funding agencies for application information and deadlines. If applicable, the staff can assist students to locate their funding agency and/or request tribal enrollment information.
    - *American Indian Science & Engineering Society (AISES)* is a national organization. The primary goal of EOU AISES is to promote leadership, support students in their academic endeavors, and encourage students to seek degrees and careers in the field of science and technology.
    - *Native American Teacher Education Program (NATEP)* is a student support program designed to recruit and retain Native American students and/or students planning to be teachers. Students involved in NATEP are encouraged to conduct their practicum and student teaching in areas with high Native American and/or Hispanic populations. EOU School of Education and Business and the Native American Program collaborate to retain and graduate prospective teachers who want to teach in schools with a high minority attendance.
    - *Native American Adolescent Mentoring Program (NAAMP)* is a cooperative program between Eastern Oregon University, the Confederated Tribes of Umatilla Indian Reservation, and the Pendleton School District 16-R. NAAMP is one of the first programs in Oregon to link higher education, elementary/secondary education, and the community together in a collaborative mentoring program. This program connects EOU students who are trained mentors with Native American middle school youth. The primary goal of the program is to build friendships, increase self-esteem, develop interpersonal skills, and encourage youth to stay in school and pursue higher education opportunities.

- *The Science and Math Investigative Learning Experiences (SMILE) program* enhances teachers' ability to help students of color and female students succeed academically. Teachers work with students from a number of rural areas.

  SMILE Workshops emphasize teaching hands-on, interdisciplinary science/math curricula, and culturally appropriate teaching techniques to improve the academic success of students of color/female students. Outcomes include: 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. The number of participating teachers is 70.

  - Professors provided teacher training opportunities at EOU August 2002 that focused on natural resources.
  - Professors offer family Science and Social Studies events in La Grande.
  - EOU hosted the summer SMILE Teachers workshop in August 2003.

- *Washington Elementary School* – At the Blue Mountain Community College site in Pendleton, during Core 1 and 2 education students are placed at Washington Elementary School for their practicum experience (two days per week for both fall and winter terms). Washington is a Title II school, and has a large population of Native American students. Students living on the Confederated Tribes of the Umatilla Indian Reservation in the Mission area attend this school. During their time at Washington, the college students are involved in a family night held at the reservation longhouse and at an open house for families held at Washington Elementary. This year students working toward admission to the education program are involved in an ESOL/Literacy course of study. They will be working with second language learners at McNary Heights Elementary (Umatilla) one day a week.

- *Diversity Committee* – The University has created a standing Diversity Committee consisting of administrators, faculty members, student representatives and librarians. The main function is to broaden multiculturalism in the curriculum school-wide. The outcomes are still in process.

Oregon State University (OSU)

- Multicultural issues and cultural competency are at the forefront of coursework and field experiences in the OSU Elementary Education program and the Education Double Degree. In addition, the Mission Statement of the School of Education (SOE) and the knowledge base for programs in the SOE embrace a social-justice perspective. Programs integrate multicultural perspectives into courses and field experiences. Some secondary programs and early childhood-high school programs also require candidates to have completed a multicultural education course prior to admission. In addition to focusing on differentiating instruction for special student

populations and reading or 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 day long visits, student teachers observe classes, interview students, and meet with administrators and student-service providers. The Agriculture Education program addresses multicultural needs throughout multiple phases of its program.

- The *Career in Teaching Program* partners with Chemeketa Community College and 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.

- OSU offers a two-year, part-time licensure program with the ESOL/bilingual endorsement designed for working professionals, a number of whom are bilingual instructional assistants and individuals of color. All participants in this program receive an elementary license along with the ESOL/bilingual endorsement. At least one of the participants' internship experiences is completed in a setting with a minimum of five English language learners.

- The 5th year *Masters of Arts in Teaching Immersion* Program in Elementary Education at OSU is an intensive one-year preparation for licensure based in culturally and linguistically diverse schools. Students, who enter the program with a bachelor's degree, are placed in either a bilingual school in Salem or an inner-city school in Portland. Most of the classes are held on-site in either Portland or Salem and students are encouraged to live near their host school. Experiences and classes in both communities are built into the program, as are most of the requirements for an ESL/bilingual endorsement and a master's degree.

- The *Science and Math Professional Development for Teachers of Minority and Low-Income Students project, within the Science and Math Investigative Learning Experiences (SMILE) program*, conducted a series of professional development workshops for teachers who teach significant numbers of students of color and low-income students in 12, mostly rural school districts. Workshops emphasized hands-on teaching, interdisciplinary math and science curricula, and culturally appropriate teaching techniques. The content of workshops focused on ecosystem science, inquiry, physics, and geometry. The science and math content was correlated to K-12 standards and benchmarks. Outcomes included increased use of integrated, hands-on science and math activities in SMILE Clubs and in the regular classrooms of the participating teachers; improvement in the classroom instruction of participating teachers; increased use by teachers of culturally appropriate teaching techniques; and improvement in the academic performance of the students of these teachers (especially SMILE students) to be demonstrated by completion of a special project, teacher reporting on student achievement of the benchmarks, high school graduation rates, and college entrance rates.

- The *Professional Development Project for Teachers of Spanish in Oregon* project oic@willamette.edu assists 30 K-12 Spanish teachers and pre-service trainees to strengthen their language proficiency with emphasis on oral skills and enhancing their ability to develop those among their students. A four-week summer seminar is held annually at the Español 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 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 and tested applying methods they have learned. 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 the conference be present for discussion with colleagues a proficiency-oriented teaching unit they have developed.

- The *Science and Mathematics Education* program recently revised the student teaching component. There is now a final, part-time experience focused on diversity. After students complete full-time student teaching (first of May), they spend five weeks completing an individualized program focused on exploring diversity in science and mathematics classrooms from cultural, social, economic, and academic perspectives. Examples of different experiences provided include the Albany Alternative Community Learning Experiences; Hillsboro High School bilingual science and 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; and Woodburn High School. OSU is trying to give each student different experiences and have them return and report to the rest of the students to share reflections on these programs. Schools also appreciate the opportunities to be able to interview students for potential teaching positions.

- OSU operates focus groups and self-study with students of color.

- The SOE launched a new university-wide undergraduate *Education Double Degree* in fall 2003. The new Education Double Degree program enables students to earn two undergraduate degrees concurrently – one in their chosen field and the second in Education. The Education Double Degree is designed to provide increased access to Education programs by providing a multiple-entry pathway to teacher

preparation available to all OSU students and by promoting opportunities to recruit a more diverse pool of candidates.

- In the recently developed *Definition and Goals for Cultural Competency*, OSU's Teacher Education programs have committed to increase diversity of students, faculty, and teachers and to integrate diversity throughout programs.

- The *Agricultural Education Program* requires all student teachers to develop a proposal and carry out a practicum in cultural diversity. Student teachers work with teachers in school districts with high student of color populations to complete and document an individualized program focused on exploring diversity. Student teachers visit a student's Supervised Agricultural Experience Project at the student's home to meet parents and learn about the student's individualized agriculture program. In addition, each year a high school agriculture teacher attends the student teaching seminar to discuss issues and teaching strategies, as well as student recruitment. Partnerships have been formed with Portsmouth Middle School and Woodburn to allow student teachers to work with teachers and counselor and to teach in classes with high student of color populations.

- All students entering the *Professional Physical Education Teacher Education (PETE)* Program have completed an experience working with children with disabilities. In addition, those admitted may choose to earn an Adapted Physical Education Endorsement along with an early childhood-high school physical education teaching license. Approximately 50% of the MS-PETE graduates in the past three years have chosen to earn an Adapted Physical Education Endorsement.

Portland State University (PSU)

The Graduate School of Education (GSE) challenges itself and others to meet communities' diverse lifelong educational needs. Guiding this mission are three principles: (1) create and sustain educational environments that serve all students and address diverse needs; (2) build programs on the human and cultural richness of the University's urban setting; and (3) develop programs to promote social justice, especially for groups that have been historically disenfranchised.

- The Graduate School of Education received the *2005 American Association of Colleges for Teacher Education's (AACTE) Best Practice Award in Support of Diversity* in Washington, DC, during its Annual Meeting in February. "The award, sponsored by AACTE's Committee on Multicultural Education, recognizes the infusion of diversity throughout all components of a school, college, or department or education as critical to quality teacher education and professional development. Specifically, the incorporation of issues related to culture, language, demographics, ethnicity, race, gender, sexual orientation, religion, socioeconomic status, and exceptionalities in the education process are perceived as important" (AACTE press release on 2/14/2005).

Action steps include:

- Recruitment policy requiring applicants to document experience in multicultural settings.
- Bilingual Teacher Pathway Program, a teacher preparation program for bilingual, bicultural educational assistants.
- Continuation of the 15-year Portland Teachers Program.
- Curriculum development through work with external facilitators, working groups, brown bag and book study discussions.
- Collaborative faculty study of curriculum and pedagogy resulting in programs and policies to meet the needs of diverse learners.
- Field placements for all students in multicultural settings.
- Dialogues and workshops with distinguished scholars such as Margie, Kitano, Donaldo Macedo, Sonia Nieto, Christine Sleeter, and Carl Grant.
- Ongoing task force on cultural competence with focus on curriculum and assessment.
- Faculty engagement in a six session anti-racism workshop.
- Support for faculty attendance at diversity related conferences, such as the National Council on Race and Equity.

Results include:

- Faculty members from underrepresented groups now hold 21 percent of the tenure lines, up from 10 percent in 1998.
- Since 1998, 80 bilingual, bicultural graduates earned licenses to teach in one of 21 partner school districts.
- Since 1992, over 100 students of color graduated from the Portland Teachers Program.
- The percentage of populations of color in the GSE increased from 11 percent in 1999 to 17 percent in 2004.
- Anti-bias curriculum is implemented at PSU's Helen Gordon Child Development Center, a unit in GSE.
- Pre-service teachers now document students' learning gains through work sample analysis and reflection across diverse student groups.
- A national distance education program to prepare teachers of visually impaired learners.
- Visiting scholars continue to increase GSE knowledge and network of influence.
- Task force on cultural competence deepened understanding of cultural responsiveness through conversation, and developed a "Living Document: Commitment to Cultural Responsiveness and Reciprocity," guiding our work.
- Faculty members provide statewide leadership in curriculum for preparing culturally competent school administrators; serve on the state superintendent's advisory board for closing the achievement gap; and provide leadership in state and national organizations.

- Key funded projects related to diversity include:
    - The Portland Teachers Program has prepared numerous teachers of color in collaboration with Portland Public Schools and Portland Community College. An additional 50 students are enrolled currently in the program.
    - The Bilingual Teacher Pathway Program, supported by a five-year $1.2 million federal grant, is designed to fill critical shortages in bilingual/ESL teachers in the metropolitan area. There are 100 practicing educational assistants who will, at the completion of the program, receive initial teacher licenses and ESL endorsements.
    - The Portland State Educational Pathways (PEP), a five-year federal grant of $1.2 million is improving the abilities of GSE faculty in preparing preservice teachers in research-based strategies for effectively instructing diverse learners with limited English.

- GSE requires coursework focusing on diversity and multiculturalism in the following programs:
    - *Teacher Education*: CI 514 Multicultural and Urban Education; SPED 518 Survey of Exceptional Learners
    - *Special Education*: SPED 510 Collaboration I Families and Communities; SPED 518 Survey of Exceptional Learners
    - *Administration*: EPFA 555 Gender and Education; EPFA 556 Urban Schools and At-Risk Status
    - *Counseling*: COUN 545 Youth at Risk; COUN 581 Multicultural Perspectives in Counseling

  Another course*, Introduction to Education and Society*, is required for special educators and highly recommended for others. It explores the nature of public education in the social context of the U.S. and helps candidates develop critical ways of thinking about schools as social institutions and a means of cultural transmission and transformation. The course includes a 30-hour practicum in diverse settings, such as Portland Public School's Migrant Education Program.

- Field experience for teacher candidates includes working with diverse students in P-12 schools. The average percentage of students across districts on free and reduced lunch is 35%. The range among the largest districts in which PSU places most candidates is 19-54%. The average percentage of students from underrepresented groups in these districts is 26%, with a range from 21-39%. In these districts, those identified as ESL students include, on average, 15% of the population, with a range from 11-24% across districts.

Southern Oregon University (SOU)

- A diversity strand (four credit hours), taught by culturally diverse professors, runs throughout the SOU Masters of Arts in Teaching (MAT) program. SOU also

integrates work with its Special Education program and students as part of the regular education MAT program.

- SOU is in the final year of a no cost extension of two federal Title III grants that focus on preparing ESL/bilingual teachers. During summer session, students in the MAT program may 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, SOU also offers a practicum experience during their first summer when they can work in an ESL early intervention program.

- SOU is actively targeting students who wish to pursue the English Speakers of Other Languages (ESOL)/bilingual endorsement by providing substantial support for their studies. These efforts contribute to a diverse population of students who move through the 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, outreach efforts have attracted students who may not have considered graduate study within the realm of possibility. SOU's 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 increased awareness of teacher leadership opportunities for our students in the form of participation in website design, article publication, and conference participation alongside faculty partners.

- SOU's Education Department operates under an affirmative action plan. In fulfilling its mission to increase diversity, the Department further provides direct programmatic and financial support through a Title III Career Ladder Program. This program recruits bilingual paraprofessionals and diverse high school students in the local public schools and provides retention mechanisms across the community colleges, undergraduate programs, and into the Teacher Education Program.

- SOU has implemented a five-year grant program funding qualified inservice and newly licensed teachers to obtain the 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 students of color well over 20% in Klamath County, distance learning courses are vital to improving the quality of education for all students.

- With the rapid growth of the English Language Learner (ELL) population in southern Oregon, the need is larger than ever for highly qualified teachers to understand how to effectively teach this diverse body of students. The Southern Oregon Educational Service District (SOESD) and SOU are combing efforts through the ESOL/BIL Endorsement Program by offering the Sheltered Instructional Observation Protocol (SIOP) training for teachers in southern Oregon. This training will prepare teachers to work more effectively with English Language Learners (ELLs) as well as enhance their teaching methods in general. The SOESD Migrant Education staff will teach a

SIOP course each term by traveling to the location and offering the course on site. They will also recruit teachers from the three surrounding counties to participate with the intention that the teachers will continue to pursue the ESOL/BIL Endorsement. Teachers taking this training will be offered a reduced tuition rate and Title III monies from each school district will be used to defray other costs. This collaborative effort is intended to attract more teachers into the ESOL/BIL Endorsement Program at SOU and prepare them to better serve our ELL population.

- Another collaborative effort with the SOESD is their training of SOU's Education Minor students as work-study students to work with diverse students in public schools. Education Minor students interested in applying to our MAT and ESOL/BIL Endorsement will have the opportunity to be placed in a dual language program or an ESL classroom for their practicum experience during their ED 251 and ED 252 courses. The SOESD Migrant Education staff will act as mentors and supervise the students in the field as well as train them as tutors for ELLs.

University of Oregon (UO)

Mission:
The UO College of Education is making educational and social systems work for all, by developing the capabilities of professional educators and clinicians, advancing a culture of effective professional practice through research and evidenced based support, and strengthening the capacity and accountability of community and education agencies to design, provide and continuously improve individual and organizational learning, performance and progress.

The College of Education is committed to establishing a comprehensive, systemic, Diversity Strategic Action Planning process. Moreover, we are committed to the type of transformational change that will result in curriculum, student and faculty experiences, community relationships, and governance accountability essential to creating an inclusive environment for all.

- *Diversity Strategic Planning: Building an Infrastructure*
  The UO College of Education has taken five definitive actions that are systematically and structurally addressing diversity issues in the College:

  - College leadership has adopted a framework of action areas broadly defining the boundaries of the Diversity Strategic Action Plan. The six interdependent action areas include curriculum, faculty development, leadership/accountability/governance, college community connections, student experiences, and recruitment and retention of faculty and students.
  - A College of Education Diversity Strategic Steering Committee (DSSC) has been established to provide diverse viewpoints from multiple perspectives, reflect the breadth of COE stakeholders, serve as a sounding board for the COE Diversity consultant, and create integrated, holistic

understandings/solutions. Membership of the DSSC is comprised of tenure line faculty, non-tenure lined instructional faculty, student members (undergraduate, masters, and doctoral), staff and community members.

- The College has secured a nationally recognized consultant/process facilitator having expertise in diversity education and a track record of experience in higher education and strategic planning processes in multicultural environments.
- A new open rank tenured line position has been developed for an individual whose scholarship focuses on critical analyses of multicultural/diversity education, having experience with pedagogical strategies, curriculum transformation, student achievement gaps, systemic/structural inequalities within K-12 schools, and teacher development or school leadership development programs.
- An Ombudsperson has been hired to serve as a neutral, independent, informal and confidential conflict management resource for members of the College of Education community. This individual is an advocate for fairness who acts as a source of information and referral, aids in answering individuals' questions, and assists in the resolution of concerns.

- *Commitment to Action-Taking: Diversity Initiatives*

  - *Diversity in Education Curriculum Focus* – The UO College of Education provides core graduate level courses and course components that address diversity and multiculturalism in education. Philosophically, the curriculum is designed to enhance students' cognitive awareness of their personal values, beliefs, and biases around issues of diversity and culture; it also provides a framework for students to create more inclusive learning environments in their professional settings. The goal is to achieve attitudinal awareness of personal and organizational cultural competency rather than learning simple prescriptions for interacting with culturally unfamiliar groups.
  - *Ethnic Diversity Affairs Committee* – The Ethnic Diversity Affairs Committee (EDAC) at the UO College of Education is a committee consisting of students, faculty, and staff. EDAC is advisory to faculty and administration regarding the cultural and ethnic sensitivity or inclusiveness of curriculum in regularly scheduled classes, informal social functions, departmental meetings, and organizational functions and meetings, and the overall structure and functioning of the College of Education. EDAC is also an advisory committee and support network for students of color who are or potentially will be students in the COE.
  - *LGBTQ Research Institute* – The Queer Research Institute (QRI) was created to focus on issues related to LGBTQ people. The current mission of QRI is to provide an inclusive environment that allows and promotes research, education, advocacy and discussion of LGBTQ issues and issues that affect LGBTQ people, to embrace LGBTQ cultures and provide a safe, supportive environment for members to explore their own cultural identities as members

of both marginalized and majority cultures, and to promote, support and recognize all facets of LGBTQ people's identities.

- *Race and Social Class Differences in Young Children's Cognitive Growth* – As one part of an ongoing project examining race and social class in children's educational experiences, children's learning rates during kindergarten and first grade to those during the intervening summer months have been explored. The work addresses three main questions: 1) What is the observed pattern of social difference as children enter kindergarten? 2) Do these initial differences change as children move through school? 3) If so, to what extent are differential learning rates explained by school exposure, children's entering abilities, their personal background characteristics, and their school contexts?
- *Sapsik'wala (Teacher) Program* – The UO in consortium with nine federally recognized tribes of the Pacific Northwest initiated the Sapsik'wala program, a comprehensive model for the recruitment, support, pre-service training, and induction mentorship of American Indian teachers serving American Indian communities. As part of the UO Native American Initiative, the goal of the program is to prepare American Indian teachers whose knowledge, skills, and cultural sensitivity will bring about long-term, much needed improvements in the elementary, middle, and high school educational experiences of American Indian youth.
- *The Institute for Leadership and Diversity in Education* – The Institute for Leadership and Diversity in Education (ILDE) was established to provide a setting to sustain ongoing dialogue and actions to address the diversity issues and challenges facing our schools and communities. The Institute provides university faculty, staff, and students along with public school administrators various opportunities to strengthen their leadership by identifying and examining the critical features of success in creating climates of respect and cultures of belonging in our colleges and public schools.

Western Oregon University (WOU)

- In December 2002, a College of Education (COE) faculty team planned and hosted a diversity workshop attended by two-thirds of the COE faculty to examine the knowledge and skills necessary for students to understand and teach within a changing set of racial and ethnic diversities in Oregon.

- The planning team morphed into a COE Diversity Committee, with over 12 committee members, that serves as a planning arm to assist the College in taking a closer look at the curriculum and resources used in WOU's programs and to support efforts to further understanding of diversity within the context of COE work.

    - The Committee has developed, piloted, and is using a culturally sensitive scenario during undergraduate applicants' interviews to ascertain entering students' awareness of the need for culturally responsive teaching. COE

believes that asking students to respond to a situation rather than just sharing their philosophy provides a better means of understanding their current level of awareness.
    - The Committee is currently reviewing and refining language used in the field experiences booklet, the TWSM rubric, the dispositions checklist and other documents used in the College to better focus on diversity in all aspects of teaching (cultural modeling).
    - The Committee reviewed past practices offering students an opportunity to complete a field experience in a more diverse setting such as the Chemawa Indian School or Portland's inner-city schools. Barriers and resource needs were reviewed with a plan to develop a proposal for securing support for future students selecting this option.
    - The Committee drafted a Statement on Diversity and Multicultural Education that was review by all three COE divisions.

- COE programs value culturally responsive teaching and view diversity as an asset. COE programs cultivate the ability of graduates to take multiple perspectives, question received wisdom, be creative, take risks, and adopt an experimental and problem-solving orientation.

- The Regional Resource Center on Deafness housed at WOU continues to receive grants that provide scholarships for students preparing to teach in deaf education. The program recently was awarded a five-year grant from the U.S. Department of Education totaling over $1 million to provide more instructional resources and learning opportunities as well as scholarships for students. Currently the program is pursuing accreditation with the Council on the Education of the Deaf (CED). The program also has successfully recruited a growing number of deaf students as well as a deaf faculty member and is committed to helping the WOU community better understand aspects of deaf culture. Students in several WOU Deaf Education programs also enroll in many Special Education courses so that teacher candidates receive education alongside deaf students using interpreters.

- Within the undergraduate program, a new course has been developed, approved, and added to Term II entitled *Environment of Diverse Learners.* This three-credit course focuses primarily on multicultural considerations, diversity issues, and special needs students. Faculty members from two divisions have worked continuously to refine the course based on student feedback and current research-based practice. In addition, undergraduate students at WOU must successfully complete at least six hours of coursework that emphasizes a topic or subject dealing with cultural diversity.

- During the 2003-04 year, Dawn Wildfang, who holds the B.S.Ed. and M.S.Ed. from WOU, was hired as a bilingual pre-education advisor. She has lived in Mexico and speaks fluent Spanish, enabling her to make connections quickly with many Latino/a students seeking help with advising. She also serves as a facilitator by directing students to a variety of resources on campus.

- Students in the MAT program received over 12 hours of diversity training during the 2003-04 year provided by the Oregon Education Association (OEA) while enrolled in the *Multiple Intelligences and Multicultural Education* course.

- Club Ed sponsored *True Colors* a diversity awareness workshop offered by OEA for prospective education majors.

- A representative group of faculty used the results of a literature review on teacher candidate dispositions to develop, refine, and gather approval from all three divisions on a Dispositions Form entitled PREL. Discussions were held to define how the PREL process would be used to inform students of the College's expectations regarding dispositions, the way in which dispositions will be assessed, and what possible consequences can result from the assessment of dispositions. The COE Diversity Committee was very involved in this process and reviewed the language and intent in light of cultural competence and inclusiveness. Applicants to the teacher preparation programs now review the dispositions form prior to admissions and are informed of the College's intent to assess and use these data to make decisions regarding progression in the programs.

- In spring 2004, seventeen teachers successfully completed the *Transition to Teaching* program that was sponsored in conjunction with the Salem-Keizer School District. These post-baccalaureate students were teaching in bilingual classrooms and completing licensure requirements and Bilingual/ESOL endorsements. They were hired by the school district as transitional licensed teachers. Given that funding for the program has finished, both partners are considering additional grant resources to fund similar programs.

- Faculty from Chemeketa Community College (CCC) and the WOU College of Education worked together to develop a new articulation agreement specifically for "discovery students" who initially pursue an AA and discover they want to become licensed early childhood teachers. Nearly half of these students are bi-lingual, many are bi-cultural, and 80-90% are first-generation college students. Many determine for the first time while at CCC that they can be successful in college and desire to further their career goals. WOU was recently one of two institutions awarded a Lumina grant through the American Association of College for Teacher Education for this collaborative partnership.

- Growing numbers of current WOU undergraduate students are adding an ESOL endorsement (n = 113) or a Bilingual/ESOL endorsement (n = 24) to their licensure. These courses are taught by faculty who are often bilingual themselves and have immediate experiences working with ESL students in neighboring school districts. The Division hired a new tenure-track faculty member in this program whose dissertation received an award from the American Educational Research Association (AERA) ESOL.

- 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. WOU regularly places student teachers in Independence/ Monmouth's Central School District, which reports 40% of its students as Hispanic. Another placement site is the Salem-Keizer School District, which 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.

- A collaborative endeavor with a local Title I School has led to rich multicultural experiences for WOU pre-service teachers who have been attending Independence Elementary School for their *Emergent and Developing Literacy* classes. Classes include traditional coursework held at the school, as well as authentic experiences with elementary students with diverse needs, and feedback sessions. Students participated in two enrichment programs at the school: Prime Time and Project Adelante, during which they made books with a paper artist who taught them how to make origami books, and Milagros – artwork which has been used for centuries in Latino culture. Recently, they participated in a presentation by Cinco Puntos Press. Publishers Lee and Bobby Byrd have focused their attention on publishing multicultural literature, non-fiction, poetry and children's bilingual texts from the American Southwest, the US/Mexico border region and Mexico.

- April Campbell, Education Specialist from the Confederated Tribes of Grand Ronde joined the COE Consortium this past year.

- The COE Diversity Committee developed an RFP, interviewed candidates, and hired a COE Diversity Coach. France Portillo meets with the Committee regularly, offers workshops and discussion opportunities for faculty, and has established a plan of action for a College Self Study that includes examining individual beliefs and biases, learning more about the diversity of students, reviewing courses and assignments, and reviewing policies and the College environment.

- In September 2004, COE faculty and staff completed a six-question inclusion survey to establish a baseline against which to measure progress. In fall 2004, the COE Diversity Committee also developed and piloted eight new questions on the College's exit survey that measure graduating students' perceptions regarding their preparation, the COE climate, and the COE commitment to diversity and inclusiveness.

- WOU now hosts innovative telephone systems that allow deaf students, staff, and faculty to sign to people they call. Faculty members have received training on how to design websites to improve access for persons with visual impairments or other disabilities.