2015 OREGON EDUCATOR EQUITY REPORT

Formerly known as the Oregon Minority Teacher Report

In accordance with Senate Bill 755 and HB 3375

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Executive Summary

Background

Since the passage of the Minority Teacher Act in 1991, Oregon has made intermittent efforts to address the gap between the demographics of the state's public K-12 educator workforce and that of the K-12 public school students they serve (Appendix A). These efforts have had a limited impact on a gap that continues to widen as has been reflected in reports generated by and provided to the Legislature in 2003, 2005, 2011, and 2014. According to the Oregon Department of Education (ODE) in 2014-15, Oregon's students of color made up 36.4% of the K-12 population but only 8.5% of Oregon's teacher workforce was non-white with the most notable difference existing between Hispanic students (22.4%) and Latino teachers (3.9%). Over the past 17 months, a twenty member Oregon Educator Equity Advisory Group, convened by the Oregon Education Investment Board (OEIB), has reviewed Oregon's current data, identified underlying root causes, examined outcomes from existing initiatives, and developed recommendations to address conditions and policies impacting the recruitment, preparation, retention, and advancement of a more culturally and linguistically diverse educator workforce.

Related Legislation

During the 2013 Legislative Session, Senate Bill 755 (Appendix B) amended the original Minority Teacher Act passed in 1991 with a revised goal for 2015 and changed the definition of "Minority" to include educators whose first language is not English. SB 755 also required that the OEIB, the Oregon University System (OUS), ODE, and the Oregon Teacher Standards and Practices Commission (TSPC) jointly report longitudinal data identified in ORS 342.443 to the Legislative Assembly.

In 2015, the Oregon Legislature passed legislation introduced by Representative Lew Frederick. HB 3375 (Appendix C) replaced the word "minority" with "diverse", established annual reports, eliminated several data points that had produced unreliable information, and established a bolder goal for the state moving forward:

> (1) As a result of this state's commitment to equality for the diverse peoples of this state, the goal of the state is that the percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.
>
> (2) The Department of Education shall use federal reports on educator equity to monitor school district and education service district progress on meeting the goal described in sub- section (1) of this section, in relation to the recruitment, hiring and retention of diverse educators.

Senate Bill 3375 also now directs the Higher Education Coordinating Commission to require each public teacher education program to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators and to review the plans for adequacy and feasibility with the governing board of each public university with a teacher education program and, after necessary revisions are made, to adopt the plans.

> *"As the most rapidly growing segment of the American population, communities of color can and should be one of our greatest assets in the 21st century economy. There is an opportunity to energize and infuse our teacher workforce with new cohorts of talented educators who are rigorously prepared and well supported in their careers."*
>
> Farah Z. Ahmad & Ulrich Boser (2014). *America's Leaky Pipeline of Teachers of Color in the Classroom*. Center for American Progress.

Key Findings in 2015

1. **As of July 2015, Oregon is approximately six individuals short of being on track to meet the 2015 goal of increasing the percentage of diverse teachers employed by school districts and education service districts by 10% as compared to July 2012**. The 2014-15 data reveal that the number of culturally and linguistically diverse teachers employed in Oregon public schools has increased by 233 since 2011-12 and the total is currently 9.7% higher than the 2012 number of employed diverse teachers in Oregon.

2. **As of July 2015, Oregon has met the 2015 goal of increasing the percentage of diverse administrators employed by school districts and education services districts by 10% as compared to July 2, 2012.** The 2014-15 data reveal that the number of culturally and linguistically diverse administrators employed in Oregon public school has increased by 14 and the total is currently 10.3% higher than the 2012 number of employed diverse administrators in Oregon.

3. As of July 2015, federally published 2013-14 Oregon data were not yet available to fully analyze progress towards the 2015 goal of increasing the number of racially diverse teacher candidates enrolled in Oregon's public educator preparation programs by 10% as compared to 2011- 12 data. **However, the 2012-13 data show that enrollment of racially diverse candidates decreased in public educator preparation programs by 82 compared to the 2011-12 baseline. For private educator preparation programs (not required to be reported by SB 755), there were 81 fewer racially diverse candidates compared to 2011-12 data. It should be noted that total teacher enrollment for both public and private education preparation programs declined as well.**

Goal Description	2011-12 Baseline	Target # for 2015	2015 Actual Number	Goal Status
Number of diverse teachers employed by Oregon school districts and education service districts increased by 10% compared to July 2012.	2,392 diverse educators employed	2,631 (10% increase)	2,625 employed (9.7% increase from 2012)	
Number of diverse administrators employed by Oregon school districts and education service districts increased by 10% as compared to July 2012.	135 diverse educators employed	148 (10% increase)	149 employed (10.3% increase)	
Number of diverse students enrolled in Oregon public teacher education programs increased by 10% compared to July 2012.	198 enrolled	217 enrolled (10% increase)	116 enrolled (82 fewer enrolled)	
Number of diverse students enrolled in Oregon private teacher education programs increased by 10% compared to July 2012.	238 enrolled	261 enrolled (10% increase)	157 enrolled (81 fewer enrolled)	

The reasons for closing the gap are many and compelling and the research is best summarized by Farah A. Ahmad and Ulrich Boser in their 2014 report entitled *America's Leaky Pipeline of Teachers of Color in the Classroom* published by the Center for American Progress:

- Students of color can benefit from having high-achieving teachers with cultural backgrounds similar to their own because such teachers provide real-life models of career success and academic engagement.
- Students who have a teacher to whom they can relate become more engaged, which engenders effort, interest, and confidence – benefits that can enhance student performance.
- Academically, teachers of color have demonstrated success in increasing the test scores of students with backgrounds similar to theirs.
- Low-income students and students of color have been shown to receive less-effective teaching than do their more white and more advantaged peers.

Regardless of the progress made to date, significant gaps still exist between student demographics and educator workforce demographics, and the intent of the Minority Teacher Act of 1991, Senate Bill 755, and HB 3375 still remain critical to Oregon's education agenda as we seek to fully develop the assets and strengths of all of our students and value the circumstances, assets and contributions that students and their communities bring to school.

The Oregon Educator Equity Advisory Group has clearly expressed the concern that the current status is unacceptable and needs to be resolved through continued advocacy and leadership. They have outlined a number of barriers and issues that require further policy action. During the coming year, the group will investigate each of these issues in depth to drive the type of changes that will be needed to produce a more culturally and linguistically diverse educator workforce reflective of Oregon's rapidly changing demographics.

Next Steps and Recommendations for Action

Continuing Issues or Barriers in Oregon	
Issue/Barrier	**Explanation, Opportunities and Recommended Actions**
Lack of Career Appeal for Teaching Profession	Launching an official TeachinOregon.gov website that is inclusive, user-friendly, translated into Spanish and informative for the different career pathways that individuals take is one step towards improving career appeal. When fully functional, prospective candidates will be able to compare and contrast program options and design a customized plan that includes needed supports. The voices and faces of diverse Oregon educators are needed on this website to speak to those who seek to teach, whether they be "grow our own" candidates from district employees, career changers or teenagers considering the profession. Many candidates still lack knowledge and information about financial options like TEACH grants and specific university scholarship opportunities that need to be spotlighted on the new state website.

	Finding: The state can and should provide reliable and useful information promoting the education profession, linking prospective educators to useful resources, and better describing career pathways and licensure.
High cost of preparation programs	Although Oregon Opportunity Grants, Pell Grants, and specific institutional scholarships help students cobble together the various financial resources needed to pursue a bachelor's or graduate level degree leading to teacher licensure, high tuition costs for educator preparation are still a barrier to many students. The Higher Education Coordinating Commission's inclusion of bilingual teachers in the adopted university performance based funding model is one good step but earmarked state funds for scholarships for culturally and linguistic diverse educator candidates are needed. Over the years, a few of the larger colleges and universities have been awarded external funds to support dedicated scholarships for future teachers like the newly awarded PSU federally funded $1.25 million grant to prepare bilingual teachers to work with students with autism and other profound disabilities. (The program will enroll seven graduate students each year for five years, and train them for one year full-time or two years part-time to get a master's degree in special education.) In additional to early practicum experiences, students are required to complete a 15- week student teaching experience that necessitates candidates giving up other employment. This issue is particularly germane to district employees who must give up a paid salary to complete clinical experience requirements. District or state supported internships or living stipends could help balance out the fiscal barriers that many students face as they pursue initial licensure. **Finding: Dedicated and sustained funding to support educator preparation scholarships is critical to attracting more diverse candidates to the profession in Oregon. The state should emulate the North Carolina Teaching Fellows Program. See Appendix E.**
Relatively low salaries and limited career ladders	Few opportunities to advance and relatively low entry salary levels are key factors considered by individuals selecting their professional pathways. Too often, candidates, particularly in the STEM related areas, have options for higher paying salaries outside of education that are more conducive to raising a family. Career advancement opportunities and career pathways, especially for diverse educators are needed to help attract millennial candidates who seek change and challenge in their professional careers. **Finding: The state's current addition of teacher leader license status must be fully leveraged to help create more career pathways options for those not seeking to move into administrative positions.**
Entrance Requirements	A tension exists in the profession where critics of educator preparation are calling for higher admission standards (usually GPA or test scores) and those who are seeking to recruit a more diverse workforce. **Finding: As institutions in Oregon consider the new system of national accreditation, the Advisory Group will collaborate with deans and directors to ensure that institutions are not required to create additional barriers that impact the state's desire to recruit and prepare a diverse educator workforce.**
Lack of Early Recruitment and Scholarship Availability	Oregon lacks a system of awareness for students at middle and high school levels interested in a career in teaching. Projects like IGNiTE, Portland Teacher Program, TeachOregon teacher cadet programs and EOU Teacher Pathway need to be expanded and funded beyond one biennium. Programs like Pro-Team that start as early as middle school and Teacher Cadet programs in high

	schools are changing the image of teaching and introducing a new generation to education as a profession. States like South Carolina that support programs like Teacher Cadet and Teaching Fellows have reported long term success in meeting teacher shortages and diversifying the workforce. **Finding: Oregon needs dedicated funding either through the Oregon Opportunity Grants or through a specially designated fund to recruit for rural and remote areas and to attract more linguistically and culturally diverse candidates into teaching via support programs like Pro-team and Teacher Cadet programs.**
Insufficient Test Preparation	Some future candidates need support and interventions to help them prepare for required tests. Currently, limited support and test preparation is available. **Finding: The OEIB should coordinate efforts involving TSPC, OEA, educator preparation programs and community based organizations to provide free access to test preparation materials and workshops.**
Adoption of a new Required Performance Assessment	With the adoption of edTPA, a new required performance assessment that involves writing, there exists a need to monitor for bias particularly for prospective teachers for whom English is a second language. **Finding: The Ed Equity Advisory Group should systematically monitor and recommend policies and practices related to edTPA implementation that eliminate bias and support culturally and linguistically diverse candidates as they pursue careers in the education profession.**
Lack of Consistent Access to Supports for Candidates	Oregon has 17 different educator preparation programs that each approach recruitment and retention individually rather than collectively. Most lack navigators, mentors or advocates that can personalize supports for candidates before and during the college and teacher preparation program. Mentors are critical to support educators who are culturally and linguistically diverse in navigating a set of systems that are not operationalized to fully support educational equity. Models like the Portland Teaching Program have proven beneficial for supporting students as they pursue becoming a teacher and to link culturally and linguistically diverse candidates through a network that provides culturally responsive professional development and entry into teaching positions. **Finding: The OEIB should engage with deans and directors of educator preparation programs to identify what steps could be taken to coordinate student services across programs so that all students have access to support via a program like the Portland Teachers Program.**
Job Market Perceptions and Realities	Budget reductions and layoffs over recent years have contributed to a lack of job security for teaching positions. Although the demand side of the market is increasing again, there is still a perception of limited job opportunities in teaching that hopefully will be addressed through links to SchoolSpring on the new statewide recruitment website and through a recommended updated supply and demand report in the 2016 year. Furthermore, seniority clauses in collective bargaining agreements that result in “Last Hired, First Fired” can counter the efforts of education preparation programs to increase the number of culturally and linguistically diverse candidates in the hiring pipeline. During upswings of the market, these more diverse candidates are among the new teachers hired but then when the market turns downward, these newly hired teachers may not be retained.

	Finding: The Educator Equity Advisory Group will study problems and solutions relative to this issue in the coming year and will propose specific recommendations in the 2016 report.
School and District Culture	School districts must change the way they hire staff and then retain staff of color. Human Resource teams must be charged with developing and maintaining relationships with culturally and linguistically diverse organizations, institutions, and groups who represent or are connected to potential candidates for employment. Culturally specific community based organizations such as Self Enhancement Incorporated, Latino Network, Coalition of Communities of Color and Immigrant Refugee Community Organization are examples of such organizations with which school districts must closely partner and which create genuine, positive, and productive relationships. The work of hiring does not stop there. Human Resources teams in school districts must mentor, train and develop cohort relationships in and among staff of color in order to build comfort and collegiality so that staff will stay in the district. Expecting staff of color to just join in on the dominant culture and forget who they are and where they come from doesn't work. Change starts at the building level with an educational leader who creates an inclusive environment, welcomes the added value that a diverse workforce brings to the education mission and advocates for policies and practices that eliminate the marginalization of educators from diverse backgrounds. These culturally responsive leaders need support and networking opportunities that help sustain what sometimes are very unpopular policy decisions. The Educator Equity Advisory Group applauds ODE for recent changes in the OARS related to distribution of mentoring funds to prioritize grants for rural and remote districts and districts making systemic efforts to recruit and retain a more diverse workforce. All districts receiving mentoring funds should be required to identify culturally specific professional opportunities that exist in Oregon communities that support newly hired educators of color where available. The Educator Equity Advisory Group applauds the emergence of culturally specific mentoring supports such as the new **2015-16 Oregon Association of Latino Administrators Leadership Program (http://www.oala.info/)**. The Educator Equity Advisory Group recommends additional efforts be explored by other organizations such as the Oregon Alliance of Black School Educators and the Oregon Association of Bilingual Educators. **Finding: The state should compile resources and promising practices that can assist districts in examining their recruiting, interviewing, and hiring practices and policies, offering implicit bias professional development for interviewing teams, strengthening new teacher retention strategies and professional community networking opportunities as well as improving changes in district and building level cultures that support an inclusive work environment.**

Ingrid Ceballos, Bilingual Clinical Teacher, Mary Eyre Elementary, Salem-Keizer

"There are many steps to becoming a public school teacher in the United States. We describe the traditional pathway to becoming a teacher below, along with some popular alternatives. At each of these steps, there is room for intervention by policymakers that will make it more likely that students of color will succeed."

America's Leaky Pipeline for Teachers of Color (Ahmad & Boser, 2014)

Process for Developing the 2015 Report

Oregon Equity Lens

Oregon has a vision of educational equity and excellence for each and every child and learner in Oregon. We understand that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. The attainment of a quality education strengthens all Oregon communities and promotes prosperity that benefits everyone. It is through educational equity that Oregon will continue to be a wonderful place to live, and make progress towards becoming a place of economic, technologic and cultural innovation.

As such, the Oregon Equity Lens, adopted by the OEIB, the State Board of Education, the Higher Education Coordinating Commission and other professional state organizations in 2013, is used to explicitly describe disparities in education outcomes for the purpose of identifying areas for action, intervention and investment. For the purposes of this report, the Equity Lens helps us further analyze the racial and ethnic diversity among our education workforce serving Oregon students in the K-12 system and to introduce positive, asset-based policies and practices that value and honor the circumstances, assets and contributions of students and their communities.

Terminology Used in the 2015 Report

In keeping with HB 3375 passed in 2015, this report has sought to replace references to "minority" teachers with the following:

Diverse- culturally or linguistically diverse characteristics of a person, including: (a) Origins in any of the black racial groups of Africa but is not Hispanic; (b) Hispanic culture or origin, regardless of race; (c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands; (d) Origins in any of the original peoples of North America, including American Indians or Alaskan Natives; or (e) A first language that is not English.

Linguistically diverse—in reference to data exclusively examining first language

Racially diverse-- in reference to data exclusively examining racial/ethnic origin

Teachers of color—in reference to data collected or compiled by agencies using this term to reference non-white candidates.

Oregon Educator Equity Advisory Group

In 2014, the Chief Education Officer appointed an Oregon Educator Equity Advisory Group. Initially chaired by Eastern Oregon University Dean Donald Easton-Brooks and now Parkrose School District Superintendent Karen Fischer Gray, the group is composed of teachers, building administrators, district administrators, faculty from public and private educator preparation programs, and leaders from communities of color, TSPC, ODE, Chalkboard, Education Northwest, and OEIB. Key to the group's work was selection of members reflective of the cultural and linguistic demographics of Oregon's K-12 student populations (Appendix D). The group meets monthly and adopted a charge:

> The Oregon Educator Equity Advisory Group (OEEAG) assesses, evaluates, and advocates for statewide educational policy with legislators, state organizations, schools, and communities on practices that prepare, recruit, and retain culturally and linguistically diverse educators that contribute to the continuing success of diverse students, teachers, families, and communities.

One of the Advisory Group's first tasks was to evaluate the 2011 Oregon Minority Educator Report to identify what was most informative, what needed to be added and how the report could be organized and disseminated to have a greater impact on sustainable change. The Advisory Group also made

language recommendations to better reflect the intent of SB 755. Instead of the use of the term "teachers", the group recommended that the term "educators" be used to reflect the data on both teachers and administrators being tracked. Recognizing that the language we use as leaders, as communicators, and as adults in a community creates a lens for how students view themselves, creates perceptions among adults about students' abilities and culture, and plays a fundamental role in exacerbating the systemic gaps between students, the group also suggested use of the term "culturally and linguistically diverse" instead of the term "minority" as the latter term conveys an unintended meaning of "less than." The Advisory Group proposed a new title for the report, the **Oregon Educator Equity Report.** Realizing that this change would require an amendment to legislation, the group worked with Advisory Group member Representative Lew Frederick to draft legislation that resulted in the passage of HB 3375 (Appendix C) during the 2015 Legislative Session. HB 3375 updated the language to reflect an assets–based perspective and to refine elements of the data collection and state goal.

The group also discussed the deeper and more pervasive factors that influence the recruitment, preparation, and retention of culturally and linguistically diverse educators. As such, the Advisory Group has worked with the ODE Equity Unit to help shape the state's response to the U.S. Department of Education newly required state plans to ensure that students from low-income families, students of color, English Learners, and students with special needs are not disproportionately attending schools led by inexperienced or unqualified teachers and administrators.

ODE Equity Unit responsible for furthering state work in equity

One of the first tasks required for developing the state plan started with defining excellent teacher and excellent administrator. The following language has been submitted as part of Oregon's Plan:

> *"An excellent **teacher** is fully prepared to teach in his or her assigned content area, demonstrates a strong understanding and commitment to effectively utilizing culturally responsive pedagogy and practice, is prepared to work with English Language Learners, meets or exceeds performance standards on the INTASC evaluation, is able to demonstrate strong instructional practices and significant contributions to growth in student learning, and consistently demonstrates professionalism and a dedication to the profession both within and outside of the classroom.*
>
> *An excellent school **leader** is fully prepared to lead both instructionally and administratively, demonstrates a strong understanding and commitment to effectively utilizing culturally responsive pedagogy and practice, is prepared to lead their school/district in working with English Language Learners, meets or exceeds performance standards on the ISLLC evaluation, is able to demonstrate strong instructional practices and significant contributions to growth in school performance and student learning, and consistently demonstrates professionalism and a dedication to the profession both within and outside of the classroom."*

One of the key roles of the Advisory Group during the next year will be to determine means by which to monitor, document, analyze, and share additional evidence related to the new federally required state plan and to report on progress in the annual Oregon Educator Equity Report in future years. This will also align with earlier work drafted around a statewide Equity Score Card (Appendix E).

The Educator Workforce Data Team also views this work as connected to several other critical needs for Oregon related to strengthening data and information regarding educator preparation that are now part of their work plan. They have noted that Oregon needs an official recruitment website that promotes the education profession to five groups of prospective candidates:

1. Culturally and linguistically diverse students of color enrolled in K-12 schools
2. Culturally and linguistically diverse students of color enrolled in postsecondary education programs
3. Culturally and linguistically diverse staff such as paraprofessionals employed in schools
4. Culturally and linguistically diverse career changers, including those returning from military service and career changers with a background in career and technical education
5. Out of state applicants interested in living and working in Oregon

A statewide website (TeachinOregon.gov) is being developed and will be launched in fall 2015. The site has been designed to provide a welcoming, inclusive, useful and accurate source for information related to the profession including: the need for more culturally and linguistically diverse educators in Oregon, current supply and demand data by district or region, career advancement opportunities, licensure requirements, available financial supports, educator preparation program information for prospective students, and ways to network with other culturally and linguistically diverse educators. TSPC is considering program and performance data that would be posted on the state website that include candidate demographics, faculty demographics, school partnerships, hours of clinical practice, test pass rates, data from common candidate assessments, and hiring data, as well alumni and employer survey data.

Although not required by either SB 755 or HB 3375, there has been significant engagement on the part of the Oregon Alliance of Private Colleges and Universities and the private institutions have participated in every step of this important work. This is essential for successful change to occur, given that the 11 private institutions with educator preparation programs produce roughly half of all of the new teachers licensed each year in Oregon. Their data is included and labeled accordingly in this report.

The Educator Advisory Group also recommended that for future Educator Equity Reports, the educator preparation programs aim to meet a goal of culturally and linguistically diverse teacher candidates that mirrors the student demographics of the most recent statewide high school graduating class.

The TSPC Unit Approval Standards require a Diversity and Inclusion Plan for each institution. TSPC is considering a plan for Annual Reports required of all educator preparation programs to include:

- A plan for recruitment of faculty and students as outlined in the TSPC Professional Education Standards Manual
- A summary of the action taken on the recruitment plan, as outlined in the TSPC Professional Education Standards Manual
- Demographic subdivisions shall include gender, ethnicity, race and persons who speak a language other than English as her/his first language

Still on the list for future work is the need to connect existing data systems to create more accurate, and accessible ways to track:

- Supply and demand data on the educator workforce
- Hiring and retention data on candidates after they graduate to determine who is employed, where they are employed, how long they are retained, and how they advance in their careers

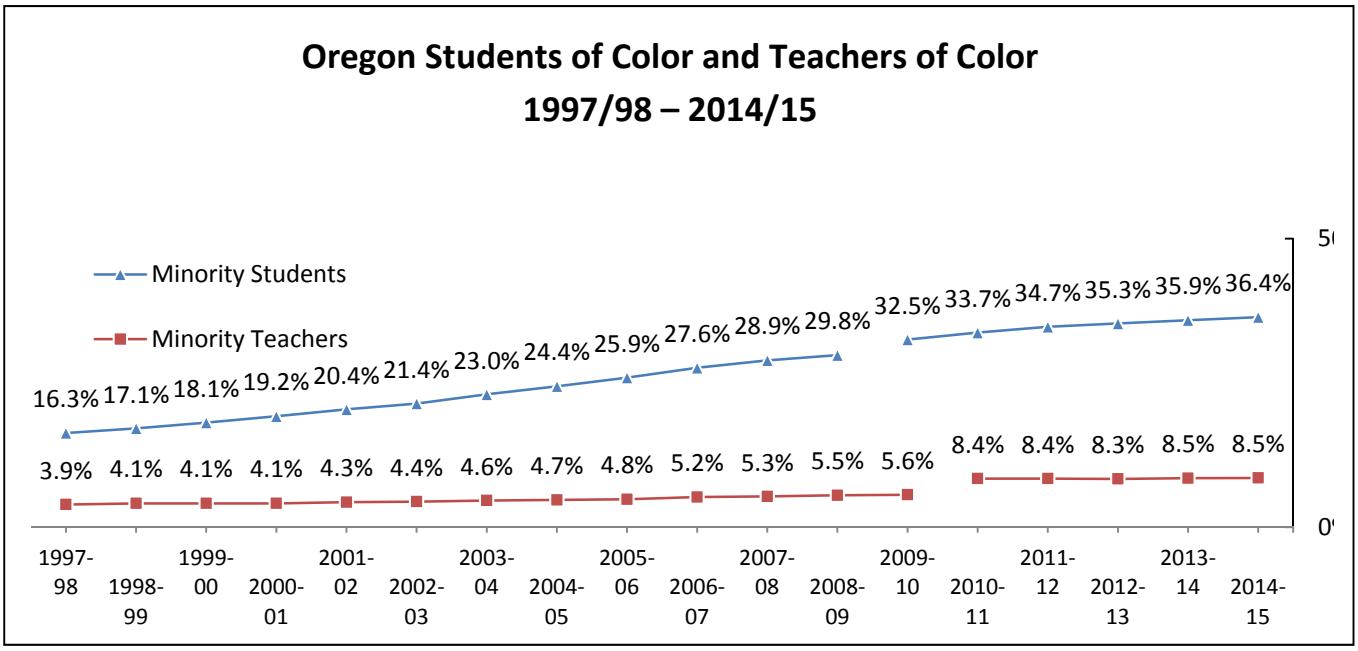
Springfield Teacher Cadet Program-TeachOregon

2015 Data

Big Picture Data

The 2014 ODE Statewide Report Card shows that Oregon has made some progress in hiring and retaining a more diverse teacher workforce; however, this progress has not kept pace with the increasing diversity of Oregon's student population. As Figure 1 below illustrates, Oregon's students of color now make up over 36% of the K-12 population compared to only 8.5% of Oregon's teacher workforce.

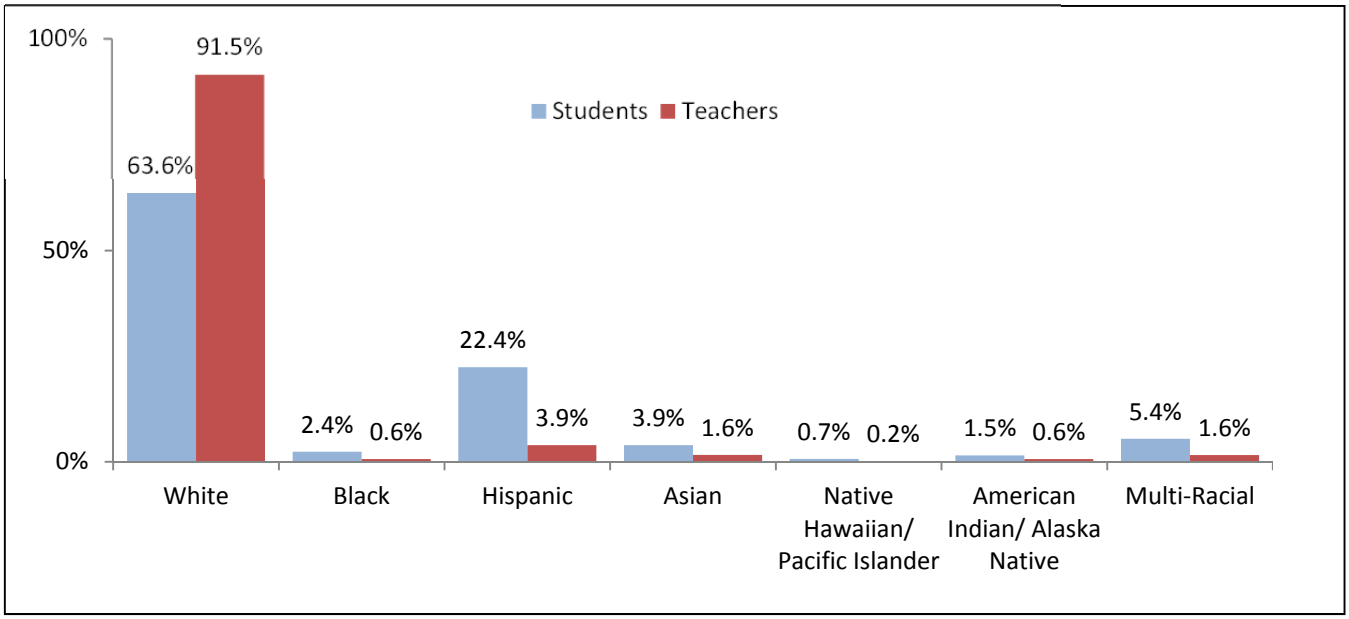
Figure 1: Oregon Ethnically Diverse Students and Teachers Comparison 1997/98 – 2014/15



Source: Fall Membership and Staff Position Collections.
Note that in 2009/10 for students, and 2010/11 for teachers, the guidelines for reporting race/ethnicity changed – see http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for details. These data may not be comparable to prior years.

As illustrated in Figure 2, the disparity between individual groups of culturally and linguistically diverse students and educators has stayed relatively unchanged with the gap between Latino students and Latino educators being most notable. In 2014/15, Oregon had 22.4% Latino students and only 3.9% Latino teachers. Given Oregon's growing number K-12 students who report a language of origin other than English, it is imperative to increase the number of bilingual teachers in the workforce. Bilingual teachers can draw upon their own experiences in second language acquisition to support Oregon students who are receiving English Language Learners services, embrace bilingualism and multilingualism as an asset, foster family involvement and communication, work with newcomer students, and deliver content in more than one language.

Figure 2: Race and Ethnicity of Students and Teachers, 2014-15



Source: Fall Membership and Staff Position Collections. Note: Multi-Racial does not include students or staff who reported Hispanic Ethnicity – they are all reported under Hispanic. See http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

Key Findings in 2015 Based on SB 755 Goals

1. **As of July 2015, Oregon is approximately six individuals short of being on track to meet the 2015 goal of increasing the percentage of diverse teachers employed by school districts and education service districts by 10% as compared to July 2012.** The 2014-15 data reveal that the number of culturally and linguistically diverse teachers employed in Oregon public schools has increased by 233 since 2011-12 and the total is currently 9.7% higher than the 2012 number of employed diverse teachers in Oregon.

2. **As of July 2015, Oregon has met the 2015 goal of increasing the percentage of diverse administrators employed by school districts and education services districts by 10% as compared to July 2, 2012.** The 2014-15 data reveal that the number of culturally and linguistically diverse administrators employed in Oregon public school has increased by 14 and the total is currently 10.3% higher than the 2012 number of employed diverse administrators in Oregon.

3. As of July 2015, federally published 2013-14 Oregon data were not yet available to fully analyze progress towards the 2015 goal of increasing the number of racially diverse teacher candidates enrolled in Oregon's public educator preparation programs by 10% as compared to 2011- 12 data. However, the 2012-13 data show that enrollment of racially diverse candidates decreased in public educator preparation programs by 82 compared to the 2011-12 baseline. For private educator preparation programs (not required to be reported by SB 755), there were 81 fewer racially diverse candidates compared to 2011-12 data.

   Three limitations should be noted:

   - Program enrollment data for 2013-14 are based on Title II reports and not yet available
   - Not all educator preparation programs have systematically started to collect data on students language of origin, so calculations in this report are based only candidates' racial affiliation.
   - Total teacher enrollment for both public and private education preparation programs declined as well.

A Teacher Diversity Index

The Center for American Progress has produced a simple Teacher Diversity Index that ranks states on the percentage-point difference between teachers of color and students of color. Using data from the Common Core of Data from 2010-11 and the Schools and Staffing Survey data from 2011-12 administered by the National Center for Education Statistics, they calculated a national Teacher Diversity Index of 30 (Boser, 2014).[1] The Western region of the nation also scored a 30 and Oregon specifically scored a 22. If Oregon were to calculate its own Teacher Diversity Index based on the most recent state data available[2], one notes that the gap has slightly increased from the baseline year of 2011-12 to 2014-15 as shown in Table 1. Use of a state specific Teacher Diversity Index may provide an easy marker for Oregon to monitor progress over time.

Table 1: A Snapshot of an Oregon Specific Teacher Diversity Index

Group	2011-12	2014-15
% Non-White Students in Oregon	34.7	36.4
% Non-White Teachers in Oregon	8.4	8.5
Oregon Teacher Diversity Index	26.3	27.9

Source: ODE Fall Membership and Staff Position Collections

Specific District Demographic Gaps

In 2014, the Oregon Educator Equity Advisory Group recommended changes to the 2015 report that would better illustrate the nature of demographic gaps between educators and students in Oregon's most diverse school districts. Reporting a state average of student demographic and educator demographics falls short of

[1] For the purposes of this calculation "nonwhite," was defined as all populations that are nonwhite, including the African American, Hispanic, Asian American and Pacific Islander, and Native American populations. Source: National Center for Education Statistics, *School and Staffing Survey: Teacher Questionnaire,* 2011–12 (U.S. Department of Education, 2011–2012).

recognizing the real need that presents itself across various regions of the state. Districts with the most notable student diversity have an even greater responsibility to achieve a more diverse workforce. The Advisory Group felt that attention should be given to the discrepancies in Oregon's most diverse school districts given the change in the state goal identified in HB 3375 passed during the 2015 session stating:

- As a result of this state's commitment to equality for the diverse peoples of this state, the goal of the state is that the percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.

- The Department of Education shall use federal reports on educator equity to monitor school district and education service district progress on meeting the goal described in sub-section (1) of this section, in relation to the recruitment, hiring and retention of diverse educators.

Based on 2014-15 enrollment data, OEIB researchers worked with ODE to identify districts in which combined percentages of American Indian/Alaskan Native, Asian, Black/African American, Native Hawaiian/Pacific Islander, Hispanic/Latino, and Multiracial students exceeded 40% of the total student population. Almost all of the districts had increased in diversity by at least 1% since last year and more districts met the 40%+ criteria. The 30 districts listed in Table 2 represent both small and large as well as urban and rural districts in different counties across the State.

Table 2: List of Oregon's Most Diverse School Districts (Student Demographics)

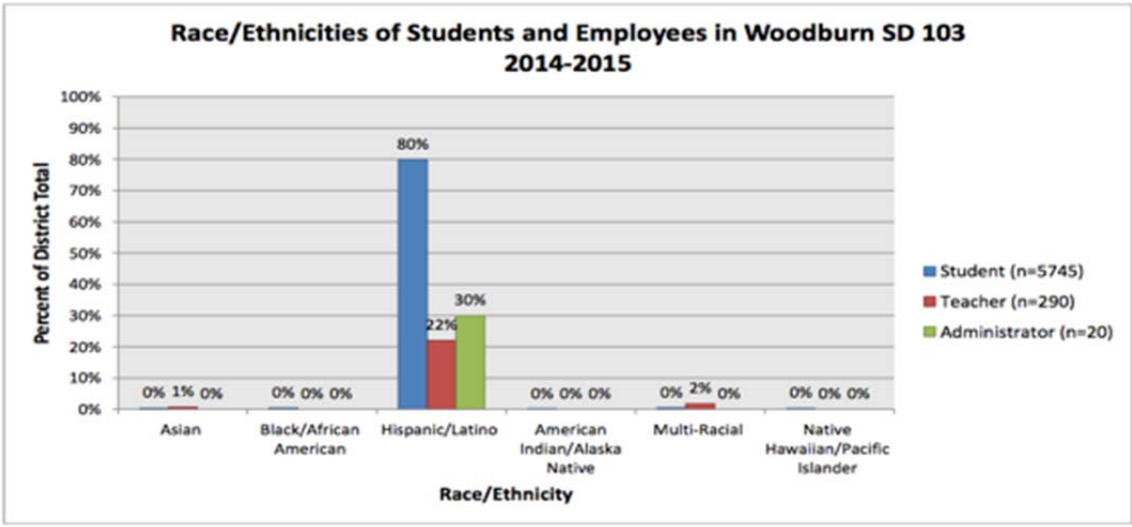
	School District	2014-15 Total Enrollment	% White (Non-Hispanic)	% Students of Color **
1	Woodburn SD 103	5745	18%	82%
2	Jefferson County SD 509J	2966	29%	71%
3	Gervais SD 1	1056	30%	70%
4	Umatilla SD 6R	1382	30%	70%
5	Nyssa SD 26	1150	32%	68%
6	Ontario SD 8C	2404	33%	67%
7	Parkrose SD 3	3345	34%	66%
8	Reynolds SD 7	11702	36%	64%
9	Milton-Freewater Unified SD 7	1793	41%	59%
10	David Douglas SD 40	10988	42%	58%
11	Morrow SD 1	2215	43%	57%
12	Forest Grove SD 15	6101	44%	56%
13	Mt Angel SD 91	683	45%	55%
14	Hermiston SD 8	5297	48%	52%
15	Centennial SD 28J	6242	48%	52%
16	Salem-Keizer SD 24J	40698	49%	51%
17	Hillsboro SD 1J	20884	49%	51%
18	North Marion SD 15	1959	50%	50%
19	Beaverton SD 48J	39763	50%	50%
20	Central SD 13J	3110	50%	50%

21	Hood River County SD	4146	50%	50%
22	Stanfield SD 61	511	54%	46%
23	Dayton SD 8	978	55%	45%
24	Portland SD 1J	47647	57%	43%
25	Long Creek SD 17	394	57%	43%
26	Annex SD 29	83	58%	42%
27	Powers SD 31	133	58%	42%
28	North Wasco County SD 21	3119	59%	41%
29	Brookings-Harbor SD 17C	1575	59%	41%
30	Tigard-Tualatin SD 23J	12676	60%	40%

*List was developed based on 2014-2015 ODE Student Fall membership data. All districts with greater than 40% non-white students are included.
**This column reflects the sum of all other race/ethnicity categories aside from white. These include: American Indian/Alaskan Native, Asian, Black/African American, Native Hawaiian/Pacific Islander, Hispanic/Latino, and Multiracial (students who identify with more than one race/ethnicity).

In order to further explore the make-up of the school districts' student populations, specifically regarding students of color relative to teacher and administrators of color, OEIB researchers created data tables for each of the 30 districts presenting an overview of the race/ethnicities of students and educators of color for the 2014-2015 school year. Appendix F contains the data tables for each of the districts (a sample of which appears in Figure 3 and 4). Data tables were sent to the respective superintendents and human resources directors prior to the release of this report to verify the accuracy of the data.

Figure 3: Race/Ethnicities of Students and Employees in Woodburn SD 103 School District.



SAMPLE

Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

It is apparent from looking across districts that although the percentages of students of color in these districts ranges from 40%-80%, the percentages of teachers of color range from 0%-30%, with most districts (26/30) having 15% or less of their total teacher workforce as teachers of color.

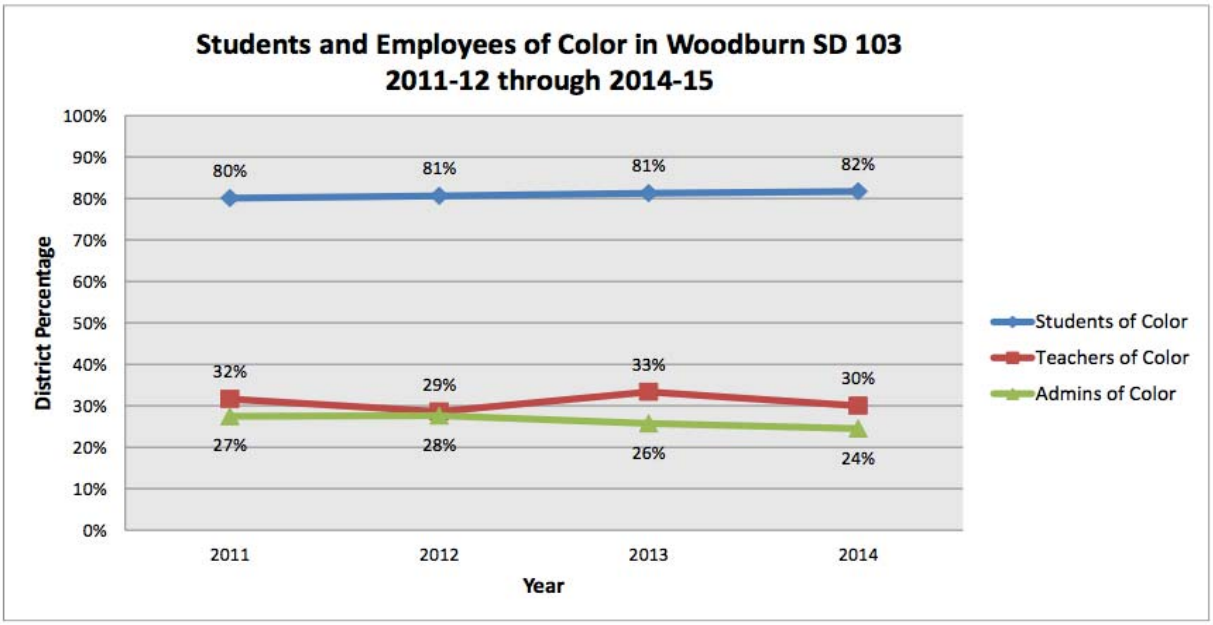
In over half (16/30) of the top diverse districts, the highest percentage of the population of students of color were Hispanic/Latino, ranging from 40-80% of the student enrollment. Of those 16 districts, the

percentage of Hispanic/Latino teachers employed ranged from 2-22% of the total number of district teachers, with 14 districts having less than 10% Hispanic/Latino teachers. The exceptions were Woodburn (22%) and Forest Grove (15%). From these data, it is apparent that in the top 30 most diverse school districts, there was a large disparity between the number of Hispanic/Latino K-12 students being served and the number of Hispanic/Latino individuals employed as teachers.

Data tables were also developed to show the percentages of K-12 students, teachers, and administrators of color over the past four school years. In looking across districts for trends over time, it is notable that 15/30 districts had no change (+/- 1%) over the four-year period in the number of teachers of color. Additionally, 8 of the 30 districts showed decreases of greater than 1% of the district total teacher workforce over time (ranging from 2-9% decreases). Over the four-year period only 7 of the 30 top diverse districts showed increases of greater than 1% of the district's total teacher workforce. One could conclude from these data that despite attempts to increase recruitment and retention of educators of color over the past four years, most of Oregon's top diverse school districts (23/30) showed no real gains or losses in this regard.

Administrators of color were included in all district charts in Appendix F to inform individual district descriptions, but due to the small number of administrators, it is difficult to discern trends over time across districts. In addition, descriptions of paraprofessionals in each district are needed in the future as data becomes available, as they are more likely to reflect student race/ethnicities than teachers and administrators.

Figure 4: Percentages of students, teachers and administrators of color in the Woodburn SD 103 school district over four years.



SAMPLE

Data Sources: ODE Student Fall membership & ODE Staff Position data collections

Federally Required State Plan to Recruit and Retain Excellent Educators

As of 2014, the U.S. Department of Education now requires state plans to ensure that students from low-income families, students of color, English Learners, and students with special needs are not disproportionately attending schools led by inexperienced or unqualified teachers or administrators. One of the first tasks required for developing the state plan started with defining excellent teacher

and excellent administrator. The following language has been submitted as part of Oregon's Plan:

> "*An excellent teacher is fully prepared to teach in his or her assigned content area, demonstrates a strong understanding and commitment to effectively utilizing culturally responsive pedagogy and practice, is prepared to work with English Language Learners, meets or exceeds performance standards on the INTASC evaluation, is able to demonstrate strong instructional practices and significant contributions to growth in student learning, and consistently demonstrates professionalism and a dedication to the profession both within and outside of the classroom.*
>
> *An excellent school leader is fully prepared to lead both instructionally and administratively, demonstrates a strong understanding and commitment to effectively utilizing culturally responsive pedagogy and practice, is prepared to lead their school/district in working with English Language Learners, meets or exceeds performance standards on the ISLLC evaluation, is able to demonstrate strong instructional practices and significant contributions to growth in school performance and student learning, and consistently demonstrates professionalism and a dedication to the profession both within and outside of the classroom*."

One of the key roles of the Advisory Group during the next year will be to determine means by which to monitor, document, analyze, and share additional evidence related to the new federally required state plan and to report on progress in the annual Oregon Educator Equity Report in future years. Data provided in Tables 3 and 4 illustrate current gaps in high poverty schools and schools with high diversity.

Table 3: Equity Gaps in High Poverty Schools

District	Number of High Poverty Schools	Total Schools	Percent of teachers in first year in high poverty schools	Percent of teachers without license in high poverty schools	Average salary in high poverty schools
Portland SD 1J	33	112	15.95%	0.17%	$ 56,539.71
Salem-Keizer SD 24J	27	67	7.64%	0.00%	$ 52,200.60
Woodburn SD 103	13	13	5.08%	0.00%	$ 53,391.02
David Douglas SD 40	12	19	3.96%	0.00%	$ 60,836.04
Medford SD 549C	11	24	9.14%	0.00%	$ 54,325.53
Reynolds SD 7	11	20	2.57%	0.00%	$ 59,592.21
Springfield SD 19	10	30	8.74%	0.00%	$ 47,113.64
Klamath County SD	8	23	14.71%	0.00%	$ 48,424.11
Ontario SD 8C	8	8	5.56%	0.00%	$ 47,609.17
Beaverton SD 48J	7	57	5.38%	0.00%	$ 55,584.95
Bend-LaPine Administrative SD 1	7	34	4.45%	0.00%	$ 50,000.38
Centennial SD 28J	6	13	2.24%	0.00%	$ 59,329.69
Douglas County SD 4	6	14	4.01%	0.00%	$ 49,255.35
Hillsboro SD 1J	6	36	6.40%	0.00%	$ 49,164.03
Hood River County SD	6	10	4.68%	0.00%	$ 54,014.66
State average for low poverty schools for comparison			4.99%	0.79%	$ 53,997.59

Source: Oregon's Equitable Access to Educator Plan, ODE (2015)

Table 4: Equity Gaps Highly Diverse Schools

District	Number of High Poverty Schools	Total Schools	Percent of teachers in first year in high poverty schools	Percent of teachers without license in high poverty schools	Average salary in high poverty schools
Portland SD 1J	33	112	15.95%	0.17%	$ 56,539.71
Salem-Keizer SD 24J	27	67	7.64%	0.00%	$ 52,200.60
Woodburn SD 103	13	13	5.08%	0.00%	$ 53,391.02
David Douglas SD 40	12	19	3.96%	0.00%	$ 60,836.04
Medford SD 549C	11	24	9.14%	0.00%	$ 54,325.53
Reynolds SD 7	11	20	2.57%	0.00%	$ 59,592.21
Springfield SD 19	10	30	8.74%	0.00%	$ 47,113.64
Klamath County SD	8	23	14.71%	0.00%	$ 48,424.11
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Centennial SD 28J	6	13	2.24%	0.00%	$ 59,329.69
Douglas County SD 4	6	14	4.01%	0.00%	$ 49,255.35
Hillsboro SD 1J	6	36	6.40%	0.00%	$ 49,164.03
Hood River County SD	6	10	4.68%	0.00%	$ 54,014.66
State average for low poverty schools for comparison			4.99%	0.79%	$ 53,997.59

Source: Oregon's Equitable Access to Educator Plan, ODE (2015)

To achieve our state's teacher and leader equity objectives, the ODE Equity Unit responsible for implementation of Oregon's plan intends to initially pursue three key strategies outlined in Appendix G that correspond to three root causes: human capital management, ongoing professional learning, and educator preparation.

Racial and Ethnic Diversity in Oregon's Postsecondary Institutions

Table 5 has data from the Integrated Postsecondary Education Data System on the racial and ethnic diversity of student enrollments data in Oregon's postsecondary institutions.

Table 5: 2010-13 Oregon Postsecondary Fall Enrollments by Race/Ethnicity

Fall Enrollment Year by Race Ethnic	All students total			First-time Undergraduate Degree Seeking		
	OAICU	**OUS**	**CC**	**OAICU**	**OUS**	**CC**
2011	**32,877**	**99,854**	**112,810**	**4,598**	**11,506**	**15,970**

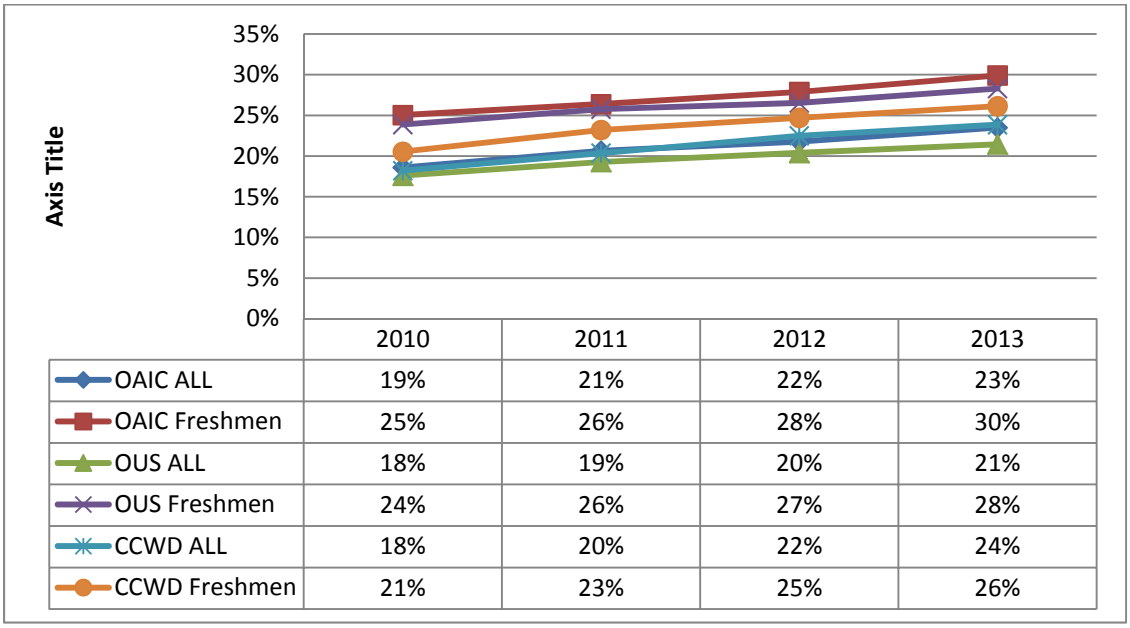
American Indian, Alaskan Native	338	1,242	1,955	36	122	349
Asian	1,945	5,700	3,952	244	753	378
Black, African American	995	2,057	3,272	100	246	483
Hispanic, Latino	1,969	6,575	10,461	366	1,060	1,747
Native Hawaiian, Pacific Islander	282	697	563	51	94	135
Two or more Race/Ethnic	1,261	2,971	2,759	416	688	614
White	22,091	68,045	75,737	3,014	7,844	10,953
Race/Ethnic Unknown	2,745	6,150	12,903	263	209	1,096
International	1,251	6,417	1,208	108	490	215
2012	**33,149**	**100,614**	**108,847**	**4,375**	**11,544**	**15,486**
American Indian, Alaskan Native	307	1,150	1,816	20	104	280
Asian	2,038	5,722	3,914	308	745	410
Black, African American	1,080	2,102	3,406	70	280	564
Hispanic, Latino	2,194	7,137	11,288	447	1,091	1,848
Native Hawaiian, Pacific Islander	256	664	617	29	100	115
Two or more Race/Ethnic	1,338	3,732	3,440	346	742	608
White	21,934	67,367	73,924	2,827	7,576	10,238
Race/Ethnic Unknown	2,686	5,214	9,200	225	206	1,207
International	1,316	7,526	1,242	103	700	216
2013	**35,168**	**102,302**	**103,177**	**4,479**	**11,654**	**14,483**
American Indian, Alaskan Native	353	1,062	1,606	38	85	247
Asian	2,176	5,749	3,715	335	798	373
Black, African American	1,441	2,164	3,098	83	293	455
Hispanic, Latino	2,502	7,902	11,777	467	1,208	1,960
Native Hawaiian, Pacific Islander	269	631	542	48	110	86
Two or more Race/Ethnic	1,520	4,425	3,865	369	803	664
White	22,087	66,372	68,329	2,754	7,405	9,091
Race/Ethnic Unknown	3,308	5,319	8,984	237	221	1,304
International	1,512	8,678	1,261	148	731	303

Source: Integrated Postsecondary Education Data System (https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx)

Note: CC- community colleges, OUS-Oregon University System, and OAICU-Oregon Alliance of Independent Colleges and Universities

In general, the percentage of students of color who are first-time undergraduate degree seekers who are enrolled from years 2010-2013 increased gradually across OAICU, OUS, and CCWD systems. Compared to the enrollment trend of ALL students, students of color enrolled at a slightly higher rate, about 6% higher in the OAICU and OUS systems and about 2% higher in CCWD (see Figure 5).

Figure 5: 2010-13 All vs. First-Time Undergraduate Degree Seekers

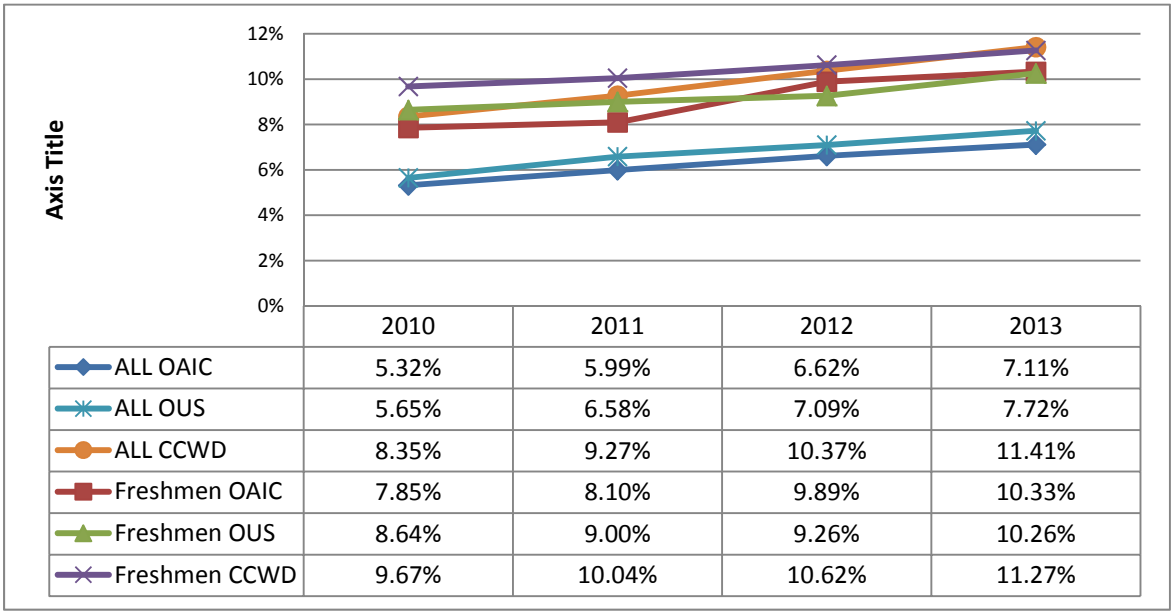


	2010	2011	2012	2013
OAIC ALL	19%	21%	22%	23%
OAIC Freshmen	25%	26%	28%	30%
OUS ALL	18%	19%	20%	21%
OUS Freshmen	24%	26%	27%	28%
CCWD ALL	18%	20%	22%	24%
CCWD Freshmen	21%	23%	25%	26%

Source: Integrated Postsecondary Education Data System (https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx)
Note: CC- community colleges, OUS-Oregon University System, and OAICU-Oregon Alliance of Independent Colleges and Universities

Upon closer examination of students in the "Hispanic/Latino" group, enrollment rates were slightly higher in the OAICU and OUS system when compared to ALL students (see Figure 6 below).

Figure 6. Fall enrollment for ALL and Hispanic/Latino First-time Freshmen from 2010-2013.



	2010	2011	2012	2013
ALL OAIC	5.32%	5.99%	6.62%	7.11%
ALL OUS	5.65%	6.58%	7.09%	7.72%
ALL CCWD	8.35%	9.27%	10.37%	11.41%
Freshmen OAIC	7.85%	8.10%	9.89%	10.33%
Freshmen OUS	8.64%	9.00%	9.26%	10.26%
Freshmen CCWD	9.67%	10.04%	10.62%	11.27%

Source: Integrated Postsecondary Education Data System (https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx)
Note: CC- community colleges, OUS-Oregon University System, and OAICU-Oregon Alliance of Independent Colleges and Universities

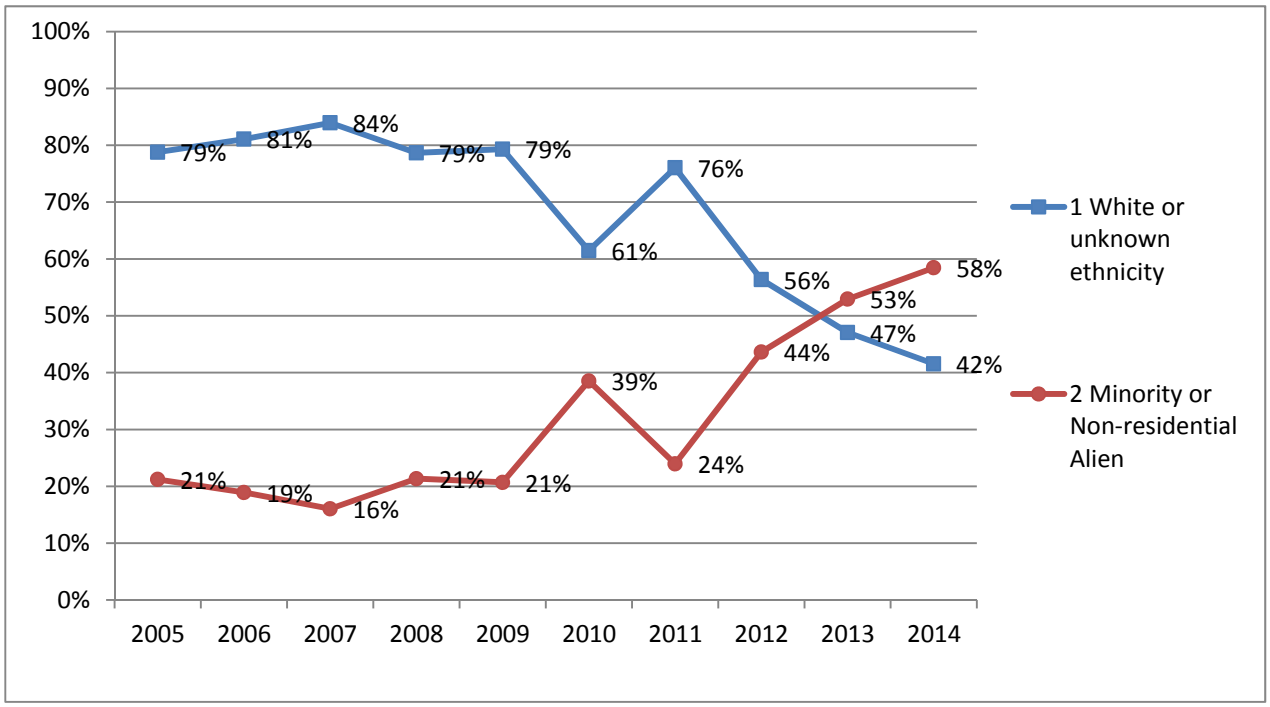
Spotlight on Success: Warner Pacific College

Recognizing the dramatic increase in students of color enrolling in public school in the coming decades, the leadership of Warner Pacific College made the decision to redesign the College to serve diverse students instead of focusing recruiting efforts on the students who have historically enrolled in private colleges in the region. Dramatic actions steps taken to accomplish this vision included:

- Reducing student tuition by 23%, making college more affordable
- Implementing Freedom to Flourish- an innovative loan repayment assistance program that helps students manage student loan debt and empowers them to pursue jobs in public service.
- Raising faculty salaries by 25-30%
- Implementing First-Year Learning Communities (FYLCs). FYLCs are groups of 12-15 students who participate together in learning activities that extend outside the traditional classroom setting into the urban context.
- Providing ten full-tuition, full-need, four-year scholarships to students through the Act Six Leadership & Scholarship Initiative

As can be seen in Figure 7, over the last decade, Warner Pacific College's population of students of color has increased dramatically from less than 20% in 2005 to 40% in 2015. The racial and ethnic diversity of the incoming freshman class has exceeded 50% in the past two years. The College anticipates the diversity profile of its student population to continue to grow as students from neighborhoods in close proximity to the college learn about the opportunities and campus culture that awaits them.

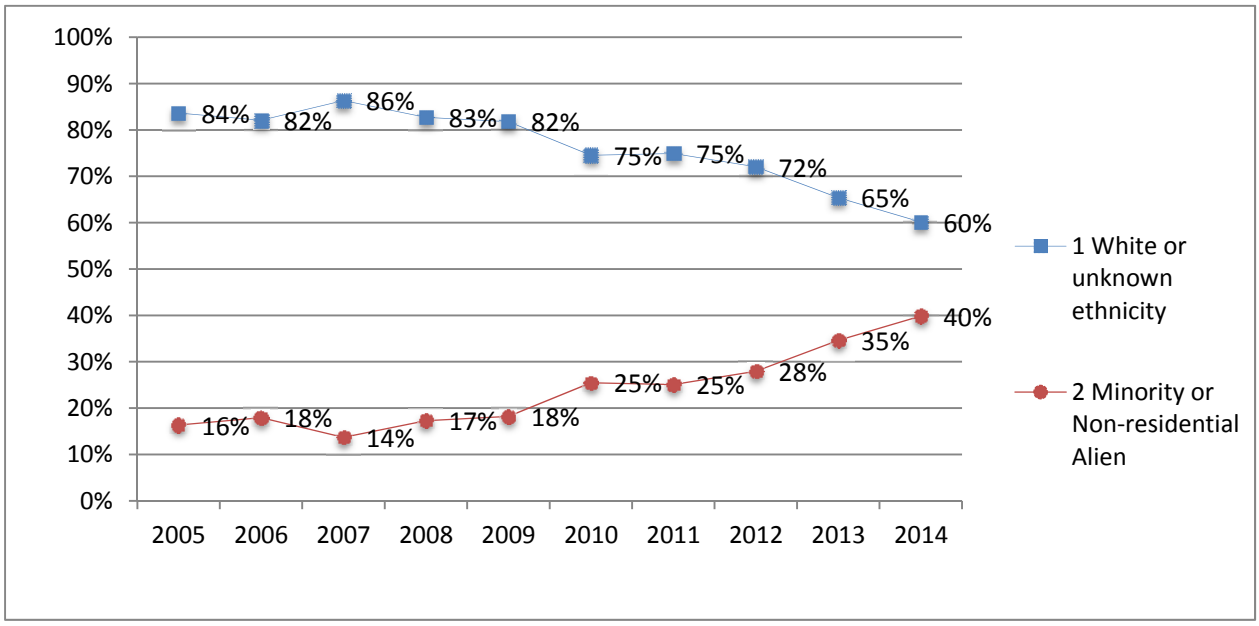
Figure 7: Warner Pacific College Freshmen Class Majority-Minority Student Population



Source: Cook, Andrea (2015) Presentation to the Oregon Educator Equity Advisory Group

The impact of efforts at Warner Pacific has changed the demographics of the entire student body as shown in Figure 8. The percentage of students who are non-white has increased from less than 20% to over 40% in nine years.

Figure 8: Warner Pacific College Traditional Majority-Minority Student Population



Source: Cook, Andrea (2015) Presentation to the Oregon Educator Equity Advisory Group

Warner Pacific College President Andrea Cook has set the course for continued success with these next steps:

- Implementing a three part Professional Development Series for faculty and staff focused on culturally responsive pedagogy and practices.
- Launching a second urban leadership scholarship called "City Builders."
- Identifying new academic programs that meet the needs of both diverse students and economic sectors in our region.
- Identifying priorities and work plan for addressing institutional systemic change based on the administrative team's completion of the Tool for Organizational Self-Assessment Related to Racial Equity designed by the Coalition of the Communities of Color.

"The president has to be the Chief Diversity Officer. If this work isn't a priority of the president, it will not be a priority of the institution."

President Andrea Cook
Warner Pacific College

Degrees Awarded by Race/Ethnicity

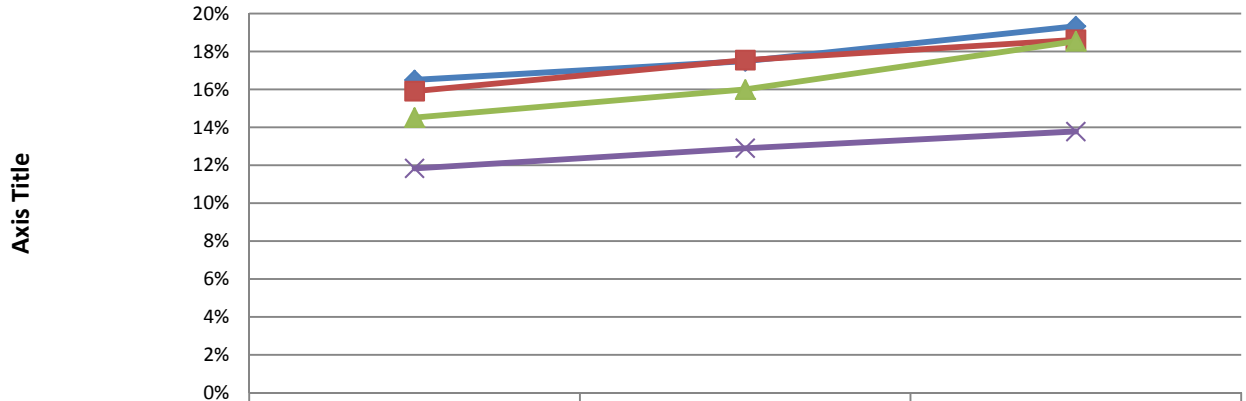
Between 2010-11 and 2012-13, the percentage of degrees awarded to "White" students (baccalaureate and graduate) was consistently in the high 60% range (67-69%) in both independent and public institutions. On the other hand, the percentage of degrees awarded to students of color was between (12-20%), with these rates steadily increasing over the years (average of 2% over three years; see Table 6 and Figure 9).

Table 6: 2010-13 Oregon Postsecondary Degrees Awarded by Race/Ethnicity

	OAICU		OUS		Grand
IPEDS Award year	Bachelor	Graduate	Bachelor	Graduate	Total
2010-2011	**4,801**	**4,002**	**13,838**	**6,667**	**29,308**
American Indian, Alaskan Native	42	36	195	96	369
Asian	297	199	860	272	1,628
Black, African American	92	109	268	97	566
Hispanic, Latino	209	137	647	271	1,264
Native Hawaiian, Pacific Islander	39	29	100	11	179
Two or more Race/Ethnic	113	71	132	42	358
White	3,343	2,744	10,141	4,740	20,968
Race/Ethnic Unknown	554	510	983	546	2,593
International	112	167	512	592	1,383
2011-2012	**4,976**	**4,337**	**15,495**	**6,598**	**31,406**
American Indian, Alaskan Native	60	38	237	65	400
Asian	276	230	961	288	1,755
Black, African American	113	156	291	92	652
Hispanic, Latino	279	165	857	299	1,600
Native Hawaiian, Pacific Islander	31	26	103	18	178
Two or more Race/Ethnic	111	79	270	89	549
White	3,379	3,093	11,195	4,724	22,391
Race/Ethnic Unknown	579	378	925	455	2,337
International	148	172	656	568	1,544
2012-2013	**5,203**	**4,470**	**16,179**	**6,414**	**32,266**
American Indian, Alaskan Native	45	59	197	75	376
Asian	340	234	994	278	1,846
Black, African American	124	222	289	86	721
Hispanic, Latino	310	220	1,055	306	1,891
Native Hawaiian, Pacific Islander	46	30	119	20	215
Two or more Race/Ethnic	141	64	359	119	683
White	3,539	3,125	11,614	4,572	22,850
Race/Ethnic Unknown	521	371	827	342	2,061
International	137	145	725	616	1,623

Source: Integrated Postsecondary Education Data System (https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx)
Notes: IPEDS completion data are based on all awards. A student may receive more than one award in a year. Data starts in Award Year 2010-2011 as this is the first year the new race/ethnic code was required. The source IPEDS file is the end year: EG for 2012-2013 above uses the IPEDS completion file C2013_A and represents awards between July 1, 2012 and June 30, 2013.Bachelor Includes only Bachelor's Degrees Awarded. Graduate includes Post-Bachelor's Certificate, Master's Degree, Post Master's Certificate, Professional Degrees and Certificates, and Doctor's Degrees

Figure 9: Percentage of postsecondary degrees awarded to Oregon Students of Color



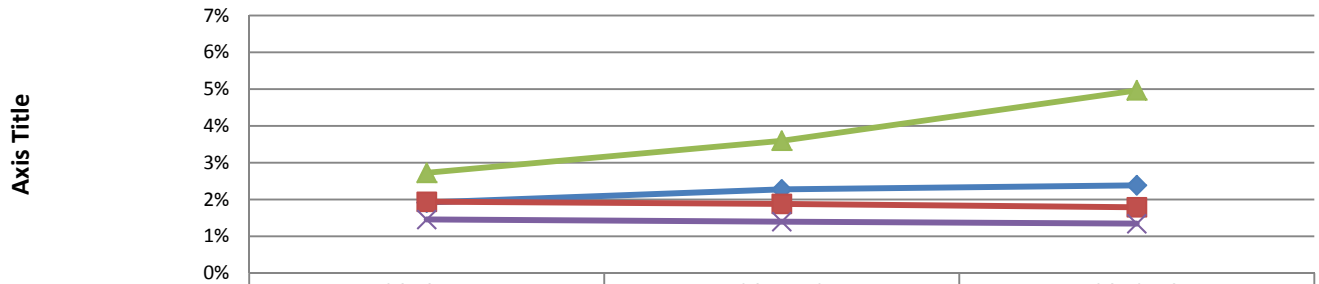
	2010-11	2011-12	2012-13
Bachelor OAIC	16%	17%	19%
Bachelor OUS	16%	18%	19%
Graduate OAIC	15%	16%	19%
Graduate OUS	12%	13%	14%

Note. Does not include students in "White", "Race/Ethnic Unknown", and "International".

Source: Integrated Postsecondary Education Data System (https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx)
Note: CC- community colleges, OUS-Oregon University System, and OAICU-Oregon Alliance of Independent Colleges and Universities

A closer examination on specific groups revealed several promising degree award trends. The percentage rates for degrees awarded to students who identified themselves as "Black/African American" in OAICU graduate programs increased from 2.72% in 2010-11 to 4.97% in 2012-13 (see Figure 10 below).

Figure 10: Graduation rates for Black/African American from 2010-2013.

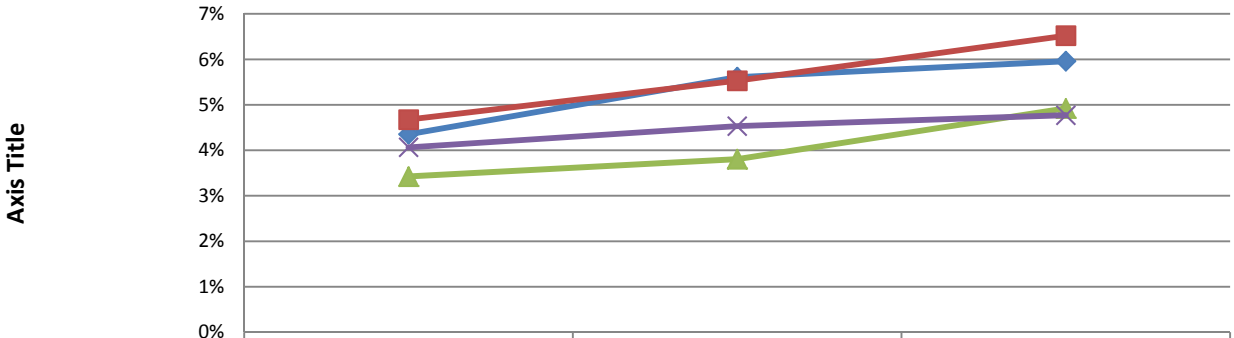


	2010-11	2011-12	2012-13
Bachelor OAIC	1.92%	2.27%	2.38%
Bachelor OUS	1.94%	1.88%	1.79%
Graduate OAIC	2.72%	3.60%	4.97%
Graduate OUS	1.45%	1.39%	1.34%

Source: Integrated Postsecondary Education Data System (https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx)
Note: CC- community colleges, OUS-Oregon University System, and OAICU-Oregon Alliance of Independent Colleges and Universities

Finally, the "Hispanic/Latino" student group showed a positive graduation trend over the years across both OAICU and OUS systems for both baccalaureate and graduate degrees. There was an average of 2% increase in graduation rates over three years (see Figure 11).

Figure 11: Graduation rates for Hispanic/Latino from 2010-2013.



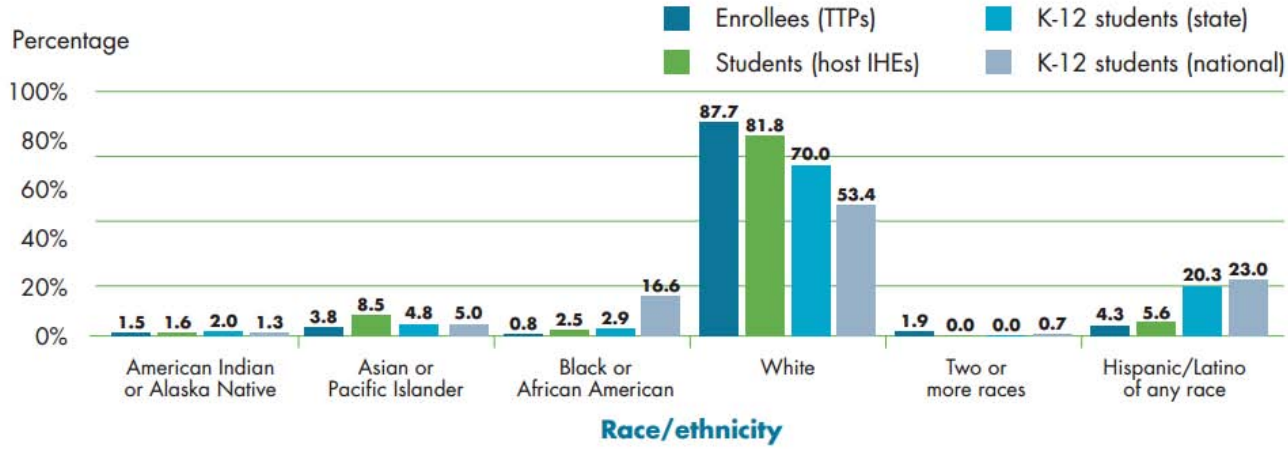
	2010-11	2011-12	2012-13
Bachelor OAIC	4.35%	5.61%	5.96%
Bachelor OUS	4.68%	5.53%	6.52%
Graduate OAIC	3.42%	3.80%	4.92%
Graduate OUS	4.06%	4.53%	4.77%

Source: Title II Federal Report (https://title2.ed.gov/Public/Report/PrintReport.aspx?Year=2014&StateID=41)

Culturally Diverse Candidates Enrolled in Oregon Teacher Education Programs in 2013-14

As required by Title II of the Higher Education Act of 1965, as amended, the Secretary of Education prepares an annual report for Congress and the public on the preparation of teachers. Although the last Title II Federal Report was published in 2014, it only highlighted data submitted by institutions in 2011 that focused on data from 2009-10. Figure 12 shows what was reported for Oregon from 2009-10 data.

Figure 12: Racial/ethnic distribution of enrollees in teacher preparation programs versus students at host IHEs and K-12 students in the state and nation: AY 2009-10



Source: U.S. Department of Education, Office of Postsecondary Education, Preparing and Credentialing the Nation's Teachers: The Secretary's Ninth Report on Teacher Quality, Washington, D.C., 2013.

For purposes of this report, TSPC provided later data submitted by Oregon educator preparation programs for the annual Title II Federal Report that has yet to be published at the federal level but still only represent 2012-13 enrollees. Table 7 shows that a total of 270 racially diverse students were enrolled in 2014 in both public and private teacher education programs in Oregon representing just over 16% of the total enrollees. For the purposes of Title II reporting, the definition of an enrolled student is a student (teacher candidate) who has been admitted to a teacher preparation program, but who has not yet completed the program. White teacher candidates represented 86.7% of the enrollees. Although SB 755 changed the definition of "Minority" to include educators whose first language is not English, Oregon's teacher preparation programs do not yet have reliable enough data from candidates to include in this year's report. Plans are underway at TSPC to codify this collection in annual reports submitted by each educator preparation program in Oregon.

In terms of enrollment, the number of ethnically diverse candidates ranged from a high of 66 down to zero . However, limitations to these data should be noted. Discrepancies may exist between institutions in how they report enrollees. Some may count students enrolled in pre-education classes as well as those formally accepted into an education program. There may be variations on when the enrollment snapshot was taken on each campus. Numbers may vary dramatically across the terms each year based on the number of cohorts that they may simultaneously have in place. Additional clarification will be provided by TSPC within administrative rules regarding educator preparation annual reports in the coming year.

Table 7: Race/Ethnic Demographics of Candidates Enrolled in Teacher Preparation in 2012-13

Educator Preparation Program	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Pacific Islander	White	Two or more races	Non White Subtotals
Concordia University	3	17	12	15	17	232	2	66
Corban University	0	2	0	1	0	40	4	7
Eastern Oregon University	0	1	2	2	0	46	1	6
George Fox University		4	1	5	2	156	6	18
Lewis and Clark College	2	3	4	9	0	63	0	18
Linfield College	0	3	1	10	0	62	12	26
Marylhurst University	0	0	0	0	0	15	0	0
Multnomah University	0	1	0	2	0	26	0	3
Northwest Christian University	0	0	0	1	0	14	1	2

Oregon State University	1	2	1	11	0	139	4	19
Pacific University	1	0	1	3	0	5	0	10
Portland State University	9	6	11	2	2	132	7	37
Southern Oregon University	5	1	10	1	1	94	3	21
University of Oregon	5	7	6	1	0	105	2	21
University of Portland	0	0	2	0	0	130	0	2
Warner Pacific College	0	0	2	0	0	30	0	2
Western Oregon University	7	2	2	1	0	160	0	12
SUB TOTALS	**83**	**22**	**67**	**29**	**22**	**1449**	**41**	**270**
% OF TOTAL (N = 1672)	**4.96%**	**1.31%**	**4.01%**	**1.73%**	**1.31%**	**86.7%**	**2.45%**	**16.1%**

Source: Reported by institutions to the Federal Title II Report
Notes: For purposes of Title II reporting, the definition of an enrolled student is a student (teacher candidate) who has been admitted to a teacher preparation program, but who has not yet completed the program. If an individual completed the program during the academic year being reported, that individual is counted as a program completer and not as an enrolled teacher candidate.

Culturally Diverse Candidates who have Completed Teacher Education Programs

The Oregon Teacher Standards and Practices Commission processes C-2 forms from each candidate who completes a preparation program and is recommended for licensure by a state-approved educator preparation program. These data are used to officially calculate program completers. Table 8 shows the overall number of program completers for both public and private institutions as well the overall number of diverse teacher completers for both private and public institutions as well as the percentage of change from 2011-12 to 2013-14. Although candidates may choose to not apply for Oregon licensure immediately following graduation or may opt to pursue a job out of state, these numbers approximate the pipeline of new teachers available for Oregon districts to hire to fill teaching positions.

Table 8: Summary of change in ALL and diverse teacher completers from 2011-12 to 2013-14

	Total Teacher Completers		Number of Diverse Teacher Completers		Percentage of Diverse Teacher Completers		Change from 2011-12 to 2013-14
	2011-12	**2013-14**	**2011-12**	**2013-14**	**2011-12**	**2013-14**	
Private institutions	884	673	75	85	8.50%	12.60%	4.10%
Public Institutions	825	752	104	86	12.60%	11.40%	-1.20%
TOTAL	1709	1425	179	171			

Source: TSPC C2 data

Culturally Diverse Candidates who have Completed Public Teacher Education Programs

Table 9 portrays three years of data for Oregon's six public universities offering teacher preparation programs. With 18.3% culturally diverse program completers, Portland State University continues to have prepared the most culturally and linguistically diverse teacher candidates in 2013-14, followed by the University of Oregon. All but three of the institutions prepared over 10% culturally diverse candidates.

Table 9: 2010/11 – 2013/14 Oregon Public Teacher Program Completers by Ethnicity

		White	American Indian/AK Native	Asian	Black African American	Hispanic/ Latino	Native Hawaiian Pacific Islander	Two or More Races	Other or Not Specified	% Minority (Non-White)
Eastern Oregon University	2011/12	81	0	0	0	3	1	3	5	7.5%
	2012/13	73	1	0	1	5	0	0	12	7.6%
	2013/14	82	0	0	0	3	0	4	4	7.5%
Oregon State University	2011/12	111	2	3	0	3	2	1	3	8.8%
	2012/13	102	1	2	0	5	0	4	4	10.2%
	2013-14	116	1	2	0	3	2	1	2	7.1%
Portland State University	2011/12	170	2	12	6	9	0	3	11	15%
	2012/13	167	3	10	6	19	1	18	11	24.2%
	2013/14	126	2	11	3	11	1	3	12	18.3%
Southern Oregon University	2011/12	78	0	1	0	5	0	4	7	10.5%
	2012/13	95	1	2	0	2	2	1	5	7.4%
	2013/14	73	0	4	1	3	0	1	5	10.3%
University of Oregon	2011/12	87	3	8	0	5	1	7	9	20%
	2012/13	86	2	8	0	5	0	5	5	18%
	2013/14	108	5	8	2	3	0	4	11	15.6%
Western Oregon University	2011/12	155	2	6	0	9	0	3	3	11.1%
	2012/13	142	2	1	0	9	0	4	13	9.3%
	2013/14	124	0	1	0	4	1	2	3	6.0%

Source: Compiled by Oregon Teacher Standards and Practices Commission staff June 2015 using C2 data.
Note: Candidates who failed to specify their racial identity or who marked "Other" are reported separately and not included in tally of non-white candidates even though some may have been racially diverse

Culturally Diverse Candidates who have Completed Private Teacher Education Programs

Oregon's private colleges and universities are also committed to diversifying the state's supply of culturally and linguistically diverse teachers. Table 10 portrays the same three years of data for Oregon's thirteen private institutions. Linfield had the largest percentage of culturally diverse candidates in 2013-14, although they had a relatively small number of program completers. However, Concordia University and George Fox University consistently produced the largest number of teachers across the past three years. Both University of Phoenix and Willamette University have closed their teacher preparation programs.

Table 10: **2010/11 – 2013/14 Oregon Private Teacher Program Completers by Ethnicity**

		White	American Indian/AK Native	Asian	Black African American	Hispanic/ Latino	Native Hawaiian Pacific Islander	Two or More Races	Other or Not Specified	% Minority (Non-White)
Concordia University	2011/12	148	1	2	1	3	1	1	6	5.5%
	2012/13	137	1	5	1	2	2	1	5	7.7%
	2013/14	132	0	4	6	3	1	5	6	12.1%
Corban University	2011/12	34	0	0	0	0	0	0	0	0%
	2012/13	42	0	1	1	1	0	1	0	8.8%
	2013/14	44	0	1	0	1	0	0	1	4.2%
George Fox University	2011/12	115	0	6	0	3	0	4	7	9.6%
	2012/13	119	0	7	3	9	1	1	5	14.4%
	2013/14	73	0	3	0	3	4	1	2	12.7%
Lewis and Clark College	2011/12	86	2	5	0	0	0	4	9	10.4%
	2012/13	92	1	2	0	2	0	4	6	8.4%
	2013/14	57	0	3	2	3	1	5	7	17.9%
Linfield College	2011/12	15	2	1	0	0	0	0	1	15.8%
	2012/13	30	0	5	0	0	1	1	2	17.9%
	2013/14	14	0	3	1	2	0	0	0	30%
Marylhurst University	2011/12	28	0	0	1	1	1	1	2	11.8%
	2012/13	15	1	3	0	0	0	0	0	21%
	2013/14	13	0	2	1	0	0	1	2	21%
Multnomah University	2011/12	20	0	1	0	0	0	0	0	4.8%
	2012/13	16	0	1	0	0	0	1	1	10.5%
	2013/14	14	0	1	0	1	0	0	1	11.7%
Northwest Christian University	2011/12	18	0	0	1	0	0	0	0	5.2%
	2012/13	24	0	1	0	1	0	0	1	7.4%
	2013/14	18	0	0	0	0	1	0	1	4.7%
Pacific University	2011/12	99	0	4	0	3	1	1	5	8.0%
	2012/13	66	2	10	1	2	0	3	6	17.7%
	2013/14	57	0	2	3	1	2	2	8	13.3%
University of Phoenix	2011/12	23	0	0	0	2	0	2	0	14.8%
	2012/13	18	0	0	0	0	1	1	1	9.5%
	2013/14	7	0	0	0	0	0	0	1	0%
University of Portland	2011/12	80	0	1	0	4	0	2	0	8.0%
	2012/13	62	1	5	1	3	1	2	1	17.1%
	2013/14	73	0	3	0	1	1	0	8	5.8%

Warner Pacific College	2011/12	40	0	2	0	1	0	0	2	6.6%
	2012/13	23	0	0	1	0	1	0	2	7.4%
	2013/14	8	0	1	0	2	0	0	0	2.72%
Willamette University	2011/12	65	1	6	0	3	0	0	6	12.3%
	2012/13	68	1	1	0	1	1	1	8	6.2%
	2013/14	38	0	3	0	3	1	1	2	16.6%

Source: Compiled by the Oregon Teacher Standards and Practices Commission June 2015 using C2 data.
Note: Candidates who failed to specify their racial identity or who marked "Other" are reported separately and not included in tally of non-white candidates even though some may have been racially diverse.

Progress on the Number of Administrators of Color Prepared in Oregon

Parallel data for the three public institutions that prepare administrators (Portland State University, Southern Oregon University and University of Oregon) show that Portland State University has consistently made the most significant progress in increasing the number of culturally diverse candidates prepared and licensed for educational leadership or administrator roles such as assistant principal, principal, superintendent, and other district administrative positions (see Table 11).

Table 11: 2010/11 – 2013/14 Oregon Public Administrator Program Completers by Ethnicity

		White	American Indian/ AK Native	Asian	Black African American	Hispanic Latino	Native Hawaiian/ Pacific Islander	Multi-Ethnic	Other or Not Specified	% Minority (Non-White)
Portland State University	2011/12	64	0	2	3	2	0	1	2	10.8%
	2012/13	43	2	3	3	2	0	1	2	19.6%
	2013/1	61	1	1	3	7	0	2	4	18.6%
Southern Oregon University	2011/1	14	0	0	0	1	0	0	1	6.2%
	2012/1	19	0	0	0	1	0	0	0	9.5%
	2013/1	14	1	0	0	1	0	0	1	12.5%
University of Oregon	2011/1	37	0	1	1	2	0	1	1	11.6%
	2012/1	25	0	0	0	1	0	0	1	4%
	2013/1	36	0	0	1	4	0	0	3	12.1%

Source: Compiled by the Oregon Teacher Standards and Practices Commission June 2015.
Note: The percentage of minority or non-white candidates is calculated on the total number of candidates that includes those who declined to self-identify.

Table 12 provides similar data for Oregon's private institutions that offer administrator preparation programs. Consistently, Concordia University has prepared the largest percentage of culturally diverse candidates, although University of Portland had the largest percentage for the 2012-13 year. Altogether, the actual number of culturally diverse administrative licensees was still small in comparison to Portland State's consistent numbers.

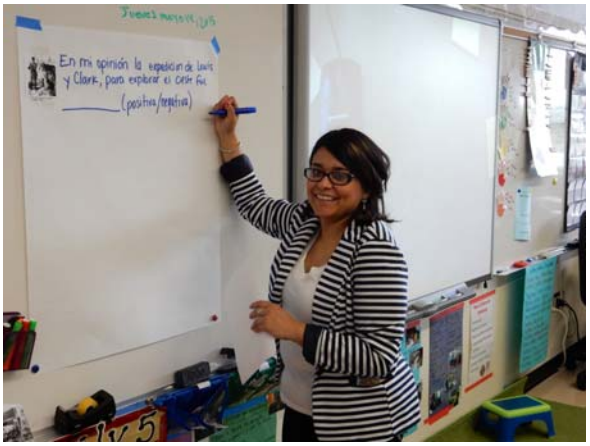
Table 12: 2010/11 – 2013/14 Oregon Private Administrator Program Completers by Ethnicity

		White	American Indian/ AK Native	Asian	Black African American	Hispanic Latino	Native Hawaiian Pacific Islander	Multi-Ethnic	Other or Not Specified	% Minority (Non-White)
Concordia University Chicago/ COSA	2011/12	New program								NA
	2012/13	No program completers at this time								NA
	2013/14	2	0	0	0	0	0	0	0	0%
Concordia University	2011/12	31	0	1	2	0	0	0	0	8.8%
	2012/13	42	0	0	0	3	1	0	0	8.5%
	2013/14	36	1	0	5	2	0	0	3	18.1%
George Fox University	2011/12	18	0	1	0	1	0	1	0	11.1%
	2012/13	17	0	0	0	0	0	0	0	0%
	2013/14	15	0	1	1	1	0	1	1	16.6%
Lewis and Clark College	2011/12	36	1	0	0	0	0	1	0	5.2%
	2012/13	16	1	1	1	1	0	0	0	20%
	2013/14	32	0	1	0	1	0	0	4	5.9%
University of Portland	2011/12	11	0	0	0	0	0	0	0	0%
	2012/13	11	0	1	3	0	0	0	0	26.6%
	2013/14	9	0	0	0	0	0	0	0	0%
Willamette University	2011/12	8	0	0	0	0	0	0	0	0%
	2012/13	6	0	0	0	0	0	0	0	0%
	2013/14	1	0	0	0	0	0	0	0	0%

Source: Compiled by the Oregon Teacher Standards and Practices Commission June 2015.
Note: The percentage of minority or non-white candidates is calculated on the total number of candidates that includes those who declined to self-identify.

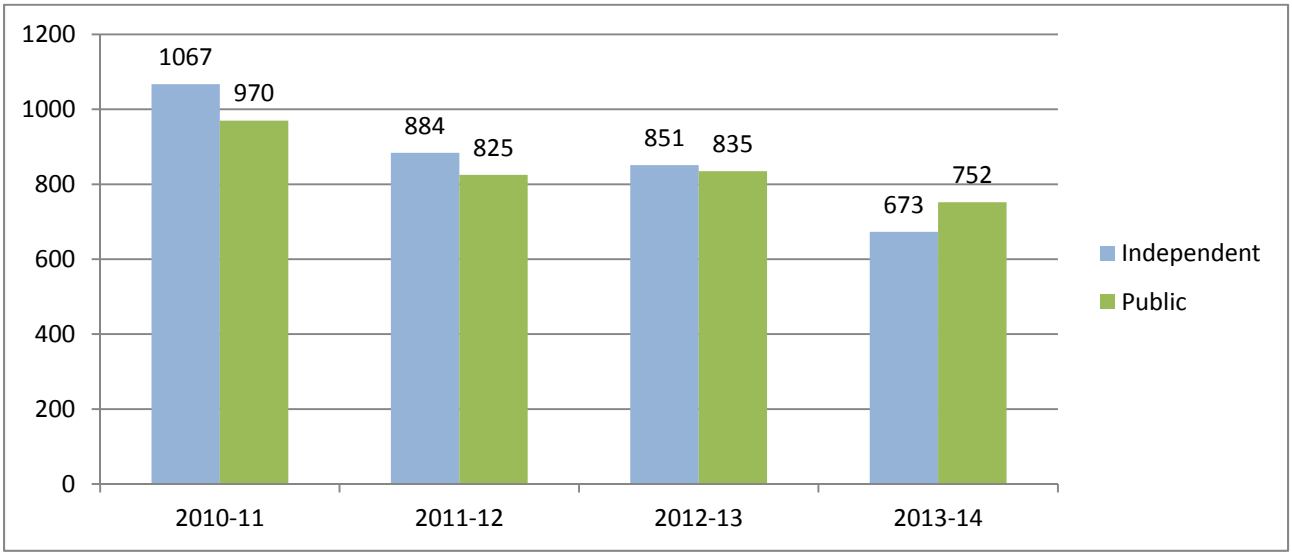
Private Institutions Compared to Public Institutions

Although not specifically requested in SB 755, Figure 13 shows that even though overall program completer numbers continue to decrease, the public educator preparation programs in Oregon produced more teacher completers than the private colleges and universities for the first time in four years.



Julia Ruiz-Palomino, TeachOregon Teacher Candidate
Western Oregon University Undergraduate Program

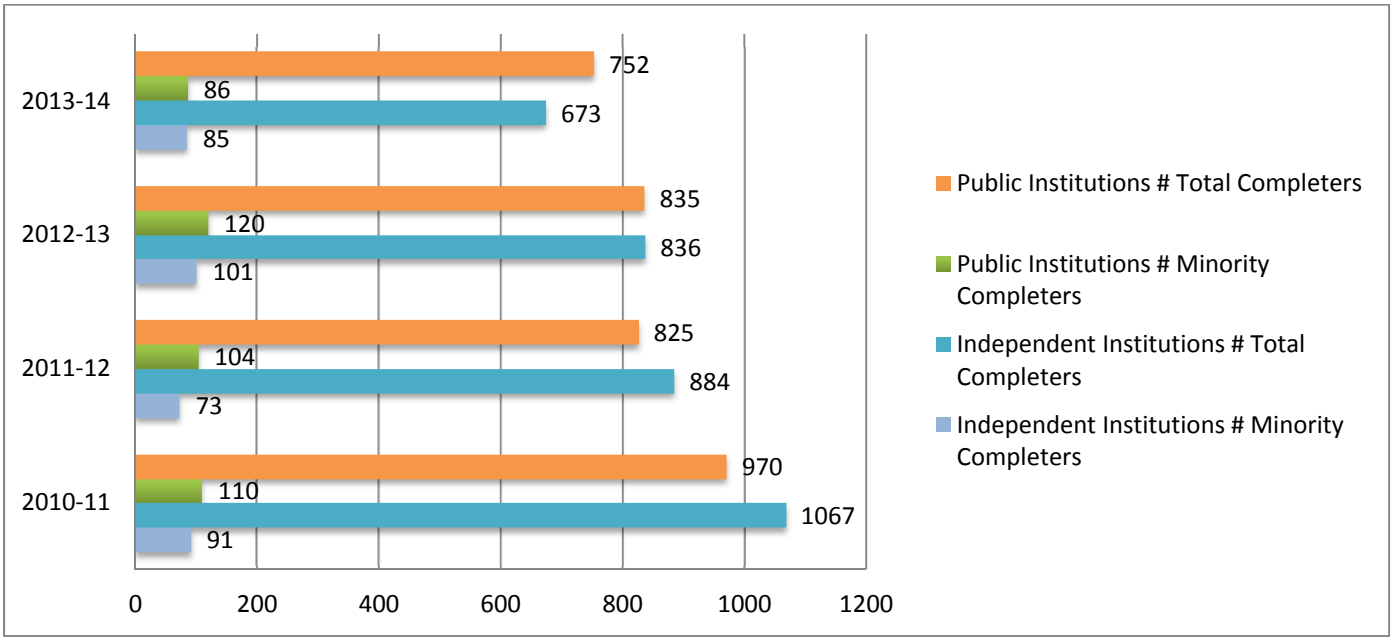
Figure 13: **Oregon Public and Private Initial Teacher Licensure Completers 2011-11 to 2013-14**



Source: Compiled by the Oregon Teacher Standards and Practices Commission 2015.

In terms of comparisons between private and public educator preparation programs, there was no real difference between racially diverse program completers in 2013-14 as indicated in Figure 14. In previous years, the 13 private programs had produced more racially diverse candidates than the six public programs. However, in 2013-14 two private programs were closing programs and had lower numbers of completers.

Figure 14: Racial diversity in Oregon's Private and Public Teacher Preparation Programs

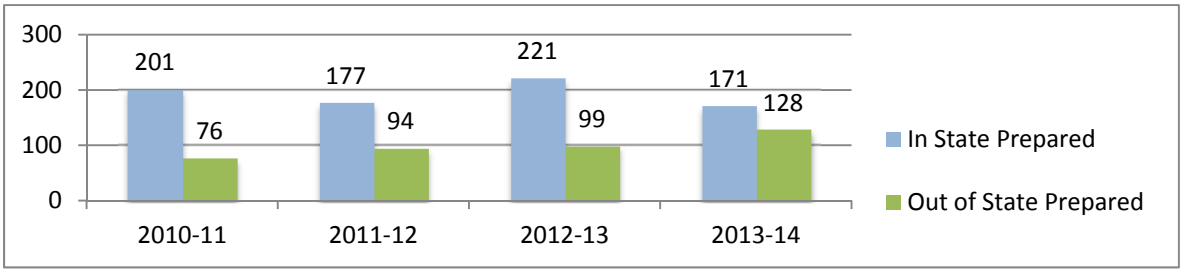


Source: Compiled by the Oregon Teacher Standards and Practices Commission June 2015

Every year, TSPC processes licenses for teachers prepared out of state and seeking an Oregon teaching license. These can be individuals who have been specifically recruited and hired by Oregon school districts or who have moved to Oregon and are seeking employment. Figure 15 shows that the number of racially

diverse teachers coming to Oregon in 2013-14 exceeded previous years but still is only 74% of those prepared in Oregon. Further analyses are needed to determine if out-of-state candidates of color are more likely to be employed in Oregon schools.

Figure 15: Racially Diverse Candidates Licensed to Teach in Oregon



Source: Compiled by the Oregon TSPC June 2015.

Recommended Next Steps for Educator Preparation Data Collection in 2015-16

Currently, TSPC is exploring changing the format of annual reports they require from each institution, creating a unique enrollment form completed by each candidate or using the Integrated Postsecondary Education Data System (IPEDS) data. This will be part of the TSPC agenda for the coming year and will involve the TSPC Commissioners, the deans and directors of Oregon's public and private educator preparation programs, and an advisory group that is being formed. Institutions have also begun collecting data on linguistically diverse candidates but improvements in the collection of these data are needed via the TSPC annual report. Further reconciliation is also needed to align current discrepancies between educator employment data maintained by ODE with data maintained by TSPC monitoring those employed with current licenses.

> *"While some people believe that passing the test is a sign of being a "qualified" teacher, I do not agree. There are people, like myself who have been working in a school setting for years, who are bilingual and bicultural, who have completed teacher preparation coursework at the university level and who have demonstrated competence in teaching students to reach high standards. A test is just one measure and does not make someone qualified."*
>
> Maribel Pena , Instructional Assistant
>
> Chávez Elementary School
> Salem-Keizer School District

Licensure Test Results for Oregon Teacher Candidates

All teacher candidates are required to take standardized tests for licensure. These include a basic skills test (now called **Essential Academic Skills test**), a content test in any area being sought for licensure, and a civil rights test called **Protecting Student and Civil Rights in the Educational Environment.** Nearly all of the candidates in Oregon take versions of these tests developed and offered by the Pearson Evaluation Systems Group.

SB 755 required that the 2015 Educator Equity Report include "comparisons between 'minorities' and 'non-minorities[3]' scores on basic skills, pedagogy[4] and subject matter tests". These data are included in Appendix H with the following summaries highlighting notable data trends.

Essential Academic Skills Test Comparisons (based on 2013-14 data on over 1620 candidates)

- On the Reading subsection, 97.9% of Oregon's white teacher candidates passed compared to 80.4% of the Hispanic teacher candidates
- On the Writing subsection, 90.9% Oregon's white teacher candidates passed compared to 62.5% of the Native American/American Indian/Alaskan Native teacher candidates
- On the Math subsection, 93.2% of Oregon's white teacher candidates passed compared to 72.2% of the African American/Black teacher candidates

NES Subject Area Tests (based on 2013-14 data on 1,222 teacher candidates)

- Of the 1,222 teacher candidates who took the NES Elementary test section I, percentage of Oregon teacher candidates who passed by ethnicity ranged from 75.4% to 90.2%
- Of the 1,293 teacher candidates who took the NES Elementary test section II, the percentage of Oregon teacher candidates who passed by ethnicity ranged from 72% to 91.4%
- Of the 186 teacher candidates who took the NES Mathematics test, the percentage of Oregon teacher candidates who passed by ethnicity ranged from 58.3% to 72.3% with many subgroups being too small to report.
- Of the additional content tests offered by NES, the greatest discrepancies existed as follows:
    - English—822 teacher candidates have taken this test since 2012, pass rates ranged from 53.3% to 100%
    - Middle Grades Math—640 teacher candidates have taken this test since 2012, pass rates ranged from 60.9% to 88.2%
    - Middle Grades Social Studies-- 367 teacher candidates have taken this test since 2012, pass rates ranged from 46.2% to 95.7%
    - Social Studies-- 726 teacher candidates have taken this test since 2012, pass rates ranged from 41.7% to 90%
    - Spanish—260 teacher candidates have taken this test since 2012, the pass rate for Hispanic students was 27.5 percentage points higher than for white students.

Protecting Student and Civil Rights in the Educational Environment Test

As of 2010, TSPC required that all candidates seeking initial teacher licensure must pass the ***Protecting Students and Civil Environment Test*** per ORS 342.123. Oregon is the only state that requires a specific test on civil rights and cultural competence. A 60-item multiple-choice test was customized for Oregon and offered through Pearson, with a cost of $95 to candidates. TSPC has reported that of the 8010 individuals who have taken this test since 2012-13, only 18 have failed the test, bringing into question the usefulness of this type of instrument to discern skills and dispositions related to civil rights and cultural competence, particularly when it adds an additional cost for all teacher candidates.

[3] *Our preferred language to describe this comparison is culturally and linguistically diverse candidates as compared to the remainder of the candidate population*

[4] Only 3 subject area tests include content on pedagogy. All Oregon programs are transition into edTPA, a performance assessment that analyzes pedagogy or one's ability to teach.

Current Status on Testing

Following many discussions and careful deliberation, Oregon Teacher Standards and Practices Commission voted on June 23, 2015 to eliminate the rule requiring passage of a Basic Skills Test for teacher licensure. The Commission is directing staff to amend OAR 584-036-0080 Licensure Tests to remove the Essential Skills Tests component for **both** candidates completing teacher preparation and as a licensure requirement for applicants in all other educator licenses.

Conversations continue as to the role that the remaining licensure tests play in predicting success for new educators and concerns have been voiced regarding the cost to candidates, particularly with the addition of edTPA, a new Teacher Performance Assessment that will cost candidates $300 per single administration and scoring.

Candidates who do not pass a test must register again and pay additional costs. Results from an informal survey at Western Oregon University in Table 13 indicate that the majority of candidates spent between $350 and $449 in 2014-15 but at least 8% spent double that amount (over $1,000). Western Oregon University is committed to serving first generation college students and report that thirty percent of their candidates typically pass the tests at the first administration, another 30% retake it once and pass the test but another 30% frequently take the test repeatedly, thus incurring additional costs.

Table 13: Teacher Candidates' Reported Tests Costs at Western Oregon University

How much money you've spent on tests and test materials (test prep sessions, study guides, etc.).						
	2013-2014 Completers		2014-2015 Completers		Total Surveyed	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
$350 - $449	17.3%	13	44.9%	22	28.2%	35
$450 - $549	21.3%	16	18.4%	9	20.1%	25
$550 - $649	13.3%	10	20.4%	10	16.1%	20
$650 - $749	25.3%	19	4.1%	2	16.9%	21
$750 - $849	9.3%	7	0.0%	0	5.7%	7
$850 - $999	1.3%	1	6.1%	3	3.3%	4
$1000 - $1249	5.3%	4	6.1%	3	5.7%	7
$1250 - $1499	4.0%	3	0.0%	0	2.4%	3
$1500 - $1999	2.7%	2	0.0%	0	1.6%	2
answered question		75		49		124

Source: WOU College of Education, 2015.

Accountability for Program Goals and Plans in Public University Educator Preparation Programs

Senate Bill 755 required a summary of the plans currently implemented as provided by the earlier language in Minority Teacher Act in ORS 342.447 stipulating that the State Board of Higher Education would require each public teacher education program in the state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of minority teachers. The State Board was to adopt rules governing the contents of the plans, develop initial and biennial review processes and timetables for revising the plans, review the plans for adequacy and feasibility and, after making necessary revisions, adopt the plans. Although this work has been more visible within the Oregon Minority Education Reports published in 2005 and 2011, there has not been any specific action taken by the State Board of

Education to review or approve program goals and progress. HB 3375 now defines a new role for the Oregon Higher Education Coordinating Commission:

> **SECTION 6.** ORS 342.447 is amended to read:
> "342.447. (1) The [*State Board of Higher Education*] **Higher Education Coordinating Commission** shall require each public teacher education program in this state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of [*minority teachers.*] **diverse educators to accomplish the goal described in ORS 342.437.**
> (2) The [*state board*] **commission** shall review the plans for [*the*] adequacy and feasibility [*of the plans*] **with the governing board of each public university with a teacher education program** and, after [*making*] necessary revisions **are made**, shall adopt the plans.
> (3) The [*state board shall adopt rules governing*] **commission shall provide guidance on**:(a) The contents of the plans;(b) The [*state board's*] initial and biennial review process, including timetables for revising plans ;and(c) Other matters necessary for carrying out the provisions of ORS 342.433 to 342.449 and 351.077."

It should be noted that educator preparation programs have also been required to report on their diversity plans as part of the revised Oregon TSPC state accreditation process, mirrored after the standards used by the National Council for Accreditation of Teacher Education (NCATE) to accredit OSU, PSU, WOU, and four private institutions that have opted to be nationally accredited. These extensive national standards focused on diversity address the following questions:

1. What proficiencies related to diversity are candidates expected to develop and demonstrate?
2. What required coursework and experiences enable teacher candidates to develop awareness of the importance of diversity in teaching and learning and the knowledge, skills and dispositions to adapt instruction and/or services for diverse populations?
3. What assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments?
4. How diverse is the faculty who works with education candidates?
5. What knowledge and experiences do unit and clinical faculty have related to preparing candidates to work with students from diverse groups?
6. What efforts does the unit make to recruit and retain a diverse faculty?
7. How diverse are the candidates in the initial teacher preparation and advanced preparation programs?
8. What opportunities do candidates have to interact with candidates from diverse groups? What efforts does the unit make to recruit and retain candidates from diverse groups?
9. How diverse are the P-12 students in the settings in which candidates participate in field experiences and clinical practice?
10. How does the unit ensure that candidates have at least one field experience with students from racial and language groups different than their own, students with exceptionalities, <u>and</u> students from different socioeconomic groups?
11. How does the unit ensure that candidates develop and practice knowledge, skills, and dispositions related to diversity during their field experiences and clinical practice?
12. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

TSPC modified its program review process in 2012 to more closely mirror the rigor of NCATE. TSPC's Standard 4 of the preparation program state accreditation has since required that each institution provide evidence showing that:

1. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions including cultural competency necessary to help all students learn equitably.
2. Assessments indicate that candidates can demonstrate and apply proficiencies related to cultural competency and equitable student achievement.
3. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.
4. A cohort of candidates and faculty from diverse groups informs the unit's curriculum, pedagogy, and field experiences in culturally meaningful ways. Diverse faculty and peers assist candidates in addressing teaching and learning from multiple perspectives and different life experiences.
5. The unit provides for different voices in the professional development and work of the education profession. The greater range of cultural backgrounds and experiences among faculty and candidates enhances understanding of cultural competency and equity in the classroom.

With the emergence the Council for Accreditation of Educator Preparation (CAEP), a new national accrediting agency, Oregon programs are in transition now as they consider whether they will seek CAEP accreditation. An update on the status of CAEP guidelines specific to diversity should be part of the 2016 Oregon Educator Equity Report.

Racially Diverse Educators Newly Employed and Already Employed in Oregon Public Schools

As reflected in Table 14, data compiled and verified by ODE for the 2014-2015 year reflect a significant increase from last year (+82) in the number of teachers defined as racially diverse and newly hired in Oregon's public schools. Furthermore, the number of teachers of color already employed in Oregon's public schools increased by 21. Readers are cautioned to not interpret this as a means of assessing retention of teachers hired in the previous year.

The number of newly hired administrators defined as racially diverse was lower in 2013-14 than the previous year, however the total number of already employed administrators of color increased.

Table 14: 2011-2014 Diversity of Oregon Employed Educators (Headcount)

	Dec. 2011	Dec. 2012	Dec. 2013	Dec. 2014
Teachers of color who are newly employed in the public schools in this state; (Not previously employed in the state of Oregon as a teacher or administrator)	94	103	205	287
Teachers of color already employed in the public schools. (At least one year of experience as a teacher or administrator in the state, potentially including work in a private school)	2,298	2,240	2,197	2,218
COMBINED TEACHER DATA	2,392	2,343	2,402	2,505

Administrators of color who are newly employed in the public schools in this state; (Not previously employed in the state of Oregon as a teacher or administrator)	5	3	13	4
Administrators of color already employed in the public schools. (At least one year of experience as a teacher or administrator in the state, potentially including work in a private school)	192	191	198	211
COMBINED ADMINISTRATOR DATA	197	194	211	215

Source: Compiled by staff at the Oregon Department of Education May 2015.
[1]Minority = Staff member reported as: Black, Hispanic, American Indian/Alaska Native, Asian, Native Hawaiian/Pacific Islander Race/Ethnicity, or Multi-Racial
[2]Administrators = Superintendents, Asst. Superintendents, Principals, Asst. Principals, Special Education Directors

With the passage of SB 755, the state is now charged with reporting data on educators whose first language is not English. These data were not available for reporting in the 2014 Status Report and as the collection of language of origin is new for 2014-15, the data in Table 15 represents only a 59% response rate from districts, as most of the largest districts were unable to comply with the new data requirement for this year. Next year, the data will be complete. Notwithstanding this limitation, the new definition added 120 more teachers and five more administrators who meet the intent of SB 755. Thus, the new definition has impacted the number of linguistically and racially/ethnically diverse educators employed in Oregon Public school during the 2014-15 school year by less than half a percentage point for teachers and only a quarter of a percentage point for administrators.

Table 15: Non-English Language of Origin Teachers and Administrators in 2014-15

	Dec 1, 2014 Headcount
White teachers with a non-English language of origin who were newly employed in the public schools; (Not previously employed in the state of Oregon as a teacher or administrator)	8
White administrators with a non-English language of origin who were newly employed in the public schools; (Not previously employed in the state of Oregon as a teacher or administrator)	1
TOTALS	9
White teachers with a non-English language of origin who were already employed in the public schools; (At least one year of experience as a teacher or administrator in the state, potentially including work in a private school)	112
White administrators with a non-English language of origin who were already employed in the public schools; (At least one year of experience as a teacher or administrator in the state, potentially including work in a private school)	4
TOTALS	116

Source: Compiled by staff at the Oregon Department of Education May 2015
Note: Data for Non-English Language of Origin teachers and administrators was not collected prior to 2014-15.

Summary

In summary, as is shown in Table 16, Oregon has increased the number of racially/ethnically diverse teachers and administrators over the past three years, with a 9.7 % increase (N = 233) in the number of racially/ethnically diverse teachers employed in 2014-15 compared to 2011-12, and a 10.3% increase (N = 14) in the number of racially/diverse administrators in 2014-15 compared to 2011-12. This increase meets the intent of the state goal outlined in SB 755.

Table 16: Shifts in Oregon Teacher and Administrator Workforce Diversity 2011-12 – 2014-15

Year	Employed Educators in Oregon Public Schools	Headcount
2011-12	Linguistically and Racially Diverse Teachers	2,392
2011-12	Linguistically and Racially Diverse Administrators	135
2014-15	Linguistically and Racially Diverse Teachers	2,625
2014-15	Linguistically and Racially Diverse Administrators	149

Source: Compiled by staff at the Oregon Department of Education May 2015

Educator Retention Data

Oregon must not only train and hire new teachers from underrepresented groups, but must also retain those teachers already employed. To that end, the following year-to-year employment data has been prepared. It is based on series of employment snapshots taken as of December 1 of each school year, including all staff members actively employed by Oregon public schools, school districts, and education service districts (ESDs).

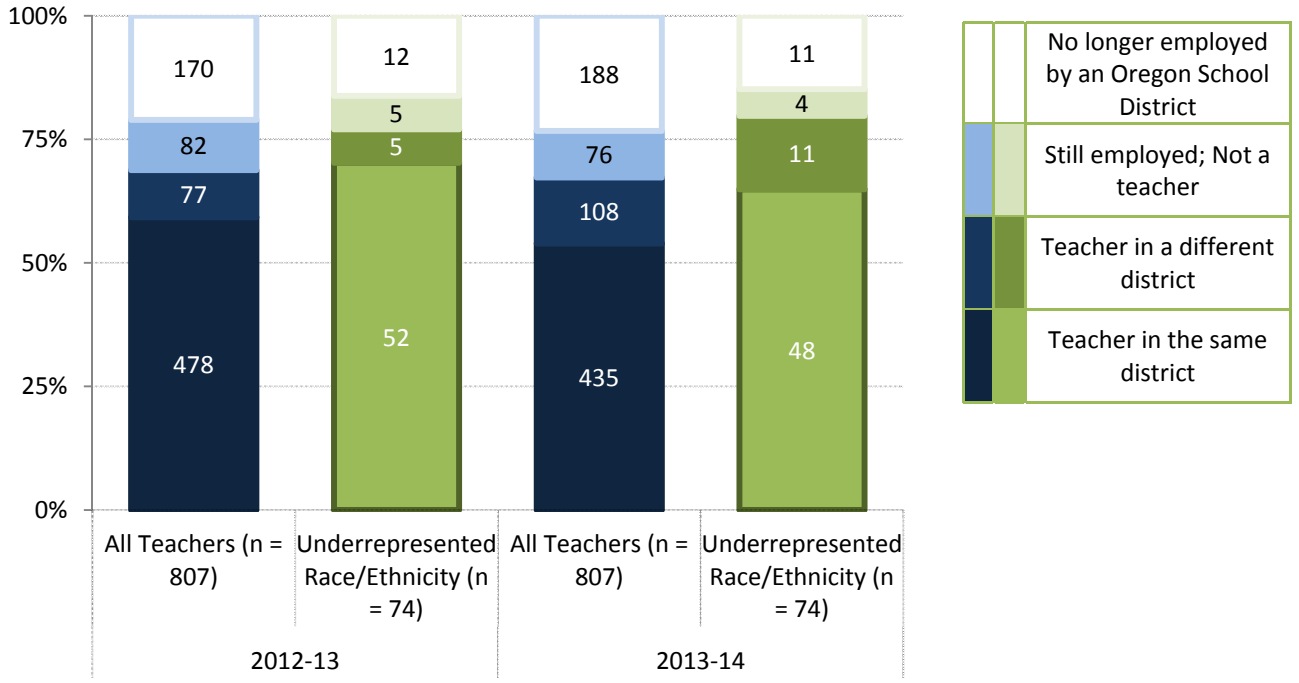
By creating cohorts of newly employed teachers in a given year, it is possible to follow those teachers and their employment status from year to year. Although ODE data exists for school years before 2010-11, a significant change in race/ethnicity reporting makes employment data from those earlier years less comparable to the newer data.

Looking at teachers who began their careers in 2010-11 and 2011-12, it appears that the majority of attrition occurs after the first year of teaching, with much smaller drops in the percent employed in subsequent years. Attrition is very similar for racially diverse teachers and the remainder of the teacher population, although the relatively small number of racially diverse teachers newly hired each year makes comparisons unreliable.

Retention data may be complicated by factors such as union contracts, budget reductions, and teacher qualifications, which are not included in this data. However, some evidence indicates that teacher experience (particularly whether a teacher has worked for five or more years in the same district), FTE, and assignment (working with a special education population) may also have an effect on teacher retention. For male teachers, the school's remoteness may also play a factor. More analysis of these factors is needed.

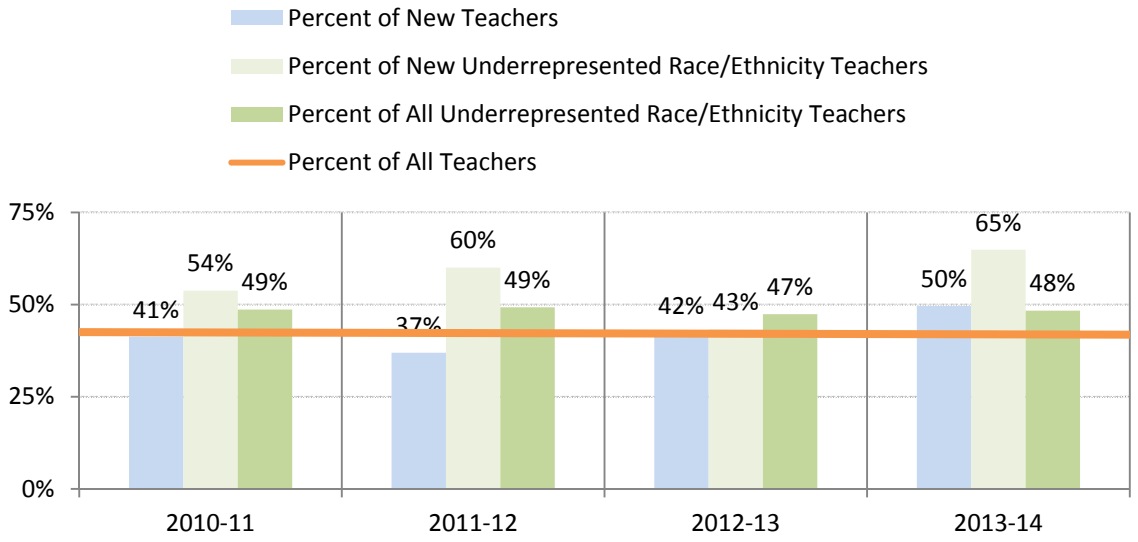
In 2011-12, there were 807 teachers in their first year of teaching employment in Oregon's public K-12 school districts and education service districts (Figure 16). This represents significantly fewer new teachers than in the previous years, likely due to the budget reductions experienced in that year. The majority of the 74 new teachers of color hired in 2011-12 were Hispanic/Latino (N = 29). In this cohort, teachers of color (although still a very small group) were more likely than teachers as a whole to remain employed as teachers.

Figure 16: New Teachers in 2011-12, by Subsequent Year Employment and Race/Ethnicity



Of interest is where racially diverse teachers are assigned to teach. Title I schools consistently employed about 42% of all school-assigned teachers in the state, but employed a slightly higher proportion of the state's school-assigned racially diverse teachers (47 to 49 %). In most of the years below in Figure 17, racially diverse teachers who were new to the profession were much more likely than other teachers to be assigned to Title I schools.

Figure 17: Percent of New Teachers Assigned to Title I Schools



Staff members of color generally returned to their schools at similar rates to the population as a whole, but were less likely to return to the same school if it was either low minority or low poverty, and slightly more likely to be moved to a different school in general.

Further examination of teacher retention data show that teachers in high-achieving (level 4 or 5) schools in 2012-13 were nine percentage points more likely to return than teachers in the lowest-achieving schools (level 1). However, this pattern did not hold true for culturally diverse teachers who were more likely to return to low-performing schools and less likely to return to high-performing schools than teachers as a whole.

Progress Toward 2015 Goals Designated in SB 755

SB 755 revised the goal set in the original Minority Teacher Act by amending the language to read:

> *"As a result of this state's commitment to ethnic-racial equality the goal of this state is that, by July 2015, the following shall be increased by 10% as compared to July 1, 2012:*
>
> - *The number of minority teachers and administrators employed by school districts and education service districts; and*
> - *The number of minority students enrolled in public teacher education programs."*

Oregon's progress towards the 2015 goal for employed teachers:

Table 17 shows that we have seen an increase in the number of culturally and linguistically diverse teachers employed in 2014-15 but not quite to the level of 10% stated in SB 755.

Table 17: **Teachers by Ethnicity Employed in Oregon Public Schools**

	2011/12	2012/13	2013/14	2014/15
Teachers (Non-White)	2,392	2,344	2,403	2,625

Source: ODE Fall Staff Position Collection

Note: The 2014-15 data include White non-English language of origin staff now eligible to be counted per SB 755.

- The base number of culturally and linguistically diverse teachers employed in Oregon public schools in 2011-12 was 2,392.
- A 10% increase from this base figure to meet the goal set for 2015 would be 239 more teachers.
- The 2014-15 data reveal that in 2014-15 an additional 233 culturally and linguistically diverse teachers were employed in Oregon public schools bringing the state's total to 2,625.
- **Thus, Oregon has seen a 9.74% increase in the percent of culturally and linguistically diverse teachers hired compared to 2011-12 indicating Oregon has almost met the goal for 2015 established in SB 755.**

Oregon's progress towards the 2015 goal for Employed Administrators:

Similar projections were done in Table 18 to report on Oregon's administrators of color.

Table 18: Administrators of Color Employed in Oregon Public Schools Between 2011-12 and 2014/15

	2011/12	2012/13	2013/14	2014/15
Superintendents	6	6	5	6
Assistant Superintendents	5	6	7	7
Principals	112	109	128	124
Special Education Directors	12	13	11	12
TOTAL	135	134	151	149

Source: ODE Fall Staff Position Collection. **Note:** The 2014-15 data include White non-English language of origin staff now eligible to be counted per SB 755.

- The base number of culturally and linguistically diverse administrators employed in Oregon public schools in 2011-12 was 135.
- A 10% increase from this base figure to meet the goal for 2015 would be 19-20 more administrators.
- The 2013-14 data show that 149 culturally and linguistically diverse administrators were employed in Oregon public schools, an increase of 14 from 2011-12 to 2014-15.
- **Thus, Oregon has seen a 10.3% increase in the number of culturally and linguistically diverse administrators employed in 2014 - 15 compared to 2011 - 12, indicating that Oregon met the 2015 goal established in SB 755.**

Oregon's INTERIM[5] progress towards the 2015 goal for enrolled teacher candidates:

Although enrollment data are reported here as required by SB 755, data on program completers are viewed as more reliable indicators of educator preparation program progress towards the state's goals. However, in terms of progress toward the number of racially diverse students enrolled in public teacher education programs, this 2015 report used program enrollment data reported to Title II and retrieved by the Teacher Standards and Practices Commission. Tables 19 and 20 provide summary data: first for the 2011/12 year used as baseline and then the 2012-13 data, which are the most recent enrollment data available for use in this report.

Table 19: 2011/12 Enrolled Teacher Candidates in Oregon

2011/12 Program Enrollees	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	Multi-ethnic	Total Minority	Total Enrollees	Diversity % of the Total Enrollees
Oregon **Public** Institutions	19	52	9	92	7	19	198	1291	15.3%
Oregon **Private** Institutions	23	79	23	63	10	40	238	1858	12.8%
In State Subtotal	42	131	32	155	17	59	436	3149	13.8%

Data provided by TSPC June 2015 based on Title II submissions.

[5] NOTE: 2013-14 Data not available yet)

Table 20: **2012/13 Enrolled Teacher Candidates in Oregon**

2013/14 Program Enrollees	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	Multi-ethnic	Total Minority	Total Enrollees	Percent Diversity of Enrollees
Oregon **Public** Institutions	17	32	8	39	3	17	116	792	14.6%
Oregon **Private** Institutions	5	35	21	44	19	13	157	989	15.8%
In State Subtotal	22	67	29	83	22	30	253	1781	14.9%

Data provided by TSPC June 2015 based on Title II submissions.

- Our base number of racially diverse[6] teacher candidates enrolled in Oregon's six public educator preparation programs in 2011-12 was 198 or 15.3% of the candidates enrolled. For the thirteen private institutions there were 238 or 12.8% racially diverse teacher candidates enrolled.
- For the public educator preparation programs, a 10% increase from the 2011-12 base figure to meet the 2015 goal stated in SB 755 would be 19 more candidates in 2013-14 or 217. For the private educator preparation programs, a 10% increase from the 2011-12 base figure to meet the 2015 goal stated in SB 755 would be 23 more candidates in 2013-14 or 261.
- Although 2013-14 data are not yet available, the 2012-13 data reveal that only 116 racially diverse teacher candidates were enrolled in Oregon's public educator preparation programs out of a total of 792 candidates, **101 candidates short of the goal.** For the private institutions, there were 157 racially diverse candidates out of the total 989 teacher candidates enrolled in 2012-13, **104 candidates short of the goal.**
- **Although federally confirmed 2013-14 data are not yet available, the state does not appear to be on track to meet the number of additional culturally and linguistically diverse teacher candidates needed to meet the enrollment goal, established in SB 755, of a 10% increase compared to 2011-12.** Similarly, the private institutions are also not on track to meet the 2015 goal.

In summary, significant gaps still exist between student and educator workforce demographics, and the intent of the Minority Teacher Act of 1991, Senate Bill 755, and HB 3375 still remain critical to Oregon's education agenda as we seek to fully develop the assets and strengths of all of our students and value the circumstances, assets and contributions of students and their communities.

[6] Although SB 755 required the additional collection and reporting of data for candidates for whom English is not their native language, 2014-15 was the first year that educator preparation programs began compiling these data for new entering candidates. The inconsistencies and missing data made this data point unreliable for the 2015 report but will be reported in subsequent years.

Promising Work in Progress

> *"Don't wait to recruit educators of color until after they graduate from high school. Instead reverse engineer a career pathway down to ninth grade with a set of experiences, internships and themes related to education. Most importantly, once the pathway is engineered, target children of color and ethnic diversity already in college-preparatory classes, or the like, as potential candidates."*
>
> Chris Russo, Reynolds School District retrieved from this blog.

Oregon Diverse Educator Pipeline Grants

The Oregon Diverse Educator Pipeline Models Grant of 2013-15 was funded by HB 3233 and provided $590,220 to develop four regional models for preparing, recruiting and retaining educators who are culturally and /or linguistically diverse. The strategies used in these programs included:

- Financial support that includes tuition waivers, scholarships, forgivable loans, financial aid, school district support, and stipends that can cover testing fees, technology, and transportation costs
- Curriculum and activities that prepare candidates with skills and knowledge necessary to reverse academic underachievement and opportunity gaps
- Seminars that focus on issues in education for African American, Native American, Latino and Asian American students; race and class in America; White privilege and how it impacts education in America; teachers as leaders; multiculturalism; etc.
- Special advising, advocacy, peer networking and a range of support services continue throughout the program
- Collaborative partnerships among postsecondary institutions, school districts, community-based organizations and other interested partners to operate the programs
- Commitment to seeking matching funds to sustain financial support for students
- Opportunities for candidates to engage regularly with culturally and linguistically diverse educators and K-12 students in field experiences, volunteer activities, and mentoring experiences
- Employment commitment from school districts that include hiring incentives, induction, mentoring and support networks with other diverse educators
- Connections with K-12 students to promote awareness and interest in the teaching profession

Highlights from the Oregon Diverse Educator Pipeline Models Grant in Table 21 clearly illustrate the long-term ramp towards increased numbers of diverse educators. Many of these projects started while candidates were still in high school and if these future teachers select a graduate level educator preparation program, it could be at least six years before they enter the employment market.

Table 21: Highlights from the Oregon Diverse Educator Pipeline Models Grant

Klamath County School District	**Klamath Teach!** Internship and cadet opportunities were offered for American Indian students in Klamath County School District schools. These future teachers participated in the Summer Academy and receive feedback on their work and relations with kids. Scholarships were developed for American Indian employees wishing to pursue education degrees. For example, one employee is using the scholarship to further her education in Special Education, and will be completing coursework to obtain her Elementary Special Education credential. She will be teaching Elementary Special Education at Chiloquin Elementary School beginning in the fall.
Eastern Oregon University	**Oregon Teacher Pathway (OTP)** In order for high school students to participate, schools /districts had to agree to the following: a. Have at least one mentor assigned to OTP b. Provide students in the project (training, financial, or career counseling) c. Provide students opportunities for a one-hour a week field placement d. Engage with the students and their families. The purpose is to work with adults in the family and student by helping the student plan, understand the impact of teaching on the community, understand OTP, and to answer any questions family questions. e. Engage in professional interaction training, and providing pre-collegiate course work with OTP through EOU. Students selected for OTP enrolled in a special 4-credit college course: ED-142: Introduction to Education through Eastern Promise. The dual credit curriculum was based on the Principles of Culturally Responsive Practices and a one-credit course and currently taken by pre-service students in the EOU teacher education program. Teachers teaching the dual credit course were able to attend events sponsored by the EOU Center for Culturally Responsive Practice featuring Dr. Geneva Gay, Dr. Christine Sleeter, and Dr. Rich Milner. In the course, pre-service students learn about the EOU teacher preparation programs and make a four-year plan to determine what coursework required requirements completed for their degree. For the high school students in OTP, this was a 4-credit course hybrid online/face-to-face course in which students were introduced to these topics and learned about critical issues in education, foundations in education, impact of education on ethnic-minorities, the impact of education in rural communities, and a weekly field placement experience.
High Desert Education Service District	**Central Oregon Teacher Pipeline** In order to serve as many students as possible and for logistical reasons pertaining to high school master schedule issues, Central Oregon Community College developed a hybrid model version of the Teacher Cadet[7] course that was online with weekly meetings held to share about field placement experiences and review assignment expectations. Students were in their field placements each day during the period of the day that worked with their individual schedules; mentors were used to help students navigate the online portion of the course. While the traditional Teacher Cadet curriculum model is ideal, this hybrid model did allow 13 students who would have otherwise been excluded to engage in the course.

[7] *Over 50 middle school, high school teachers and college/university instructors attended the 2014 summer training for Teacher Cadet offered by the South Carolina Center for Educator Recruitment, Retention, & Advancement (CERRA). This cadet curriculum is high quality, aligned to the NCATE standards and can be offered as a dual credit or Career and Technical Education/ECE course in any high school. A regional/ESD may contract for an out of state training event or a district may send teacher(s) to be trained in South Carolina. This course has a longstanding history for creating initial pipeline from secondary schools to college and teacher preparation programs and has been key to starting cadet programs across Oregon this year.*

Salem-Keizer School District	**Teacher Cadet Program/Career in Teaching Program** The Pro-Team and Teacher Cadet Program in the Salem-Keizer School district encouraged students in grades 6-12 to consider a career in teaching. University faculty and staff from human resources participated in the classes along with the students. The CERRA Pro-Team and Teacher Cadet Curriculum were used for the classes. Activities for the students included: o Group discussions o Speakers from universities to talk about financial aid, registration, campus living, etc. o Guidance on preparation course requirements o Lesson planning o Delivery of lessons o Mock interviews o Resume reviews o Tutoring and classroom experiences with younger students

Source: Strategic Investment Final Report (2015)

Conclusions from the Pipeline Projects

The use of the Teacher Cadet/ProTeam model continues to be a strong model for recruitment. While not all programs used the South Carolina model solely, each program was able to share data indicating the power of an early introduction into the teaching profession. The challenges as articulated by project participants include making the connection between middle school, high school, college, and teaching career. It is a model worth deeper consideration across the state. Students are not only getting experiences that help to shape their understanding of the teaching profession but there is also financial assistance being made available as they transition into college.

The focus on culturally responsive, sustainable professional development for pre-service and in-service educators is a foundation to strengthening success in the classrooms. The opportunity to engage with scholars such as Dr. Geneva Gay has provided a professional experience that has long-lasting impact. Additionally, the opportunity to explore research-based best practice in engaging students in the teaching profession has shown an increase in students exploring education-focused careers.

Rosemary Mba, Teacher Cadet Program Teacher at McKay and North High Schools in Salem Keizer with teacher cadets.

Many areas of the state were untouched by the work of the Pipeline grants yet the need and enthusiasm for action is apparent in this comment from Forest Grove Superintendent, Dr. Yvonne Curtis: “I am eager to build a "grow our own" program beginning with our students. We would need staff with a unique skill set and time to build this program along with funding to support students with a counselor and dollars to support tuition and fees.”

Now that the 2013-15 biennium has ended and projects funded through HB 3233 are coming to an end, grantees were asked to speak specifically to sustainability both during the RFP process and as a response on their final grant reports to the agency. The responses below in Table 22 indicate the strong efforts of grantees to maintain the goals and/or objectives of grant projects through a tremendous amount of time, dedication, and resources.

Table 22: Sustainability for Pipeline Programs

Eastern Oregon University: *"We have support from our partnering school districts and the university to expand the program to Vale School Direct in Fall of 2015. One of the OTP graduates has accepted a job in the Ontario School District and plans to work with the director on creating an OTP cohort in the district. We have a plan for targeting and recruiting students of color through Eastern Promise and through our interaction with our partner school districts. Another OTP graduate accepted a job in the Vale School District and plans to assist the district as they implement the OTP program. Faculty members are committed to supporting students throughout the teacher education certification process. The university is committed to providing low cost pre-collegiate tuition to students in the program, acceptance to the university after high school, and offer reduced tuition to students in the program. We plan to provide teachers ongoing training starting this summer and through the Center for Culturally Responsive Practice."*
Salem-Keizer School District: *Training is being provided in the summer of 2015 for elective teachers from additional high schools in the district in order for these schools to provide the Teacher Cadet elective course for high school students interested in the teaching profession. FTE has been allocated in the general fund budget to support two classes at three different high schools (expanding this course offering from two to three high schools). Training for one additional middle school teacher will be provided in South Carolina in order to expand the Pro-Team program to an additional middle school.*

Source: Strategic Investment Final Report (2015)

Oregon Diverse Educator Retention Grants

The Oregon Diverse Educator Retention Grant of 2013-15 was funded by HB 3233 and provided $105,000 divided across three regional models summarized in Table 23 to plan, develop, and/or pilot models for retaining culturally and/or linguistically diverse teaching staff. Although the amount of funding was small, each of the projects made significant strides.

IGNiTE students in Hillsboro School District participated as observers, recruiters, and interviewers of future/possible educators for the district. The students shared their insights and feedback on the process following the job fair events.

Table 23: Oregon Diverse Educator Retention Grants 2013-15

Hillsboro School District	**HSD Diversity Retention Grant** Hillsboro School District launched Inspiring Growth Now in Teacher Education (IGNiTE) to foster linguistically and culturally diverse Hillsboro students who are interested in teacher preparation. In its first year IGNiTE student's had the opportunity to tutor at local elementary schools, offer their student perspective on district initiatives, present at conferences such at AMME and Cesar Chavez, attend the Spring Oregon Leadership Network conference and intern at the HSD administrative center with district leaders. Students in IGNiTE could also apply for the Western Oregon University Scholar's Program which financially supports student's attending WOU and includes a first round job interview with HSD after completing the teacher education program to potentially return as Hillsboro School District educators
Pendleton School District	**Pendleton Diversity Promotion and Retention Project** Through this project a Pendleton School District Marketing Plan was developed highlighting the culture and history of the Confederated Tribes of the Umatilla Indian Reservation. The materials promote the Pendleton area as an excellent place for American Indians to live and work and features flyers and a video now being used at career fairs. Also, the new Pendleton Early Childhood Center will have an American Indian Heritage Language program for interested students/families that celebrates the local culture.
Portland Public Schools	**Portland Public Schools: Retaining Diverse Educators** The Portland Public Schools used funding to examine their retention data, develop onboarding surveys for new teachers, and convene focus groups where teachers of color were able to share their perspectives. They hosted a three-day program on Hiring a Diverse Workforce Training. The program was facilitated by Cultures Connecting, a racial equity consulting firm from Seattle, WA. Participants focused on strategies for creating an equitable process to recruit and hire more candidates of color and ways to retain them once they are hired. Activities included: • Understanding a school's or department's current hiring needs prior to describing and posting positions. • Effective language for creating a culturally responsive job description. • Strategies for advertising to diverse communities. • Strategies for file screening that does not inadvertently eliminate educators of color. • Ways to develop culturally-competent interview questions. • Interview processes and preparation of interview team.

Source: Strategic Investment Final Report (2015)

Sustainability of the Retention Projects

Now that this biennium has ended and projects funded through HB 3233 are coming to an end, each project team was asked to speak specifically to how they intend to sustain the efforts started during 2013-15. The responses below indicate the strong efforts of grantees to maintain the goals and/or objectives of grant projects through a tremendous amount of time, dedication, and resources as highlighted in Table 24.

Table 24: Sustainability for Retention Programs

Pendleton School District: "*This work is vitally important to the Pendleton School District. We have prioritized our relationship with the tribes and our effort to recruit and retain culturally and/or linguistically diverse educators by committing general fund dollars to the plan. Although this grant has allowed us to jumpstart the program, the financial commitment to move forward is supported by district leadership and teachers as well as the PSD Board of Directors."*
Portland Public Schools: • PPS will review and make an implementation plan in response to the recommendations for Retaining Educators of Color. • PPS will continue to included educators and administrators of color in the recruitment process. • Human Resources will include the "Hiring Diversity" Workshop on its annual training calendar. • New Educator Survey will be distributed annually; HR will continue to develop and expand the MEA. • New Leaders, Aspiring PPS Leaders and our teacher and administrator mentoring will continue to build culturally responsive skills for our employees.
Hillsboro School District: "*In working with the Director of Equity, we plan to integrate Taking It Up equity training as a part of the in-service training for new teachers with support of funds through the Office of Equity and Office of School Performance. They are also finding ways to support schools to send staff to the Coaching for Educational Equity training and integrate opportunities for current diverse staff to mentor new diverse teachers."*

Source: Strategic Investment Final Report (2015)

In summary, the state spent approximately $650,000 on both pipeline and retention efforts (See Table 25).

Table 25: **Culturally and Linguistically Diverse Teachers Prepared and Retained (2015)**

Awarded PIPELINE Grants	Amount of Funding	Number of Students of Color in the Pipeline 2014-2015
Eastern Oregon University	$170,992.50	37
Salem-Keizer SD	$157,257	25 (Bilingual) 100 Students Total
Klamath County SD	$73,815	30 (includes 1 college level candidate working on licensure)
High Desert ESD	$168,536	22
Pipeline Model Grant Totals	**$570,600**	**189**
Awarded RETENTION Grants	**Amount of Funding**	**Number of Educators 2014-2015**
Portland Public Schools	$35,000	Retention increase of 15%
Pendleton SD	$35,000	100% retention of teachers of color & 4 new hires of color
Hillsboro SD	$35,000	Retention of 100% of teachers of color Increase of 10% more minority teachers Three new hires of color
Retention Grant Totals '15	**$85,000**	
TOTAL INVESTMENT	**$650,000**	

Source: Strategic Investment Final Report

Oregon Mentoring Program

Another key factor contributing to the retention of educators is providing mentoring supports. The 2007 Legislature established the Oregon Mentoring Program through the passage of HB 2574 and then further expanded it in the 2013 legislative session with HB 3233 Network for Quality Teaching and Learning. The purpose of the program is to support beginning educators in Oregon during their first two years of teaching and/or in their first two years as an administrator by providing evidence-based mentoring programs for beginning teachers and administrators in order to increase student learning and growth, improve instructional practices, retain effective teachers and administrators, and accelerate educator leadership performance.

The Research Institute conducted an evaluation of the 2013-15 Mentoring Program summarized in Table 26 which shows the self-reported ethnicity of the educators who responded to the Oregon Mentoring Program surveys in 2013 and 2014. Although not the full population of educators who were mentored, this table reveals that of the educators who responded to the survey, a significant percentage were non-white in each category.

It is important to note that in 2013, 20% of the beginning teacher respondents were non-white, and in 2014, 15% of the beginning teachers were non-white. While it is not wise to draw conclusions from the demographic make-up of these educators who responded to these surveys, these percentages suggest that there are a significant number of non-white educators participating in the mentoring program.

Table 26: 2013 2013-14 ODE Mentoring Data Self-reported Ethnicity

ODE Mentoring: Self-reported Ethnicity for the Survey Respondents

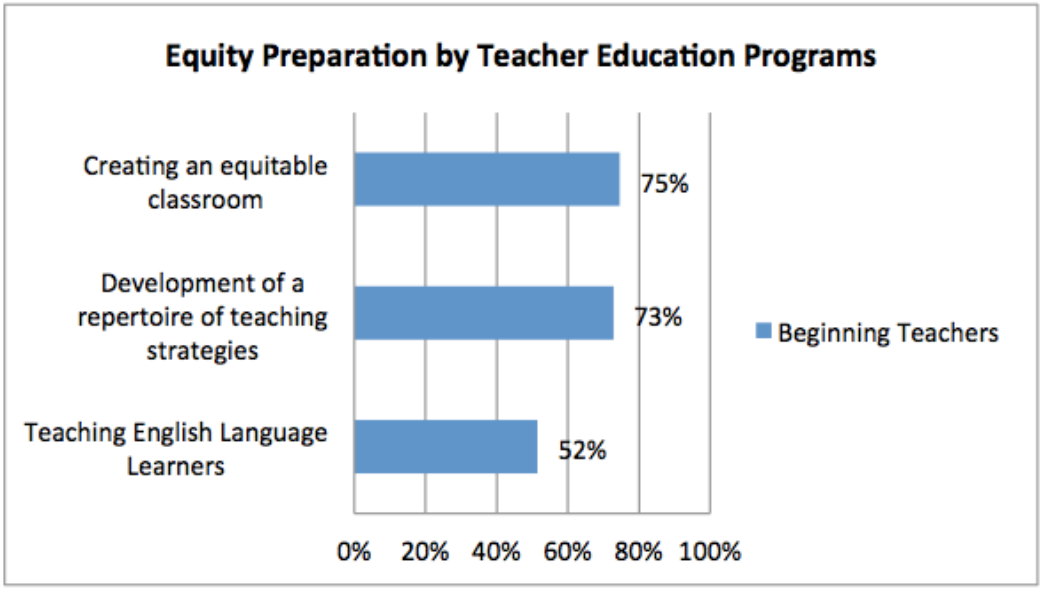
	White	Non-White	No Response
2013			
Beginning Teachers (347 respondents)	73% (252)	**20% (69)**	7% (24)
Beginning Teacher Mentors (50 respondents)	76% (38)	**16% (8)**	8% (4)
Beginning Administrators (37 respondents)	81% (30)	**14% (5)**	5% (2)
Beginning Administrator Mentors (22 respondents)	86% (19)	**9% (2)**	5% (1)
2014			
Beginning Teachers (737 respondents)	80% (590)	**15% (111)**	6% (44)
Beginning Teacher Mentors (254 respondents)	88% (223)	**6% (15)**	6% (15)
Beginning Administrators (77 respondents)	82% (63)	**16% (12)**	3%(2)
Beginning Administrator Mentors (38 respondents)	90% (34)	**8% (3)**	3%(1)

Source: Provided by The Research Institute (May 2015)

Beginning teachers participating in the Oregon Mentoring Program were also asked to indicate how well they thought their teacher preparation programs prepared them for being a teacher. Figure 18 shows three

areas related to equity in the classroom. The percentages reflect the responses *quite well* and *very well* combined. As this table shows, three-quarters of the beginning teachers thought that their teacher education program prepared them *quite well* or *very well* in creating an equitable classroom. Slightly fewer thought they were prepared to develop a repertoire of teaching strategies, and over half thought they were prepared to teach students receiving English Language Learner services.

Figure 18: New mentees perceptions on equity preparation in their programs



Source: Survey of PK-12 School Administrators (2014) Oregon Association of Colleges for Teacher Education

Spotlight on Other Retention Efforts in Oregon

Several other school districts have taken notable steps towards retention that include:

- Implicit bias training for interview teams and Human Resource directors
- Development of district-level policy and goals for hiring and retention
- More culturally specific mentoring
- Networking opportunities

Spotlight on District-Level Promising Practice: Parkrose School District For more information: http: //www.parkrose.k12.or.us
Superintendent Karen Fischer Gray and the Parkrose School Board have passed policies that address equity across the board in all aspects of the district's work and are part of the board regular review process and data used to evaluate the superintendent. Relevant equity-focused district goals are established in key areas including one on hiring and retention: • Hiring and Retaining Staff of Color (Increase by 5% toward a match to district demographics)
Parkrose School District Equity Policy for Recruiting, Hiring, and Retaining Employees (This policy will be given letters that are near our Hiring policies under the G Section of Policy and will eventually develop into a Hiring for Equity Handbook.) The Parkrose School District believes that cultural and ethnic diversity is a strength for our community.

We value Equity as a top school district commitment.

Equity ensures that all students have an opportunity to reach the "American Dream". It closes the achievement gap and supports our district vision: "All students read and think critically at high levels, graduating college and career ready".

We believe that it is our moral obligation to empower the Parkrose Community by embracing, accepting and reflecting our diverse cultures, which includes hiring a work force that is as diverse as the students and families that live in Parkrose.

Finally, we believe that Parkrose School District has the obligation to use its power in order to change society as a whole beginning with the people that live and work in Parkrose. To that end, we will create, implement and hold the district accountable for hiring a work force that is as equally diverse as the students it serves.

The Superintendent will create Administrative Rules to accompany this policy in order to implement this policy successfully. Promising Practices will be investigated and implemented including the development of a "grow your own" program of employment and a Hiring for Equity Employment Handbook by May 2016.

Spotlight on District-Level Promising Practice: OALA Leadership Program

For more information: http://www.oala.infoi

The Oregon Association of Latino Administrators launched a Leadership Program in partnership with Portland State University and COSA to create a forum for Latino administrators and educational leaders promoting equity in leadership positions. Six protégés were selected this year from Tigard-Tualatin, Woodburn, Gresham, Hillsboro, Forest Grove, and Eugene and OALA is providing a year-long program addressing Curriculum, Instruction and Assessment; Best Practices for Equity and Systemic Reform; Social Justice and Leadership, Strategic Planning; and Preparing to Become a Principal, District Office Administrator, or Superintendent.

TeachOregon Projects: For more information:

http://chalkboardproject.org/what-we-do/teachoregon/

In 2012, Chalkboard Project awarded design grants to five university/district partnerships to design and pilot innovative models for preparing the next generation of teachers and to address the lack of diversity in the educator workforce. After a year of planning, all five projects received implementation funds (three from Chalkboard and two from HB 3233 educator preparation funds) totaling $1.5 million for the

biennium. Projects were implemented in fall 2013. The educator preparation programs participating are responsible for between 60% of the newly licensed teachers in Oregon and include multiple partners (see Table 27).

Table 27: **TeachOregon Program Grants**

Name of Project	Partnership	Funding Source
Teach Central Oregon	Bend- La Pine District, Sisters School District, Crook County School District, Jefferson 509J, High Desert ESD, Oregon State University- Cascades and Central Oregon Community College	Network for Quality Teaching and Learning (HB 3233)
TeachOregon PAC – Prepare, Achieve, Collaborate	Tillamook School District, Newberg School District, Sherwood School District and Woodburn School District, George Fox University, Pacific University, Chemeketa Community College and Tillamook Bay Community College	Network for Quality Teaching and Learning (HB 3233)
TeachSpringfield	Springfield School District, Pacific University, and University of Oregon and Lane Community College	Chalkboard Project
Portland Metro Teaching and Learning Coalition	David Douglas School District, North Clackamas School District, Portland Public Schools and Portland State University	Chalkboard Project
Salem-Keizer University Collaborative	Salem-Keizer School District, Corban University and Western Oregon University	Chalkboard Project

Source: Chalkboard TeachOregon Report (2015)

Each partnership focuses on specific strategies that will improve recruitment and preparation and retention of more teacher candidates from historically under-represented groups as outlined in Table 28. The five projects involve 13 school districts, 7 universities and 4 community colleges. Project teams are targeting short-term, mid-term, and long-term interventions for recruitment with an emphasis on cultural diversity. All intervention strategies involve mentor and advisement support before and during the teacher preparation program and connections with communities of color advocacy and support groups.

- Short-term approaches and interventions focus on undergraduate recruitment to Masters level teacher preparation programs and recruitment of paraprofessionals with bachelor degrees and classroom experience in the districts into teacher preparation programs to gain teacher licensure (12-16 months to completion).
- Middle-range approaches and interventions involve recruitment and support of high school, community college students and paraprofessionals with associate degrees into teacher licensure programs (2 years to 5 years to completion).
- Long-range approaches involve the use of the Pro-Team curriculum at the middle school level as an elective and the Teacher Cadet classes at the high school level as electives along with tutoring and opportunities to experience teaching as a possible career and post-secondary option. The high school dual credit courses are in place and are shown to increase students' confidence in their abilities and establish a "Pre-Ed" career pathway for the future teacher. Several TeachOregon project teams will again participate in training this summer for the Pro-Team and Teacher Cadet Programs with trainers from the CERRA Center in South Carolina. The projected

TeachOregon PAC members Pacific University, Chemeketa Community College, and Woodburn School District have joined forces to create Teach, Learn, and Grow (TLG), a middle school program designed to identify, mentor, and inspire future teachers.

conservative enrollment in the Teacher Cadet and Pro-Team programs for fall 2015 across all projects is 300 students with over 300 additional high school students in aspiring teacher programs. With new community college AOT programs in place for fall, it is expected that the community college numbers will increase. (five years to ten years to completion).

Table 28: TeachOregon by the Numbers

- **45** culturally diverse teacher candidates recruited from the Instructional Assistant pools in partner districts in licensure or degree programs
- **147** Middle School Students in Pro Team ("Grow our Own") Programs: 79 percent are Culturally Diverse Students
- **124** High School Students in Teacher Cadet ("Grow our Own") Programs with Dual-Credit Option: 86 percent are Culturally Diverse Students
- **340** High School Students in Aspiring Teacher ("Grow our Own") Programs: 56 percent are Culturally Diverse Students
- **130** Community College Students in Teacher Pathway Programs: 75 percent are Culturally Diverse Students
- **250** Educators Trained in Equity and Equitable Hiring Practices
- **85** scholarships will be offered to racially diverse candidates in fall 2015

Source: Chalkboard TeachOregon Report (2015)

Other Initiatives to Recruit, Prepare, Hire, and Retain Culturally Diverse Educators in Oregon

Historically, there have been a number of additional initiatives in Oregon designed to recruit, prepare, hire, retain, and advance educators of color in Oregon. Several are highlighted below.

"The school districts benefit with highly qualified bilingual teachers to hire and the linguistically and culturally diverse families/communities benefit from teachers who understand their language and culture. Best of all, the K-12 student population will benefit from having teachers who can provide meaningful access to the content of science and math, as well as guidance on how to use technology in their future." Dr. Esperanza De La Vega Bilingual Teacher Program Coordinator	**Portland State University Bilingual Teacher Pathway** For more information: https://www.pdx.edu/ci/bilingual-teacher-pathway The Portland State University Bilingual Teacher Pathway (BTP) is a nationally recognized teacher preparation program designed for working with bilingual paraprofessionals seeking to become teachers. Started in 1998, the program is helping to fill critical shortages of bilingual teachers in the Portland metropolitan area. This is accomplished by recruiting and supporting bilingual/bicultural district employees so they can become licensed teachers. Students are sponsored by one of the GSE's partner school districts that support and provide field experience placements for their employees and students in the program and can receive scholarships up to $13,000.

Program Spotlight: Portland Teacher Program (PTP)

For more information: https://www.pcc.edu/resources/portland-teachers/overview.html

PTP is committed to diversity, equity, excellence, community and collaboration. Key values that all PTP students are expected to follow during the program and throughout their career include self-development, self-discipline, self-respect, leadership, humbleness, integrity and service to others.

Students at all levels of PTP are required to attend seminars, colloquia and other meetings; practice PTP values; meet or exceed all program requirements involving academic performance, attitude, professionalism and attendance. Seminars and colloquia cover such topics as: issues in education for African American, Native American, Latino and Asian American students; race and class in America; white privilege and how it impacts education in America; teachers as leaders; multiculturalism; etc. Special advising, advocacy, peer networking and a range of support services continue throughout the program.

Once students complete two years of lower-division course requirements at PCC, they matriculate to either Portland State University or the University of Portland to complete their bachelor's degree and graduate work in education. The college the student attends provides tuition scholarships. Director Deborah Cochrane points out that, "While the program is open to prospective teachers of any ethnicity, its emphasis is on training the next generation of teachers of color."

Once students graduate from the Portland Teachers Program and obtain an Oregon teaching license, they must apply for employment with Portland or Beaverton Schools, depending on individual agreements. If hired, they must agree to teach for a minimum of three years or repay the scholarship money they have received. Graduates are expected to serve as a resource to other PTP students and to the program.

"PTP has given me the opportunity to fulfill this goal of becoming a teacher by helping me financially, but it also offered me a network of support. It has been so empowering to participate in PTP activities. There is nothing like walking into a room full of people who look like you and have had similar experiences as you. It is simply healing."

Anibal Rivera, 1999 PTP Graduate

University of Oregon Sapsikʻʷałá (Teacher) Education Project

For more information: https://education.uoregon.edu/program/sapsikwala-project

The Sapsikʻʷałá (Teacher) Education Project was created by the University of Oregon College of Education in partnership with the nine federally recognized tribes of the State of Oregon. The goal of the project is to prepare American Indians and Alaska Natives (AI/AN) as 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 AI/AN youth.

WOU Bilingual Scholars Program

For more information: http://www.wou.edu/education/teacher_ed/esol_bilingual/bilingualteacher.php

- Established with funding from the President's Office in 2007
- Bilingual candidates are eligible for up to $400 in test cost reimbursements
- Bilingual candidates are given priority for scholarships to study abroad in a language immersion program
- Bilingual candidates have access to a professor who serves as a navigator and who introduces them to local school districts via networking and workshop events
- 23 bilingual teacher candidates will enter college at Western Oregon University this fall through a scholarship partnership with Salem-Keizer SD

Voices from the Field Study: Minority Licensed Educators Currently Not Employed in Oregon Public Schools

The Oregon Educator Equity Advisory Group learned that there were a considerable number of educators of color maintaining a current teaching license with TSPC but who were not currently employed in Oregon's public school districts. To further understand the factors impacting retention, a study was contracted by OEIB with PSU researcher Dr. Ann Curry Stevens to contact the individuals on file with TSPC and invite their participation in an online survey to determine:

- Current employment status (position type and salary level, relation to current licensure(s) held)
- Employment history relative to positions sought and obtained within an Oregon public school
- Insights on their preparation for working in Oregon's public school sector
- Type and quality of assistance provided while seeking employment in Oregon's public school sector
- Personal experiences involving the recruitment and hiring process within Oregon's public school sector
- Type and levels of support and opportunities for career advancement provided in the Oregon public school sector
- Conditions and factors influencing their employment decisions
- Alignment of their current employment status relative to their career goals
- Interest in seeking future employment opportunities in Oregon's public school sector

Follow up interviews were conducted with a sample of the survey respondents who indicated willingness to engage further in a discussion of barriers faced by individuals who:

- Sought but did not obtain an educator position in an Oregon public school; and
- Obtained employment and subsequently left their positions.

"Culturally it was just too much. If you don't assimilate into mainstream culture you get pushback. Just like students, teachers of color are a minority. Many teachers and parents were questioning my ability to teach. Many believed I got my job because I was a person of color."

The school didn't make me feel as if I was an asset. They made it seem as if they took a chance on me, that I should be lucky. I felt more like a hindrance." -Survey respondents

The survey was completed by 191 representing a response rate of 11.8% or 191 out of a purported 1,619 candidates of color with a current teacher license who are not employed in an Oregon school. However, closer analysis of the data revealed that a subset of participants were actually currently employed as teachers in Oregon's public schools. Although the sample size was not sufficient to treat the quantitative results to reference, the study revealed a number of qualitative findings that need to be shared. Respondents forwarded recommendations for improvement, both explicitly and implicitly.

1. **Exciting youth of color about a career as a teacher**
   a. Diversifying the teaching pool (both in the pipeline and in hiring/retention) will have a reinforcing effect in bringing more people of color into the profession.
   b. Intentional repositioning of the profession as a pinnacle of society's valued contributions. As stated by one interviewee: *"As a society we need to remarket teaching [as a career-choice]. Students of all backgrounds should see it as a profitable, rewarding career. Changing the way we present it will increase recruitment across the board."*

On the importance of selection of a school that is welcoming and affirming of educators of color both implicitly and explicitly:

Don't assume that support is automatic. Schools don't generally have the infrastructure to support teachers with professional development funds, and colleagues of color are difficult to come by.

Make sure that you find a school that's mission you can really buy into. If you can't buy into a mission, then you're just wasting your time and energy. - Survey respondents

2. **Teacher preparation in higher education**
   a. At the Undergraduate level, and particularly at the Masters level, conduct a curriculum and pedagogy assessment, using a strong racial equity lens, to identify shortcomings in how teachers are prepared to work with culturally diverse students. Also essential is to assess how instructors in these settings teach in culturally-responsive ways, are able to address race-related classroom conflicts, and their own relational practices with students, as one-third of respondents desired more individual encouragement and support.
   b. Establish a financial award system to ensure that fewer students of color leave the field due to high costs. Lowering both the cost of higher education as well as licensure is an important equity ingredient for reducing barriers for educators of color. This could be achieved through a loan forgiveness program for teaching in schools that are struggling, or a more expansive scholarship program for students of color who are committed to digging deeply into how to effectively educate and support students of color.

3. **Licensure practices**
    a. Lower costs.
    b. Provide more responsive online information, as well as personal telephone contact to support those who find the website navigation difficult. Relationships matter in every systems engagement challenge.
    c. Eliminate as many "irrational" constraints as possible, such as accepting licensures gained in other states or countries wherever appropriate, and remove all testing disparities and introduce alternatives to written standardized tests to assess teaching ability. Invite educator input on how to improve rationality would signal stronger service user responsiveness.

Additional quotes from participants

"At first, I was not at all aware. When people started doubting my ability to teach, however, I started to realize that I wasn't as valuable as white teachers."
- Survey respondents
"I was always given (i.e., known as "stacking or stuffing the classroom") the hardest students (behavioral problems and/or health issues). I always had far more in my rooms than the other teachers who were treated more preferentially. This didn't deter me from teaching, and my students always scored extremely well on state tests. What this DID do was wear me out."

"It's not a big deal, but there were one or two students told me to speak 'proper' English." -Survey respondents

4. **Recruitment practices by school districts**
    a. Have effective mentoring programs established while in preparation programs and continuing through recruitment and into the first year of teaching.
    b. Higher education needs to provide improved supports for preparing students for the job search process through coaching, mock interviews, resume building and writing cover letters.
    c. School districts need to clearly communicate their seriousness in hiring educators of color, which can be done through the job postings, as well as hosting job fairs specifically for hiring teachers of color.
    d. Effective hiring practices need to be adhered to for hiring employees of color. There are a growing set of "best practices" for signaling inclusion in a job posting, selecting a diverse and equity-oriented hiring panel, anticipating racial bias in the interview process, and remedying selection practices that privilege white candidates. All jurisdictions need to ensure such an approach to hiring practices.
5. **Retention practices by schools and school districts**
    a. School climate and treatment of teachers of color needs to be given priority for improving the successful hiring of educators of color.
    b. A racial equity assessment needs to be conducted to identify challenges facing local districts and schools to build solutions and interventions. Improving equity at the school level was noted by 28% of respondants as a priority for improvement. The results of such an assessment create impetus for serious change efforts, and narrows the likelihood of tokenistic responses. An assessment also signals an organization's seriousness about racial equity, and raises expectations inside and outside the organization that improvement efforts are forthcoming, creating momentum for change.
    c. Establishing equity in student treatment will assist in improving situations facing teachers of color.

Culturally Responsive Pedagogy and Practices Grants

In 2013, under the leadership of Governor John Kitzhaber, the OEIB proposed key strategic investments to support Oregon's attainment of 40/40/20. Key to this work is a revitalization of the education profession and the establishment of a Network of Quality Teaching and Learning. Conceptualized and passed by legislature in HB 3233, the Network provides funding for a comprehensive system of support for educator s that creates a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across the P-20 system.

During the 2013-15 biennium, a number of grants (Table 29) supported school districts, charter schools, post-secondary teacher preparation programs, non-profits, or a consortia of these entities in closing systemic gaps (often identified as achievement and opportunity gaps) through implementation of culturally responsive pedagogy and practices, and/or to support university teacher preparatory programs in their efforts of preparing culturally responsive teachers to work in the field of education. Furthermore, the professional development, mentoring and study of best practices will ensure educators are able to provide culturally relevant, effective instruction and to motivate, engage and support students of color.

Table 29: **Culturally Responsive Pedagogy and Practices Grant Projects**

Project Name/Organization	Amount Awarded	Summary of Project
Teaching with a Purpose Leadership Institute	$182,500	Extension of the annual Teaching with a Purpose Conference, in partnership with Lewis & Clark College Graduate School of Education, offering teachers, faculty supervisors, teacher leaders, community members, and school and district administrators professional development as coaches for enhancing and spreading culturally responsive pedagogy through schools and districts. Teams worked with Dr. Geneva Gay, a pioneer in the field of culturally responsive pedagogy, to explore Oregon equity policy, the intention behind culturally responsive pedagogy and to create equity action plans.
Develop, Design, and Implement Culturally Responsive Pedagogy for Native Students Beaverton SD	$78,306	Beaverton School District trained district teachers in the use of culturally responsive pedagogy with the goal of increasing American Indian and Alaska Native student academic success and helping them to become college and career-ready by graduation.
EOU: Center for Culturally Responsive Practices/Eastern Oregon University	$198,880	A Center for Culturally Responsive Practices was developed in response to the growing need to provide culturally responsive professional development and assistance to the immediate eastern Oregon communities and the state of Oregon as a whole.
Community of Resistance/Kairos PDX	$200,000	The "Communities of Resistance Project" equipped educators with tools for culturally relevant classroom practice, effectively closing the opportunity gaps for students who are culturally and/or linguistically diverse in Oregon schools. The project: 1) Designed and hosted five full-day professional development sessions for a cohort of 20 kindergarten and first grade instructors and pre-service educators. 2) Worked with community-based organizations, resources and libraries to compile materials reflecting this cohort's emerging curricular and content needs as they develop their culturally responsive practice. 3) Designed a culminating event that allowed educators to share their experience with peers and pre-service teachers and make visible the work and the impact of culturally responsive pedagogy and practice.
Culturally Responsive Mathematics Education for Elementary Schools Portland State University	$112,307	The project provided professional development for elementary school teachers and opportunities to engage in culturally diverse elementary schools to develop culturally responsive mathematics education.
Open Meadow Equity to Excellence/Open Meadow School	$120,900	This project further developed a dropout prevention program that prepares off-track 7th- 12th grade students to persist in four- year post-secondary education and employment. The school ran in partnership with Consortia members, Gresham-Barlow, Centennial,

		Parkrose, and David Douglas School Districts and UPSE. The Consortia provided a model focusing on culturally inclusive, relationship-based, extended-day and extended-year school programming, emphasizing cultural identity, restorative justice, student/family engagement and skill acceleration.
Exploring Culturally Responsive Pedagogy and Practice in the Intersections of Closing the Achievement Gap and Equity Work in Portland Public Schools/Portland State University	$128,094	A Closing the Achievement Gap research group at PSU collaborated with the Portland Public Schools Office of Equity and Partnerships and Office of Research, Evaluation and Assessment to center on the role of culturally responsive pedagogy and practice at the intersection of closing the achievement gap and school district equity work. The project established a systemic district-wide CTAG recognition process that recognizes and highlights culturally responsive practice.
Inquiring to Enact Culturally Responsive Pedagogy and Practices/Lewis and Clark College	$179,012	Lewis and Clark Graduate School of Education and Counseling (GSEC), partnered with three Portland Public High Schools- Madison, Grant, and Roosevelt- to adapt a "Strategic Inquiry" approach, which has been highly successful in New York City school reform, to support teachers and leaders to enact CRPP at their sites, and to increase the success of traditionally marginalized populations at these schools.
Project High Five/Western Oregon University	$200,000	Project High Five implemented a systemic professional learning approach that promoted culturally responsive teaching and educational equity district wide by working with both pre-service and in-service teachers while linking school and community resources to empower students in their educational goals.

A similar set of initiatives were funded during the 2013-15 year to support American Indian / Alaskan Native Culturally Relevant Teaching, Learning, and Pedagogy and to enhance educator preparation faculty's efforts to infuse programs with culturally responsive curriculum and pedagogy. Details on these projects are now being tabulated for legislative reports and will be posted on the ODE website with resources made available on the Oregon Educator Network.

Paraprofessional Career Pathways (HB 3254)

One of the greatest sources for a more diverse workforce can be found in our paraprofessionals, many of whom have taken limited coursework but have immense experience in the classroom. Currently there are over 13,000 paraprofessionals employed in Oregon's public schools. Over 2000 (15%) self-identify as persons of color, with the largest number (1,335) being of Hispanic/Latino descent. Several districts have successfully created pathways to teacher licensure for paraprofessionals using a "Grow Our Own" approach.

In 2013, HB 3254 charged OEIB with developing career pathways for paraprofessionals to become licensed teachers. The OEIB, in partnership with ODE, created a Steering Group from relevant stakeholders to develop guidelines for school districts, educational service districts, and institutions of higher education to collaborate and support paraprofessionals who participate in career pathways as well as to recommend

requirements for a paraprofessional to enter the program. The report, which was submitted to the Legislature on July 1, 2014, identified three scalable Career Pathway Program models to support paraprofessionals in earning their teaching licenses:

Model 1: The Bilingual Teacher Pathway Program at Portland State University could accommodate the addition of 16 or more paraprofessionals who either have a bachelor's degree or two years of college. The program is a two to three year part-time program model that leads to an initial teaching license and an ESOL endorsement.

Model 2: Capitalizing on existing statewide work to standardize and improve the processes used by colleges in Oregon to award credit for prior learning, a Credit for Prior Learning (CPL) model would start with alignment of the outcomes for paraprofessional training at the community college with teacher preparation program requirements. This collaborative group would look for courses that closely align with the experiences and skills gained by paraprofessionals during their work and develop rubrics for evaluating this knowledge. The group would identify gaps and work to identify methods for addressing them, such as offering a portfolio course at the community college to help paraprofessionals demonstrate their knowledge. The model builds on existing work done between the Community College Consortium of Paraeducator Preparation and Eastern Oregon University. It would provide a pathway that allows paraprofessionals to use their experience to potentially accelerate their completion of an educator preparation program.

Model 3: The final proposed model maximizes an existing competency-based program offered by Western Governor's University. This model most completely recognizes the knowledge and skills that paraprofessionals may have acquired during their time working in Oregon schools. It is also an ideal model for reaching paraprofesionals in rural areas. However, it does lack some of the face-to-face support identified as important in the recommended guidelines for successful paraprofessional career pathways. An exploration of a partnership between Oregon schools and community colleges with Western Governor's University could be a way to address this concern.

Next Steps and Recommendations for Action

The Oregon Educator Equity Advisory Group has clearly expressed the concern that the current status is unacceptable and that continued advocacy, leadership, and solution finding is needed. They have outlined a number of barriers and issues that require further policy action. During the coming year, the group will be investigating each of these issues in great depth to determine what Oregon needs to do less of, more of or in a different way to get positive results.

Table 30: Continuing Issues or Barriers in Oregon

Issue/Barrier	Explanation, Opportunities and Recommended Actions
Lack of Career Appeal for Teaching Profession	Launching an official TeachinOregon.gov website that is inclusive, user-friendly, translated into Spanish and informative for the different career pathways that individuals take is one step towards improving career appeal. When fully functional, prospective candidates will be able to compare and contrast program options and design a customized plan that includes needed supports. The voices and faces of diverse Oregon educators are needed on this website to speak to those who seek to teach, whether they be "grow our own" candidates from district employees, career

	changers or teenagers considering the profession. Many candidates still lack knowledge and information about financial options like TEACH grants and specific university scholarship opportunities that need to be spotlighted on the new state website. **Finding: The state can and should provide reliable and useful information promoting the education profession, linking prospective educators to useful resources, and better describing career pathways and licensure.**
High cost of preparation programs	Although Oregon Opportunity Grants, Pell Grants, and specific institutional scholarships help students cobble together the various financial resources needed to pursue a bachelor's or graduate level degree leading to teacher licensure, high tuition costs for educator preparation are still a barrier to many students. The Higher Education Coordinating Commission's inclusion of bilingual teachers in the adopted university performance based funding model is one good step but earmarked state funds for scholarships for culturally and linguistic diverse educator candidates are needed. Over the years, a few of the larger colleges and universities have been awarded external funds to support dedicated scholarships for future teachers like the newly awarded PSU federally funded $1.25 million grant to prepare bilingual teachers to work with students with autism and other profound disabilities. (The program will enroll seven graduate students each year for five years, and train them for one year full-time or two years part-time to get a master's degree in special education.) In additional to early practicum experiences, students are required to complete a 15- week student teaching experience that necessitates candidates giving up other employment. This issue is particularly germane to district employees who must give up a paid salary to complete clinical experience requirements. District or state supported internships or living stipends could help balance out the fiscal barriers that many students face as they pursue initial licensure. **Finding: Dedicated and sustained funding to support educator preparation scholarships is critical to attracting more diverse candidates to the profession in Oregon. The state should emulate the North Carolina Teaching Fellows Program (Appendix I).**
Relatively low salaries and limited career ladders	Few opportunities to advance and relatively low entry salary levels are key factors considered by individuals selecting their professional pathways. Too often candidates, particularly in the STEM related areas, have options for higher paying salaries outside of education that are more conducive to raising a family. Career advancement opportunities and career pathways, especially for diverse educators are needed to help attract millennial candidates who seek change and challenge in their professional careers. **Finding: The state's current addition of teacher leader license status must be fully leveraged to help create more career pathways options for those not seeking to move into administrative positions.**
Entrance Requirements	A tension exists in the profession where critics of educator preparation are calling for higher admission standards (usually GPA or test scores) and those who are seeking to recruit a more diverse workforce. **Finding: As institutions in Oregon consider the new system of national accreditation, the Advisory Group will collaborate with deans and directors to ensure that institutions are not required to create additional barriers that impact the state's desire to recruit and prepare a diverse educator workforce.**

Lack of Early Recruitment and Scholarship Availability	Oregon lacks a system of awareness for students at middle and high school levels interested in a career in teaching. Projects like IGNiTE, Portland Teacher Program, TeachOregon teacher cadet programs and EOU Teacher Pathway need to be expanded and funded beyond one biennium. Programs like ProTeach that start as early as middle school and Teacher Cadet programs in high schools are changing the image of teaching and introduce a new generation to education as a profession. States like South Carolina that support programs like Teacher Cadet and Teaching Fellows have reported long term success in meeting teacher shortages and diversifying the workforce. **Finding: Oregon needs dedicated funding either through the Oregon Opportunity Grants or through a specially designated fund to recruit for rural and remote areas and to attract more linguistically and culturally diverse candidates into teaching via support programs like ProTeach and Teacher Cadet programs.**
Insufficient Test Preparation	Some future candidates need support and interventions to help them prepare for required tests. Currently, no statewide support or test preparation is easily available and the resources provided by the test companies incur an additional cost for candidates and are only available online. **Finding: The OEIB should coordinate efforts involving TSPC, OEA, educator preparation programs and community based organizations to provide free access to test preparation materials and workshops.**
Adoption of a new Required Performance Assessment	With the adoption of edTPA, a new required performance assessment that involves writing, there exists a need to monitor for bias particularly for prospective teachers for whom English is a second language. **Finding: The Ed Equity Advisory Group should systematically monitor and recommend policies and practices related to edTPA implementation that eliminate bias and support culturally and linguistically diverse candidates as they pursue careers in the education profession.**
Lack of Consistent Access to Supports for Candidates	Oregon has 17 different educator preparation programs that each approach recruitment and retention individually rather than collectively. Most lack navigators, mentors or advocates that can personalize supports for candidates before and during the college and teacher preparation program. Mentors are critical to support educators who are culturally and linguistically diverse in navigating a set of systems that are not operationalized to fully support educational equity. Models like the Portland Teaching Program have proven beneficial for supporting students as they pursue becoming a teacher and to link culturally and linguistically diverse candidates through a network that provides culturally responsive professional development and entry into teaching positions. **Finding: The OEIB should engage with deans and directors of educator preparation programs to identify what steps could be taken to coordinate student services across programs so that all students have access to support via a program like the Portland Teachers Program.**
Job Market Perceptions and Realities	Budget reductions and layoffs over recent years have contributed to a lack of job security for teaching positions. Although the demand side of the market is increasing again, there is still a perception of limited job opportunities in teaching that hopefully will be address through links to SchoolSpring on the new statewide recruitment website and through a recommended updated supply and demand report in the 2016 year. Furthermore, seniority clauses in collective bargaining agreements that result in “Last Hired, First Fired” can counter the efforts of education preparation programs to increase the number of culturally and linguistically diverse candidates in the hiring pipeline. During upswings of the market, these more diverse candidates are among the new teachers hired but then when the market turns

	downward, these newly hired teachers may not be retained. **Finding: The Educator Equity Advisory Group will study problems and solutions relative to this issue in the coming year and will propose specific recommendations in the 2016 report.**
School and District Culture	School districts must change the way they hire staff and then retain staff of color. Human Resource teams must be charged with developing and maintaining relationships with culturally and linguistically diverse organizations, institutions, and groups who represent or are connected to potential candidates for employment. Culturally specific community based organizations such as Self Enhancement Incorporated, Latino Network, Coalition of Communities of Color and Immigrant Refugee Community Organization are examples of such organizations that school districts must closely partner with and which they must create genuine, positive, and productive relationships. The work of hiring does not stop there. Human Resources teams in school districts must mentor, train and develop cohort relationships in and among staff of color in order to build comfort and collegiality so that staff will stay in the district. Expecting staff of color to just join in on the dominant culture and forget who they are and where they come from doesn't work. Change starts at the building level with an educational leader who creates an inclusive environment, welcomes the added value that a diverse workforce brings to the education mission and advocates for policies and practices that eliminate the marginalization of educators from diverse backgrounds. These culturally responsive leaders need support and networking opportunities that help sustain what sometimes are very unpopular policy decisions. The Educator Equity Advisory Group applauds ODE for recent changes in the OARS related to distribution of mentoring funds to prioritize grants for rural and remote districts and districts making systemic efforts to recruit and retain a more diverse workforce. All districts receiving mentoring funds should be required to identify culturally specific professional opportunities that exist in Oregon communities that support newly hired educators of color where available. The Educator Equity Advisory Group applauds the emergence of culturally specific mentoring supports such as the new **2015-16 Oregon Association of Latino Administrators Leadership Program (http://www.oala.info/)**. The Educator Equity Advisory Group recommends additional efforts be explored by other organizations such as the Oregon Alliance of Black School Educators and the Oregon Association of Bilingual Educators. **Finding: The state should compile resources and promising practices that can assist districts in examining their recruiting, interviewing, and hiring practices and policies, offering implicit bias professional development for interviewing teams, strengthening new teacher retention strategies and professional community networking opportunities as well as improving changes in district and building level cultures that support an inclusive work environment.**

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Appendix A: History of the Minority Teacher Act in Oregon

1991	Legislature passes Minority Teacher Act of 1991; hearings held biennially to review progress.
1995	Teacher Standards and Practices Commission requires teacher preparation programs to have outcomes related to diversity.
2001	Oregon University System produces 10-year study of preparation of teachers by race/ethnicity for "Minority Teacher Act Report" for legislature.
2003	Oregon University System produces "Minority Teacher Act Report" on behalf of state agencies, community colleges, and universities for the Legislature.
2005	Oregon University System produces "Minority Teacher Act Report" on behalf of state agencies, community colleges, and universities for the Legislature.
2011	Oregon University System produces "Minority Teacher Act Report" on behalf of state agencies, community colleges, and universities for the Legislature.
2014	Oregon Education Investment Board produces "Educator Equity Status Report" on behalf of state agencies, community colleges, and universities for the Legislature.
2015	HB 3375 is passed changing the name from the Minority Teacher Report to the Oregon Educator Equity Report and refining the state goal and areas for data collection. Oregon Education Investment Board publishes the 2015 Educator Equity Report" on behalf of state agencies, community colleges, and universities for the Legislature.

Appendix B: Senate Bill 755

77th OREGON LEGISLATIVE ASSEMBLY--2013 Regular Session

Enrolled

Senate Bill 755

Sponsored by Senator DINGFELDER, Representative FREDERICK, Senator HASS (at the request of Jeff Stiles)

CHAPTER .....

AN ACT

Relating to the Minority Teacher Act; creating new provisions; amending ORS 342.433, 342.437 and 342.443 and section 10, chapter 519, Oregon Laws 2011; repealing ORS 342.437; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 342.433 is amended to read:
342.433. As used in ORS 342.433 to 342.449 and 351.077:
(1) "Minority" means a person who is:
(a) A person having origins in any of the black racial groups of Africa but who is not Hispanic;
(b) A person of Hispanic culture or origin;
(c) A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands; [or]
(d) An American Indian or Alaskan Native having origins in any of the original peoples of North America[.]; or
(e) **A person whose first language is not English.**
(2) "Teacher" includes a teacher or an administrator.
SECTION 2. ORS 342.437 is amended to read:
342.437. [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.] **As a result of this state's commitment to ethnic-racial equality, the goal of this state is that, by July 1, 2015, the following shall be increased by 10 percent as compared to July 1, 2012:**
(1) The number of minority teachers and administrators employed by school districts and education service districts; and
(2) The number of minority students enrolled in public teacher education programs.
SECTION 3. ORS 342.437 is repealed June 30, 2016.
SECTION 4. ORS 342.443 is amended to read:
342.443. (1) The [Education and Workforce Policy Advisor] **Oregon Education Investment Board** 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 universities listed in ORS 352.002;
(c) Minority students accepted in public universities;
(d) Minority students graduated from public universities;
(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] **board** 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] **board** in collecting data and preparing the report.
SECTION 5. ORS 342.443, as amended by section 4 of this 2013 Act, is amended to read:
342.443. (1) The [Oregon Education Investment Board] 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 universities listed in ORS 352.002;

(c) Minority students accepted in public universities;
(d) Minority students graduated from public universities;
(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 [board] 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 [board] advisor in collecting data and preparing the report.
SECTION 6. Section 10, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 37, Oregon Laws 2012, is amended to read:
Sec. 10. (1) Sections 1, 2, 3, 5, 6 and 7, chapter 519, Oregon Laws 2011, are repealed on March 15, 2016.
(2) The amendments to ORS 342.443 by section 5 of this 2013 Act become operative on March 15, 2016.
SECTION 7. (1) No later than July 1, 2014, representatives of the Oregon Education Investment Board, the Oregon University System, the Department of Education and the Teacher Standards and Practices Commission shall jointly submit a report on the Minority Teacher Act of 1991 to the interim legislative committees on education. The report shall include:
(a) A summary of the most recent data collected as provided by ORS 342.443.
(b) A summary of the plans currently implemented as provided by ORS 342.447.
(c) Recommendations for meeting the goals expressed in ORS 342.437, including proposals for the date by which to meet the goals expressed in ORS 342.437.
(d) A description of best practices within Oregon and other states for recruiting and retaining minority teachers.
(2) The Oregon Education Investment Board, the Oregon University System, the Department of Education and the Teacher Standards and Practices Commission shall make the report submitted as provided under subsection (1) of this section available on the website of each agency.
SECTION 8. This 2013 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2013 Act takes effect on its passage.

Passed by Senate June 26, 2013

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Robert Taylor, Secretary of Senate

.....
Peter Courtney, President of Senate

Passed **by House June 28, 2013**

.....
Tina Kotek, Speaker of House

Received by Governor

.....M.,....., 2013

Approved:

.....
John Kitzhaber, Governor

Filed in Office of Secretary of State:

.....M.,....., 2013

.....
Kate Brown, Secretary of State

Appendix C: HB 3375

78th OREGON LEGISLATIVE ASSEMBLY--2015 Regular Session

Enrolled

House Bill 3375

Sponsored by Representative FREDERICK

CHAPTER .....

AN ACT

Relating to educator diversity; creating new provisions; amending ORS 342.433, 342.437, 342.443, 342.447, 342.449, 342.950 and 351.077 and section 10, chapter 519, Oregon Laws 2011; and repealing section 3, chapter 778, Oregon Laws 2013.

Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 342.433 is amended to read:

342.433. As used in ORS 342.433 to 342.449 and 351.077:

[*(1) "Minority" means a person who is:*]

[*(a) A person having origins in any of the black racial groups of Africa but who is not Hispanic;*]

[*(b) A person of Hispanic culture or origin;*]

[*(c) A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands;*]

[*(d) An American Indian or Alaskan Native having origins in any of the original peoples of North America; or*]

[*(e) A person whose first language is not English.*]

[*(2) "Teacher" includes a teacher or an administrator.*]

(1) "Diverse" means culturally or linguistically diverse characteristics of a person, including:

(a) Origins in any of the black racial groups of Africa but is not Hispanic;

(b) Hispanic culture or origin, regardless of race;

(c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands;

(d) Origins in any of the original peoples of North America, including American Indians or Alaskan Natives; or

(e) A first language that is not English.

(2) "Educator" means a teacher or an administrator.

SECTION 2. Section 3, chapter 778, Oregon Laws 2013, is repealed.

SECTION 3. ORS 342.437 is amended to read:

342.437. [*As a result of this state's commitment to ethnic-racial equality, the goal of this state is that, by July 1, 2015, the following shall be increased by 10 percent as compared to July 1, 2012:*]

[*(1) The number of minority teachers and administrators employed by school districts and education service districts; and*]

[*(2) The number of minority students enrolled in public teacher education programs.*]

(1) As a result of this state's commitment to equality for the diverse peoples of this state, the goal of the state is that the percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.

(2) The Department of Education shall use federal reports on educator equity to monitor school district and education service district progress on meeting the goal described in subsection (1) of this section, in relation to the recruitment, hiring and retention of diverse educators.

SECTION 4. ORS 342.443 is amended to read:

342.443. (1) The Oregon Education Investment Board shall report biennially to the Legislative Assembly longitudinal data on the number and percentage of:

(a) [*Minority*] **Diverse** students enrolled in community colleges;

[*(b) Minority students applying for admission to public universities listed in ORS 352.002;*]

[*(c)*] **(b)** [*Minority*] **Diverse** students [*accepted*] **enrolled** in public universities;

[*(d)*] **(c)** [*Minority*] **Diverse** students graduated from public universities;

[*(e) Minority candidates seeking to enter public teacher education programs in this state;*]

[*(f)*] **(d)** [*Minority*] **Diverse** candidates [*admitted to*] **enrolled in** public teacher education programs;

[*(g)*] **(e)** [*Minority*] **Diverse** candidates who have completed approved public teacher education programs;

[*(h)*] **(f)** [*Minority*] **Diverse** candidates receiving Oregon teaching **or administrator** licenses **or registrations** based on preparation in this state and preparation in other states;

[*(i)*] **(g)** [*Minority teachers*] **Diverse educators** who are newly employed in the public schools in this state; and

[*(j)*] **(h)** [*Minority teachers*] **Diverse educators** already employed in the public schools.

(2) The board also shall report comparisons of [*minorities' and nonminorities'*] scores **achieved by diverse persons and nondiverse persons** on basic skills, pedagogy and subject matter tests.

(3) The [*Oregon University System*] **Higher Education Coordinating Commission**, the public universities with governing boards listed in ORS 352.054, the Department of Education, the Teacher Standards and Practices Commission, community colleges and school districts shall cooperate with the board in collecting data and preparing the report.

SECTION 5. ORS 342.443, as amended by section 5, chapter 778, Oregon Laws 2013, is amended to read:

342.443. (1) The Education and Workforce Policy Advisor shall report biennially to the Legislative Assembly longitudinal data on the number and percentage of:

(a) [*Minority*] **Diverse** students enrolled in community colleges;

[*(b) Minority students applying for admission to public universities listed in ORS 352.002;*]

[*(c)*] **(b)** [*Minority*] **Diverse** students [*accepted*] **enrolled** in public universities;

[*(d)*] **(c)** [*Minority*] **Diverse** students graduated from public universities;

[*(e) Minority candidates seeking to enter public teacher education programs in this state;*]

[*(f)*] **(d)** [*Minority*] **Diverse** candidates [*admitted to*] **enrolled in** public teacher education programs;

[*(g)*] **(e)** [*Minority*] **Diverse** candidates who have completed approved public teacher education programs;

[*(h)*] **(f)** [*Minority*] **Diverse** candidates receiving Oregon teaching **or administrator** licenses **or registrations** based on preparation in this state and preparation in other states;

[*(i)*] **(g)** [*Minority teachers*] **Diverse educators** who are newly employed in the public schools in this state; and

[*(j)*] **(h)** [*Minority teachers*] **Diverse educators** already employed in the public schools.

(2) The advisor also shall report comparisons of [*minorities' and nonminorities'*] scores **achieved by diverse persons and nondiverse persons** on basic skills, pedagogy and subject matter tests.

(3) The [*Oregon University System*] **Higher Education Coordinating Commission**, the public universities with governing boards listed in ORS 352.054, 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.

SECTION 6. ORS 342.447 is amended to read:

342.447. (1) The [*State Board of Higher Education*] **Higher Education Coordinating Commission** shall require each public teacher education program in this state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of [*minority teachers.*] **diverse educators to accomplish the goal described in ORS 342.437.**

(2) The [*state board*] **commission** shall review the plans for [*the*] adequacy and feasibility [*of the plans*] **with the governing board of each public university with a teacher education program** and, after [*making*] necessary revisions **are made**, shall adopt the plans.

(3) The [*state board shall adopt rules governing*] **commission shall provide guidance on**:

(a) The contents of the plans;

(b) The [*state board's*] initial and biennial review process, including timetables for revising plans; and

(c) Other matters necessary for carrying out the provisions of ORS 342.433 to 342.449 and 351.077.

SECTION 7. ORS 351.077 is amended to read:

351.077. (1) The Higher Education Coordinating Commission **and the Oregon Education Investment Board** shall ensure the implementation of the plans developed [*by the State Board of Higher Education*] under ORS 342.447 for recruitment of [*minority teachers*] **diverse educators**.

(2) The commission **and the board** shall report biennially to 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*] **diverse educators**.

SECTION 8. ORS 351.077, as amended by section 7 of this 2015 Act, is amended to read:

351.077. (1) The Higher Education Coordinating Commission [*and the Oregon Education Investment Board*] shall ensure the implementation of the plans developed under ORS 342.447 for recruitment of diverse educators.

(2) The commission [*and the board*] shall report biennially to 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 diverse educators.

SECTION 9. ORS 342.449 is amended to read:

342.449. ORS 342.433 to 342.449 and 351.077 shall be known and may be cited as the [*Minority Teacher Act of 1991*] **Educators Equity Act**.

SECTION 10. Section 11 of this 2015 Act is added to and made a part of ORS 342.433 to 342.449.

SECTION 11. (1) Representatives of the Oregon Education Investment Board, the Higher Education Coordinating Commission, the Department of Education and the Teacher Standards and Practices Commission shall jointly create a report on the Educators Equity Act. The report shall include:

(a) A summary of the most recent data collected as provided by ORS 342.443.

(b) A summary of the plans currently implemented as provided by ORS 342.447.

(c) Recommendations for meeting the goal described in ORS 342.437, including progress toward meeting the goal described in ORS 342.437.

(d) A description of best practices within this state and other states for recruiting, hiring and retaining diverse educators.

(2)(a) The report created as provided by subsection (1) of this section shall be submitted:

(A) To the interim legislative committees on education in each even-numbered year; and

(B) To the Legislative Assembly in the manner provided by ORS 192.245 in each odd-numbered year.

(b) The report submitted as required by paragraph (a)(B) of this subsection shall be submitted with the data reported as required by ORS 342.443.

(3) The Oregon Education Investment Board, the Higher Education Coordinating Commission, the Department of Education and the Teacher Standards and Practices Commission shall make the report submitted as provided under subsection (2) of this section available on the website of each agency.

SECTION 12. Section 11 of this 2015 Act is amended to read:

Sec. 11. (1) Representatives of the [*Oregon Education Investment Board*] **Education and Workforce Policy Advisor**, the Higher Education Coordinating Commission, the Department of Education and the Teacher Standards and Practices Commission shall jointly create a report on the Educators Equity Act. The report shall include:

(a) A summary of the most recent data collected as provided by ORS 342.443.

(b) A summary of the plans currently implemented as provided by ORS 342.447.

(c) Recommendations for meeting the goal described in ORS 342.437, including progress toward meeting the goal described in ORS 342.437.

(d) A description of best practices within this state and other states for recruiting, hiring and retaining diverse educators.

(2)(a) The report created as provided by subsection (1) of this section shall be submitted:

(A) To the interim legislative committees on education in each even-numbered year; and

(B) To the Legislative Assembly in the manner provided by ORS 192.245 in each odd-numbered year.

(b) The report submitted as required by paragraph (a)(B) of this subsection shall be submitted with the data reported as required by ORS 342.443.

(3) The [*Oregon Education Investment Board*] **Education and Workforce Policy Advisor**, the Higher Education Coordinating Commission, the Department of Education and the Teacher Standards and Practices Commission shall make the report submitted as provided under subsection (2) of this section available on the website of each agency.

SECTION 13. ORS 342.950 is amended to read:

342.950. (1) The Network of Quality Teaching and Learning is established. The network consists of the Oregon Education Investment Board, the Department of Education and public and private entities that receive funding as provided by this section to accomplish the purposes of the network described in subsection (2) of this section.

(2) The purposes of the network are the following:

(a) To enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and teacher education institutions.

(b) To strengthen and enhance existing evidence-based practices that improve student achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.822, 329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.

(c) To improve recruitment, preparation, induction, career advancement opportunities and support of educators.

(3) To accomplish the purposes of the network described in subsection (2) of this section, the Department of Education, subject to the direction and control of the Chief Education Officer, shall distribute funding as follows:

(a) To school districts, schools, nonprofit organizations, post-secondary institutions and consortiums that are any combination of those entities for the purpose of supporting the implementation of common core state standards.

(b) To school districts and nonprofit organizations for the purposes of complying with the core teaching standards adopted as provided by ORS 342.856 and complying with related standards prescribed by federal law.

(c) To school districts and nonprofit organizations for the purpose of providing teachers with opportunities for professional collaboration and professional development and for the pursuit of ca-

reer pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

(d) To school districts and nonprofit organizations for the purpose of providing beginning teachers and administrators with mentors in a manner that is consistent with the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

(e) To school districts for the purposes of obtaining assessments and developing professional development plans to meet school improvement objectives and educator needs.

(f) To school districts, nonprofit organizations and post-secondary institutions for the purpose of closing achievement gaps by providing and improving the effectiveness of professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices.

(g) To school districts and nonprofit organizations for the purposes of developing and engaging in proficiency-based or student-centered learning practices and assessments.

(h) To school districts, nonprofit organizations and post-secondary institutions for the purposes of strengthening educator preparation programs and supporting the development and sustainability of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and post-secondary institutions.

(i) To providers of early learning services, nonprofit organizations and post-secondary institutions for the purposes of providing professional development and supporting providers of early learning services with opportunities for professional collaboration and advancement.

(4) The Oregon Education Investment Board shall support the network by:

(a) Conducting and coordinating research to determine best practices and evidence-based models.

(b) Working with educator preparation programs to ensure ongoing collaboration with education providers.

(c) Supporting programs that help to achieve the goal of the [*Minority Teacher Act of 1991*] **Educators Equity Act** as described in ORS 342.437.

(d) Creating and supporting a statewide plan for increasing the successful recruitment of high-ability and culturally diverse candidates to work in high-need communities and fields.

(5) The Department of Education shall support the network by:

(a) Developing a system that ensures statewide dissemination of best practices and evidence-based models.

(b) Supporting the development and implementation of standards-based curriculum, high-leverage practices and assessments that promote student learning and improve outcomes for students learning English as a second language and for students with disabilities.

(c) Administering the distribution of funding as described in subsection (3) of this section.

(6) The Oregon Education Investment Board shall develop processes to establish the network and ensure the accountability of the network. The processes must ensure that the network:

(a) Gives preference to entities that have demonstrated success in improving student outcomes.

(b) Delivers services for the benefit of all regions of this state.

(c) Is accountable for improving education outcomes identified by the Oregon Education Investment Board, contained in achievement compacts or set forth in ORS 351.009.

(d) Includes and connects education providers and leaders from pre-kindergarten through post-secondary education.

(7) No more than two percent of all moneys received for the purposes of this section may be expended by the Oregon Education Investment Board or the Department of Education for administrative costs incurred under this section. For the purpose of this subsection, technical assistance and direct program services provided to school districts and nonprofit organizations are not considered administrative costs.

(8) The State Board of Education may adopt any rules necessary for the Department of Education to support the network and perform any duties assigned to the department under this section or assigned to the department by the Oregon Education Investment Board. Any rules adopted by the

State Board of Education must be consistent with this section and with actions taken by the Oregon Education Investment Board to implement this section.

SECTION 14. ORS 342.950, as amended by section 2, chapter 661, Oregon Laws 2013, is amended to read:

342.950. (1) The Network of Quality Teaching and Learning is established. The network consists of the Department of Education and public and private entities that receive funding as provided by this section to accomplish the purposes of the network described in subsection (2) of this section.

(2) The purposes of the network are the following:

(a) To enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and teacher education institutions.

(b) To strengthen and enhance existing evidence-based practices that improve student achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.822, 329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.

(c) To improve recruitment, preparation, induction, career advancement opportunities and support of educators.

(3) To accomplish the purposes of the network described in subsection (2) of this section, the Department of Education, subject to the direction and control of the Superintendent of Public Instruction, shall distribute funding as follows:

(a) To school districts, schools, nonprofit organizations, post-secondary institutions and consortiums that are any combination of those entities for the purpose of supporting the implementation of common core state standards.

(b) To school districts and nonprofit organizations for the purposes of complying with the core teaching standards adopted as provided by ORS 342.856 and complying with related standards prescribed by federal law.

(c) To school districts and nonprofit organizations for the purpose of providing teachers with opportunities for professional collaboration and professional development and for the pursuit of career pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

(d) To school districts and nonprofit organizations for the purpose of providing beginning teachers and administrators with mentors in a manner that is consistent with the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

(e) To school districts for the purposes of obtaining assessments and developing professional development plans to meet school improvement objectives and educator needs.

(f) To school districts, nonprofit organizations and post-secondary institutions for the purpose of closing achievement gaps by providing and improving the effectiveness of professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices.

(g) To school districts and nonprofit organizations for the purposes of developing and engaging in proficiency-based or student-centered learning practices and assessments.

(h) To school districts, nonprofit organizations and post-secondary institutions for the purposes of strengthening educator preparation programs and supporting the development and sustainability of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and post-secondary institutions.

(i) To providers of early learning services, nonprofit organizations and post-secondary institutions for the purposes of providing professional development and supporting providers of early learning services with opportunities for professional collaboration and advancement.

(4) The Department of Education shall support the network by:

(a) Conducting and coordinating research to determine best practices and evidence-based models.

(b) Working with educator preparation programs to ensure ongoing collaboration with education providers.

(c) Supporting programs that help to achieve the goal of the [*Minority Teacher Act of 1991*] **Educators Equity Act** as described in ORS 342.437.

(d) Creating and supporting a statewide plan for increasing the successful recruitment of high-ability and culturally diverse candidates to work in high-need communities and fields.

(e) Developing a system that ensures statewide dissemination of best practices and evidence-based models.

(f) Supporting the development and implementation of standards-based curriculum, high-leverage practices and assessments that promote student learning and improve outcomes for students learning English as a second language and for students with disabilities.

(g) Administering the distribution of funding as described in subsection (3) of this section.

(5) The State Board of Education shall develop processes to establish the network and ensure the accountability of the network. The processes must ensure that the network:

(a) Gives preference to entities that have demonstrated success in improving student outcomes.

(b) Delivers services for the benefit of all regions of this state.

(c) Is accountable for improving education outcomes identified by the State Board of Education, contained in achievement compacts or set forth in ORS 351.009.

(d) Includes and connects education providers and leaders from pre-kindergarten through post-secondary education.

(6) No more than two percent of all moneys received for the purposes of this section may be expended by the Department of Education for administrative costs incurred under this section. For the purpose of this subsection, technical assistance and direct program services provided to school districts and nonprofit organizations are not considered administrative costs.

(7) The State Board of Education may adopt any rules necessary for the Department of Education to support the network and perform any duties assigned to the department under this section. Any rules adopted by the State Board of Education must be consistent with this section.

SECTION 15. Section 10, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 37, Oregon Laws 2012, section 5, chapter 286, Oregon Laws 2013, section 89, chapter 624, Oregon Laws 2013, section 9, chapter 660, Oregon Laws 2013, section 3, chapter 661, Oregon Laws 2013, section 5, chapter 739, Oregon Laws 2013, section 194, chapter 747, Oregon Laws 2013, and section 6, chapter 778, Oregon Laws 2013, is amended to read:

Sec. 10. (1)(a) Section 1, chapter 519, Oregon Laws 2011, as amended by section 8, chapter 519, Oregon Laws 2011, and sections 20 and 21, chapter 36, Oregon Laws 2012, is repealed March 15, 2016.

(b) Section 2, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 36, Oregon Laws 2012, and section 29, chapter 747, Oregon Laws 2013, is repealed March 15, 2016.

[*(1)*] **(c)** Sections [*1, 2,*] 3, 5 and 7, chapter 519, Oregon Laws 2011, are repealed on March 15, 2016.

(2) The amendments to [*section 2 of this 2013 Act*] **ORS 342.208** by section 4**, chapter 286, Oregon Laws 2013,** [*of this 2013 Act*] become operative on March 15, 2016.

(3) The amendments to ORS 326.021 by section 88**, chapter 624, Oregon Laws 2013,** [*of this 2013 Act*] become operative on March 15, 2016.

(4) The amendments to [*sections 1, 2, 3 and 4 of this 2013 Act*] **ORS 327.800, 327.810, 327.815 and 327.820** by sections 5, 6, 7 and 8**, chapter 660, Oregon Laws 2013,** [*of this 2013 Act*] become operative on March 15, 2016.

(5) The amendments to [*section 1 of this 2013 Act*] **ORS 342.950** by section 2**, chapter 661, Oregon Laws 2013, and section 14 of this 2015 Act** [*of this 2013 Act*] become operative on March 15, 2016.

(6) The amendments to [*section 1 of this 2013 Act*] **ORS 326.500** by section 4**, chapter 739, Oregon Laws 2013,** [*of this 2013 Act*] become operative on March 15, 2016.

(7) The amendments to [*section 7 of this 2013 Act*] **ORS 327.380** by section 8**, chapter 739, Oregon Laws 2013,** [*of this 2013 Act*] become operative on March 15, 2016.

(8) The amendments to ORS 342.443 by section 5**, chapter 778, Oregon Laws 2013, and section 5 of this 2015 Act** [*of this 2013 Act*] become operative on March 15, 2016.

(9) The amendments to ORS 351.077 by section 8 of this 2015 Act and section 11 of this 2015 Act by section 12 of this 2015 Act become operative on March 15, 2016.

[*(9)*] **(10)** The amendments to [*section 1 of this 2013 Act*] **ORS 326.500** by section 6**, chapter 739, Oregon Laws 2013,** [*of this 2013 Act*] become operative on July 1, 2025.

Passed by House April 17, 2015

.....
Timothy G. Sekerak, Chief Clerk of House

.....
Tina Kotek, Speaker of House

Passed by Senate May 18, 2015

.....
Peter Courtney, President of Senate

Received by Governor:

.....M.,....., 2015

Approved:

.....M.,....., 2015

.....
Kate Brown, Governor

Filed in Office of Secretary of State:

.....M.,....., 2015

.....
Jeanne P. Atkins, Secretary of State

Appendix D: 2015 Oregon Educator Equity Advisory Group Members

Donald Easton-Brooks, Advisory Group Chair College of Education Dean Eastern Oregon University	Armando Laguardia Community Leader Portland African American Leadership Forum NW
Sharlee Blackwell, Teacher Cesar E. Chaves Elementary School Salem Keizer School District	Rob Larson, Director Strategic Relations Education Northwest
Mary Cadez, Director TeachOregon Chalkboard Project	Donna Maxey, Chair Diversity and Inclusion Committee Oregon Parent Teacher Association
April Campbell, Indian Education Advisor Office of Deputy Superintendent of Instruction Oregon Department of Education	Keith Menk Deputy Director Teacher Standards and Practices Commission
Victoria Bianes Chamberlain Executive Director Oregon Teacher Standards and Practices Commission	Marsha Moyer, Coordinator Education and Leadership Training Oregon School Personnel Association
Maria Dantas-Whitney, Division Chair College of Education Western Oregon University	Robert Nava, Associate Professor College of Education Warner Pacific College
Teresa Ferrer, Consultant Center for Great Public Schools Oregon Education Association	Brooke Nova, Coordinator College and Career Pathways Hillsboro School District
Representative Lew Frederick, State Legislator District 43 Oregon House of Representatives	Hilda Rosselli, Policy Director College and Career Readiness Oregon Education Investment Board
Shadiin Garcia, Deputy Director Research and Policy Oregon Education Investment Board	Markisha Smith, Education Liaison Education Equity Unit Oregon Department of Education
Bonnie Gray, Director Recruitment and Workforce Diversity Portland Public Schools	Serena Stoudamire-Wesley, Policy Director Equity and Community Engagement Oregon Education Investment Board
Karen Gray Superintendent Parkrose School District	Anselmo Villanueva Workforce Diversity Program Department of Human Resources

Appendix E: Oregon Educator Equity Draft Score Card

The Oregon Educator Equity Advisory Group believes that it is critical to monitor and drive system changes that extend beyond just diversification of the Oregon's educator workforce. They have drafted a Score Card that will guide their work that encompasses additional areas worthy of focused attention that include:

Workforce Diversity: Demographics of the workplace by gender, race, ethnicity, first language, salary, age, physical ability, and sexual orientation. *Goal*: increase the percentage of diverse educators by each category.

Leadership for Diversity Commitment: Leaders' attitudes and expectations. *Goal*: Increase the involvement of the school and district leaders in initiative, programs, or projects to promote learning among culturally and linguistically diverse learners.

Workplace Climate/Behavior Diversity: Employees' attitudes and expectations. *Goal*: Increase the number of projects and initiatives in place that target learning for culturally and linguistically diverse students.

Diversity Partnerships: Engagement with community partnerships or community organizations. *Goal*: Increase the percentage of partnerships across the district.

Structural Diversity: The roles for personnel by gender, race, ethnicity, first language, salary, age, physical ability, and sexual orientation. *Goal*: Increase the number of educational leaders in higher position by each of the categories.

Achievement of students: Achievement gap in scores and graduation rates of students. *Goal:* Measure gap in achievement of minority and non-minority students as well as graduation rates.

Diversifying the field: Recruitment and retention of culturally and linguistically diverse educators by roles. *Goal*: Increase school and district capacity to recruit and retain culturally and linguistically diverse workers.

Using these data, the group will answer critical questions such as:

1. What do data show in relationship to the different categories?
2. What are the keys to success?
3. What are the barriers to success?
4. What action plan is needed to achieve this vision of adequate diversity practices?

Appendix F: Student and Educator Diversity in Oregon's Top Culturally and Linguistically Diverse School Districts

Annex SD 29 Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Annex SD 29 school district.

Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

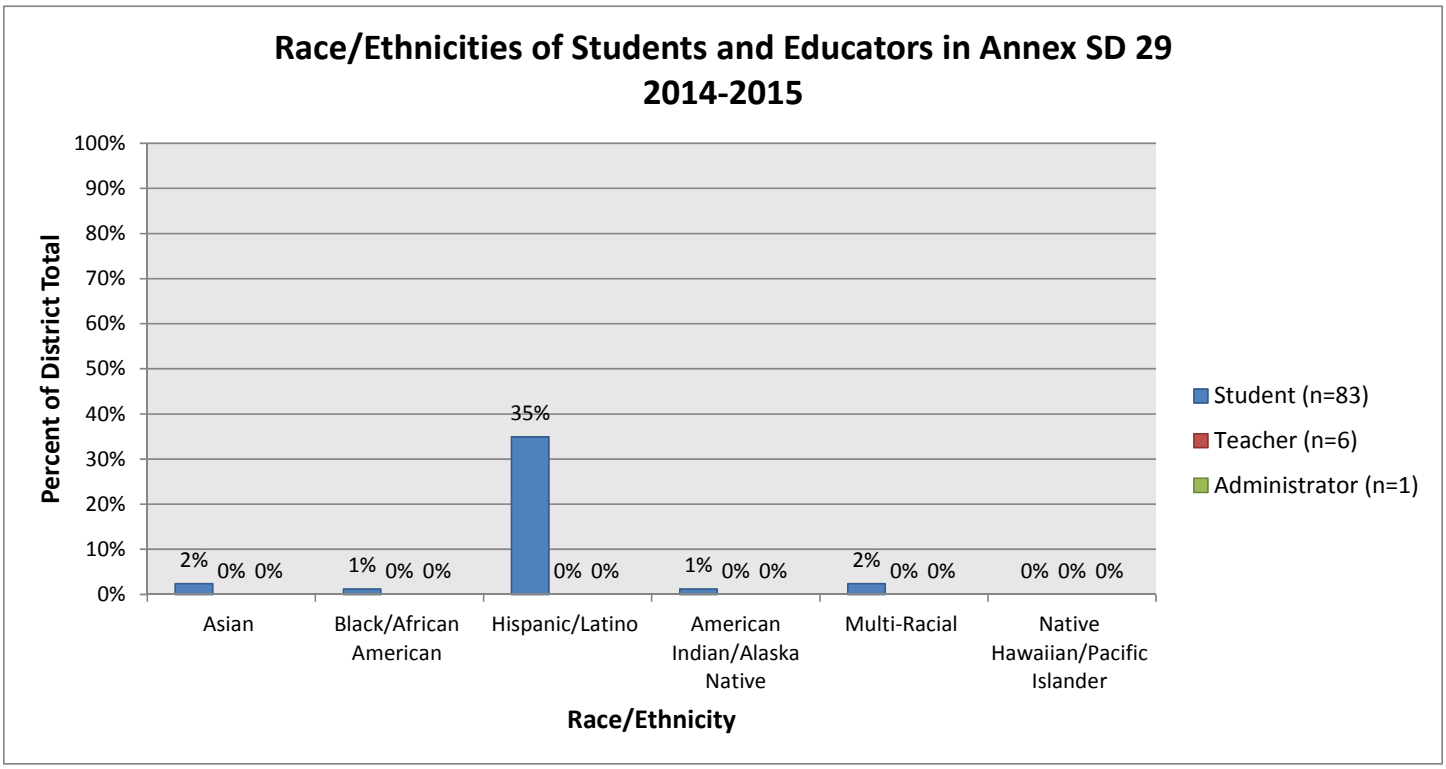
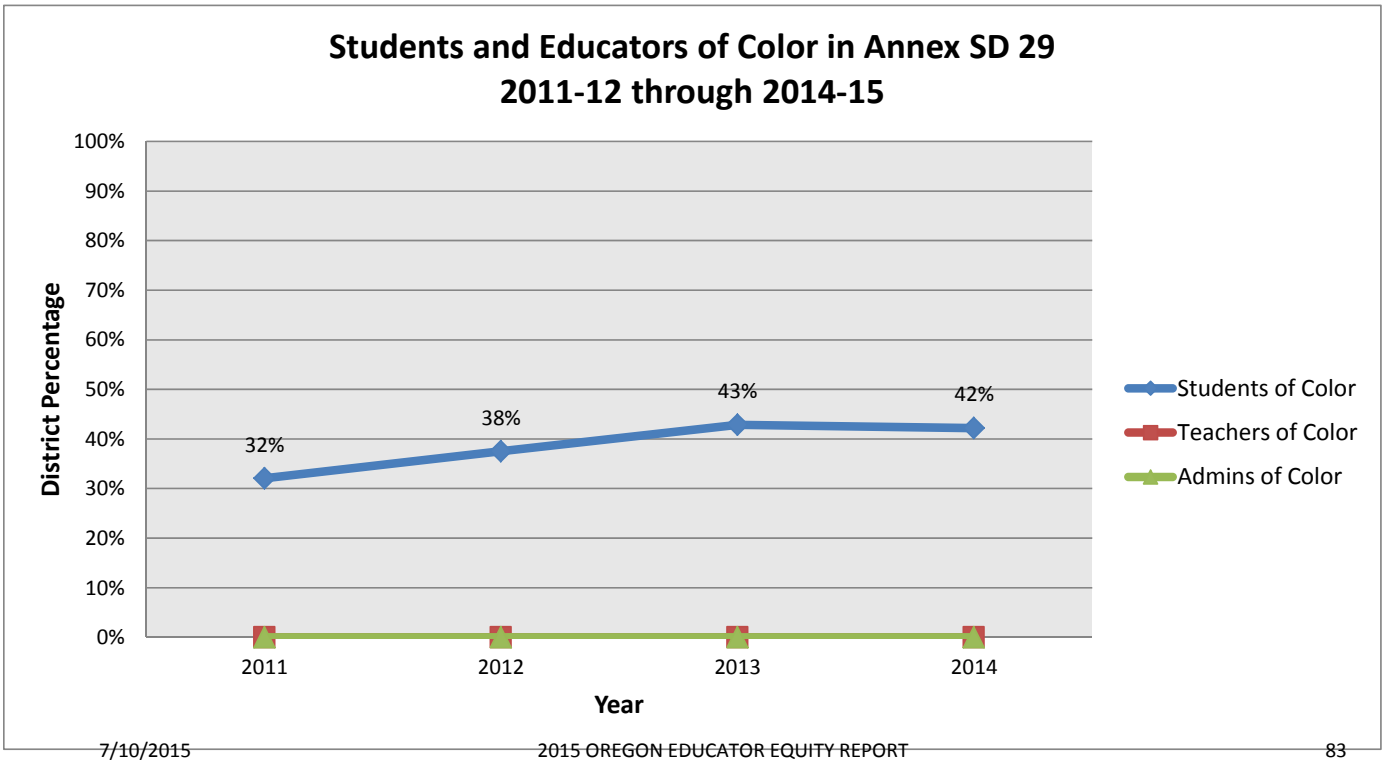


Figure 2. Percentages of students, teachers and administrators of color in Annex SD 29 school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Beaverton SD 48J Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Beaverton SD 48J school district.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

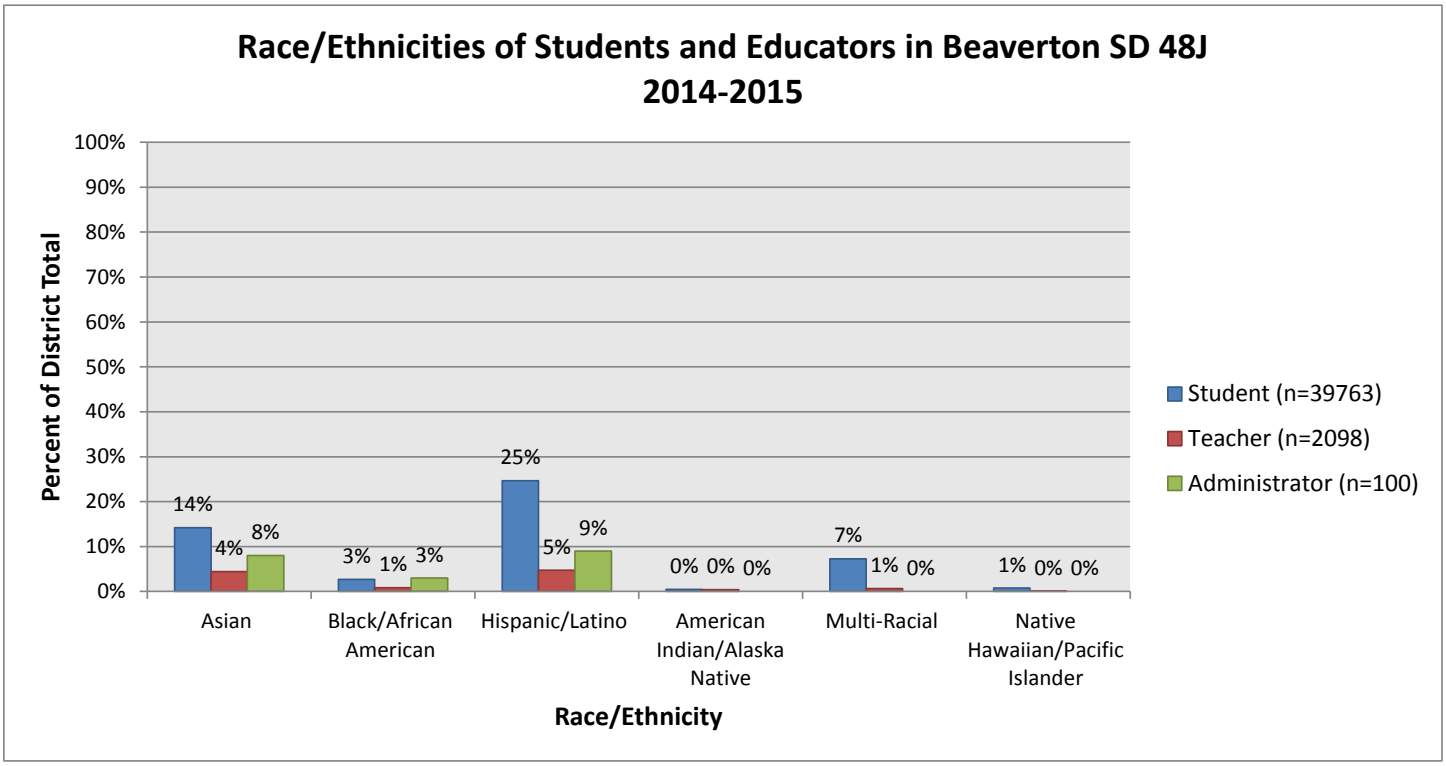
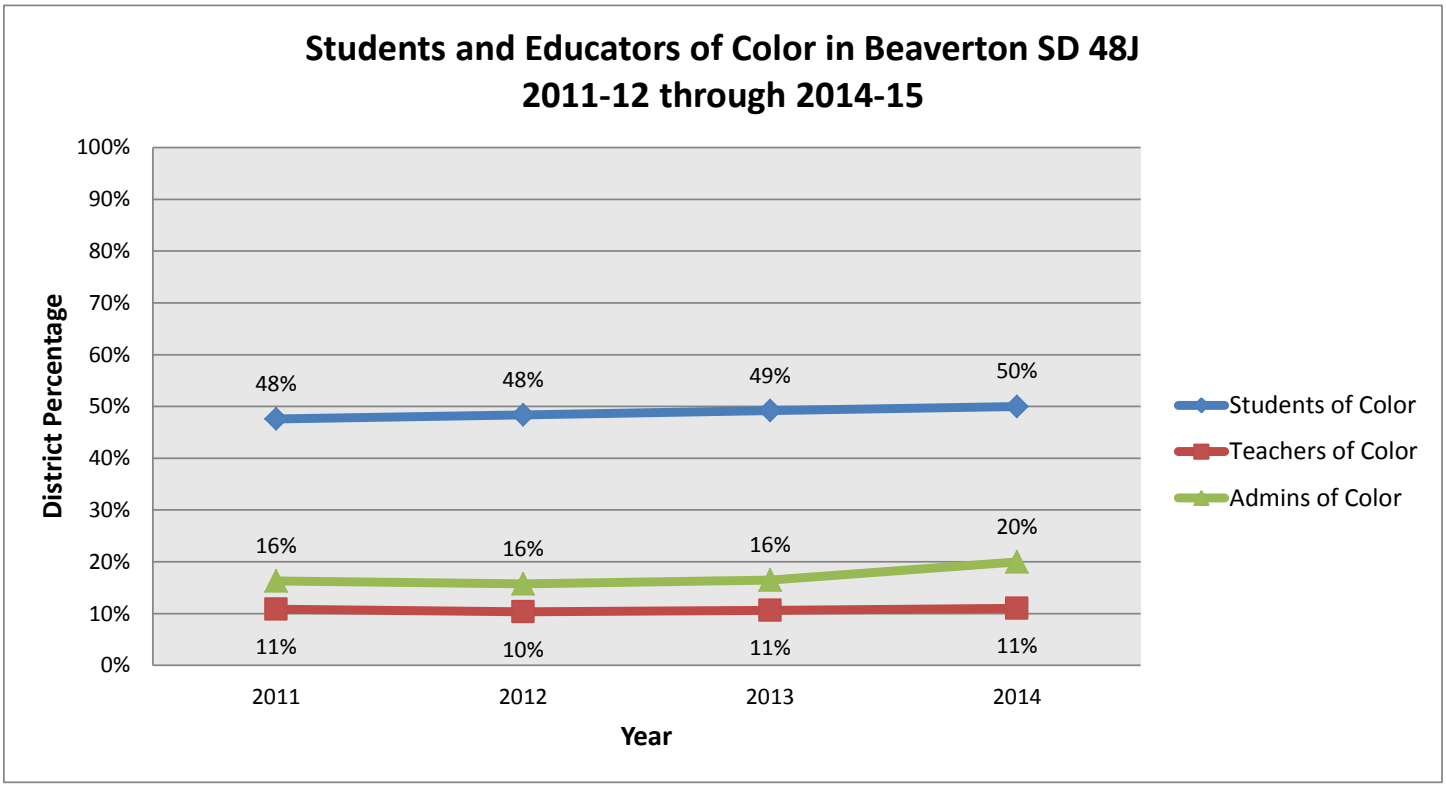


Figure 2. Percentages of students, teachers and administrators of color in the Beaverton SD 48J school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Brookings-Harbor SD 21 Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Brookings-Harbor SD 21 school district.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

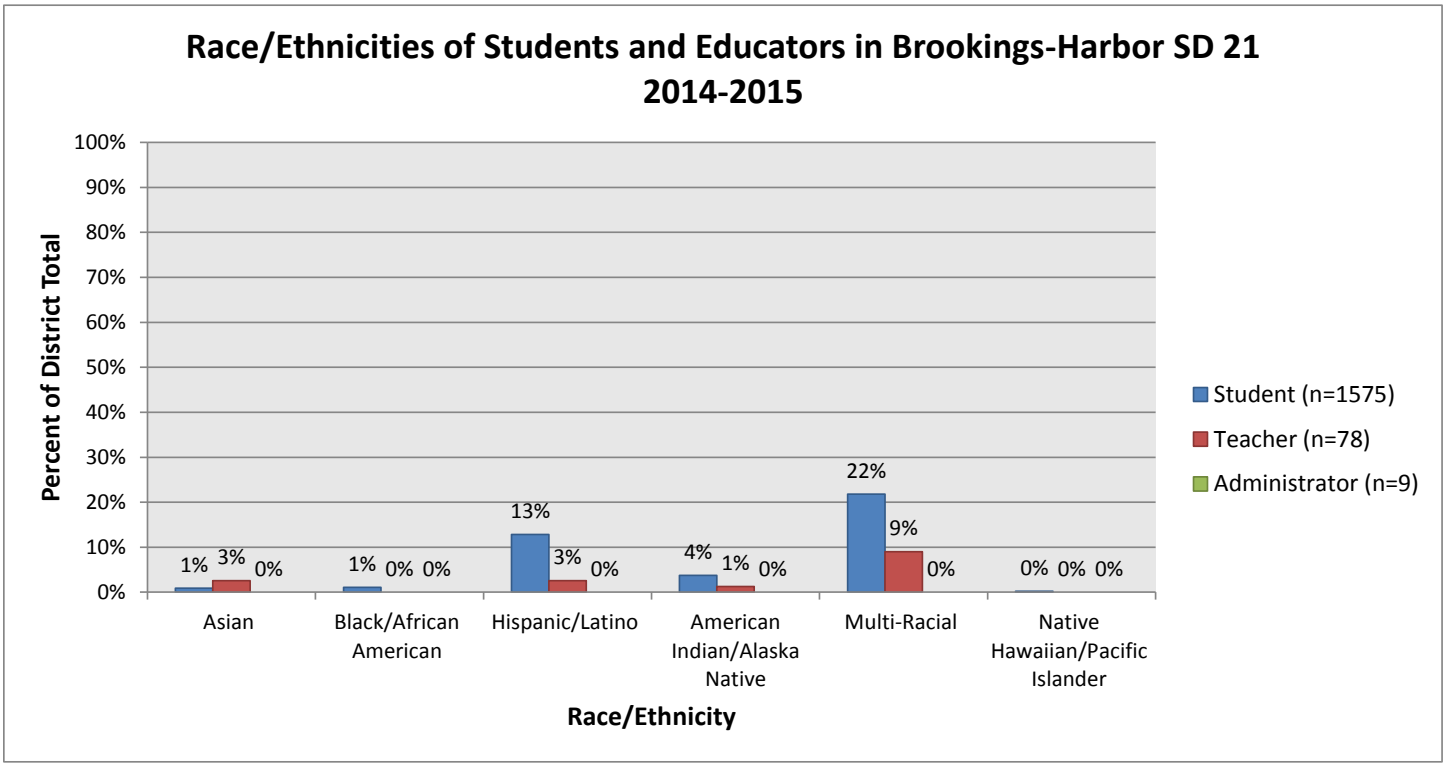
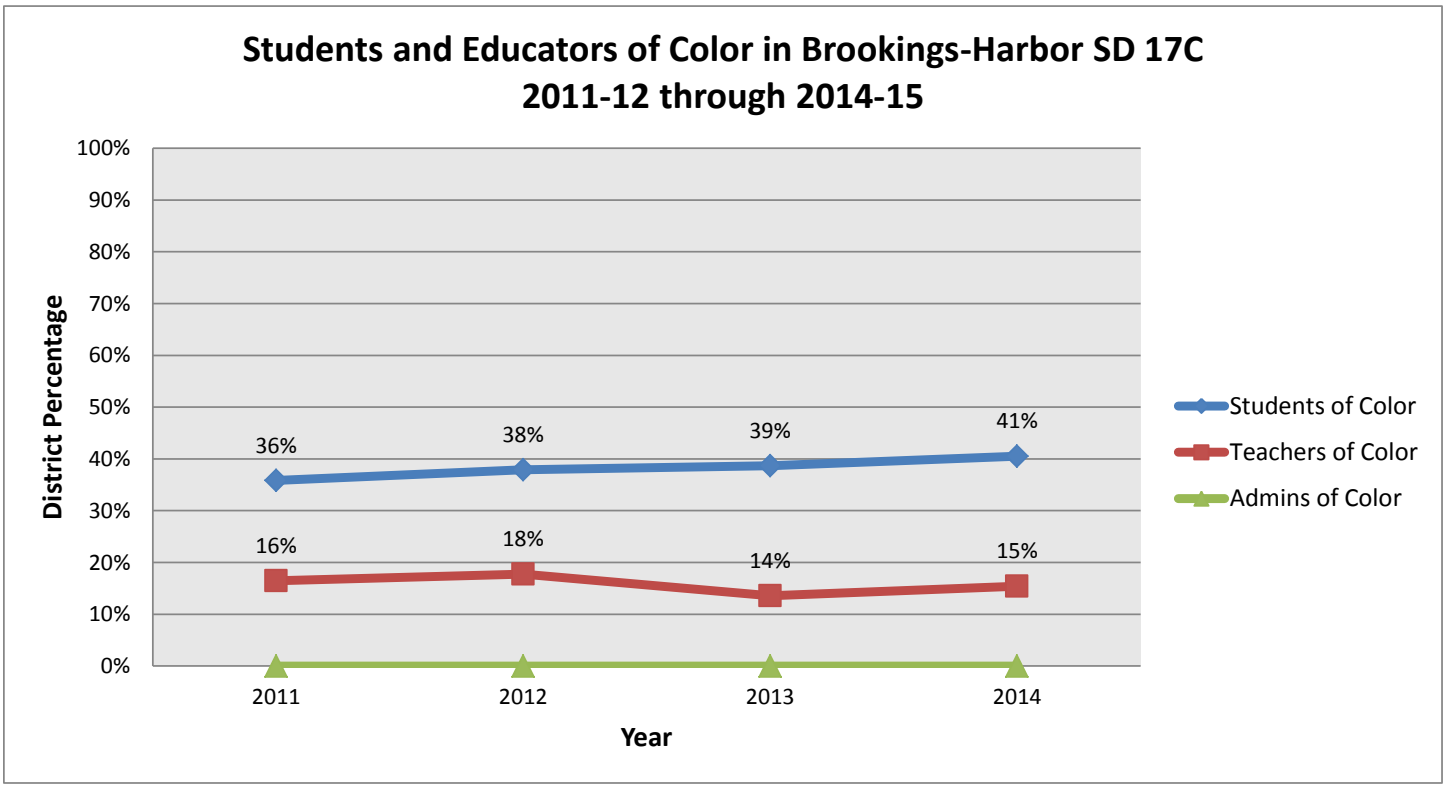


Figure 2. Percentages of students, teachers and administrators of color in Brookings-Harbor SD 21 school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Centennial SD 28J Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Centennial SD 28J school district.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

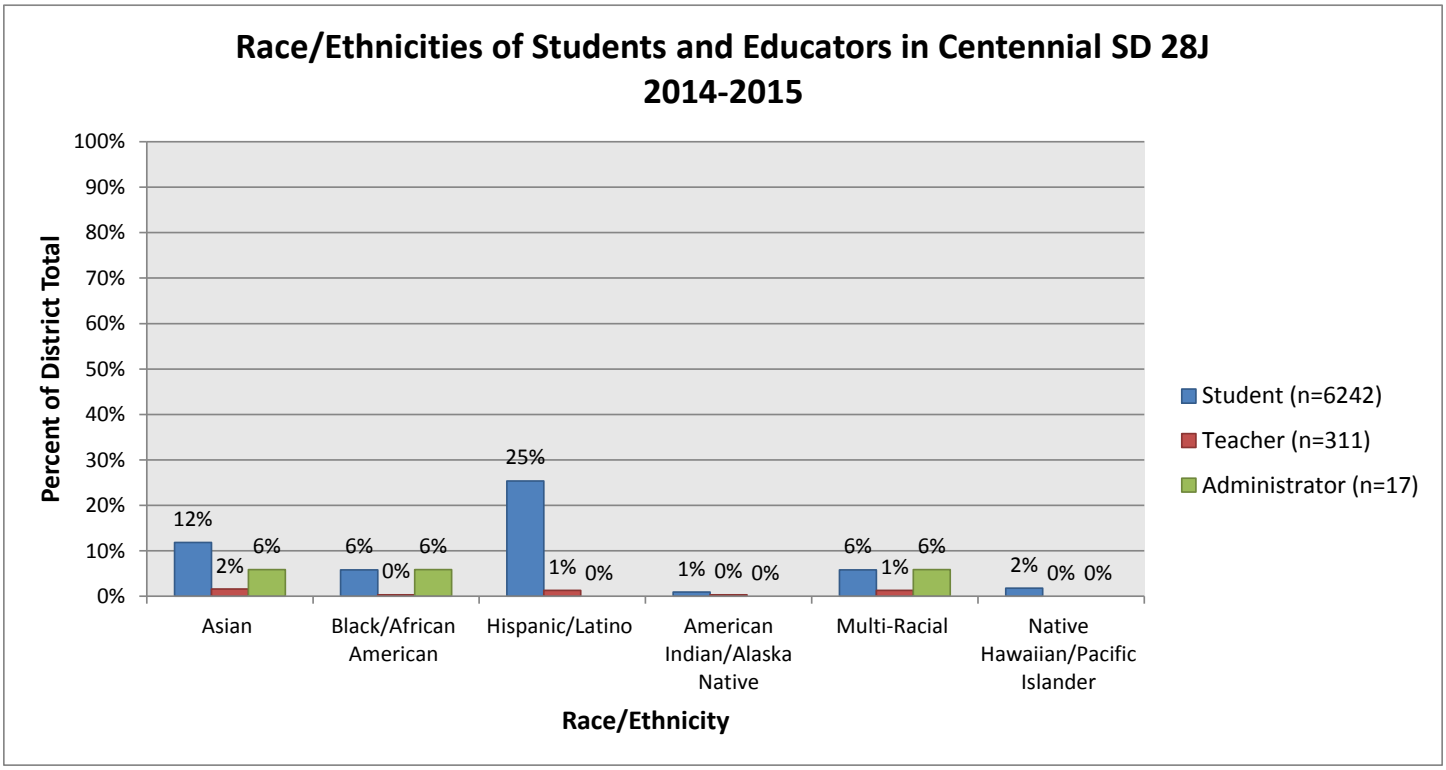
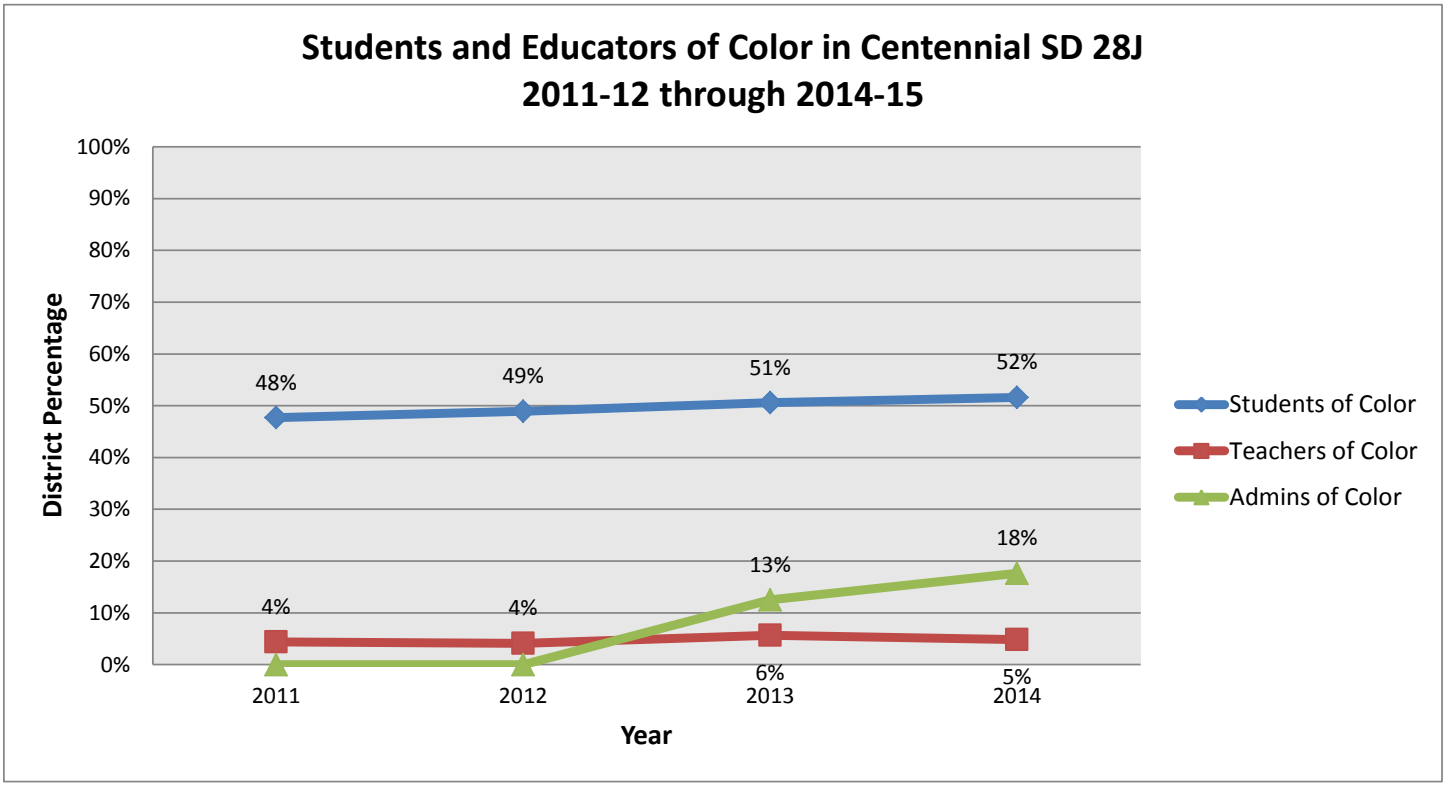


Figure 2. Percentages of students, teachers and administrators of color in the Centennial SD 28J school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Central SD 13J Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Central SD 13J school district.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

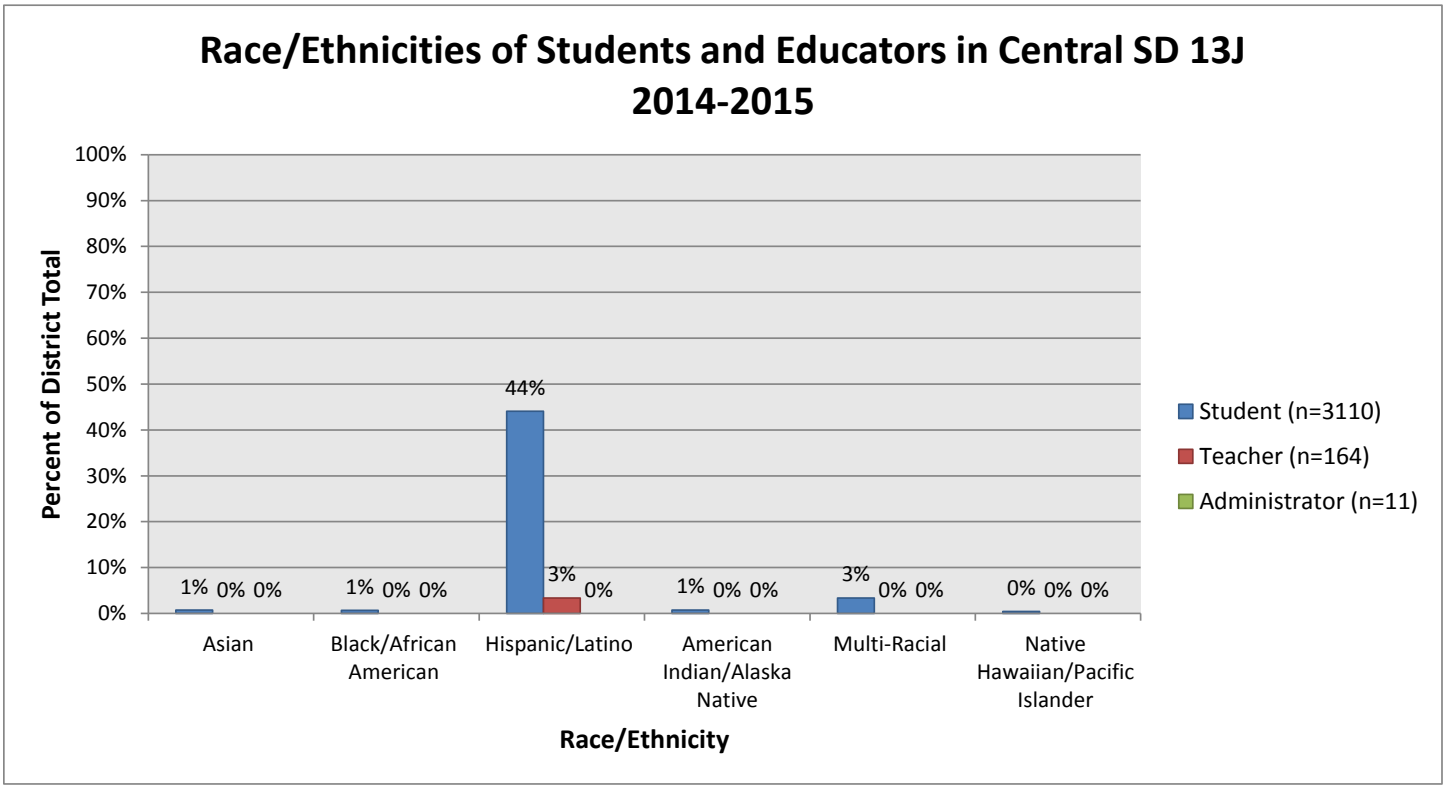
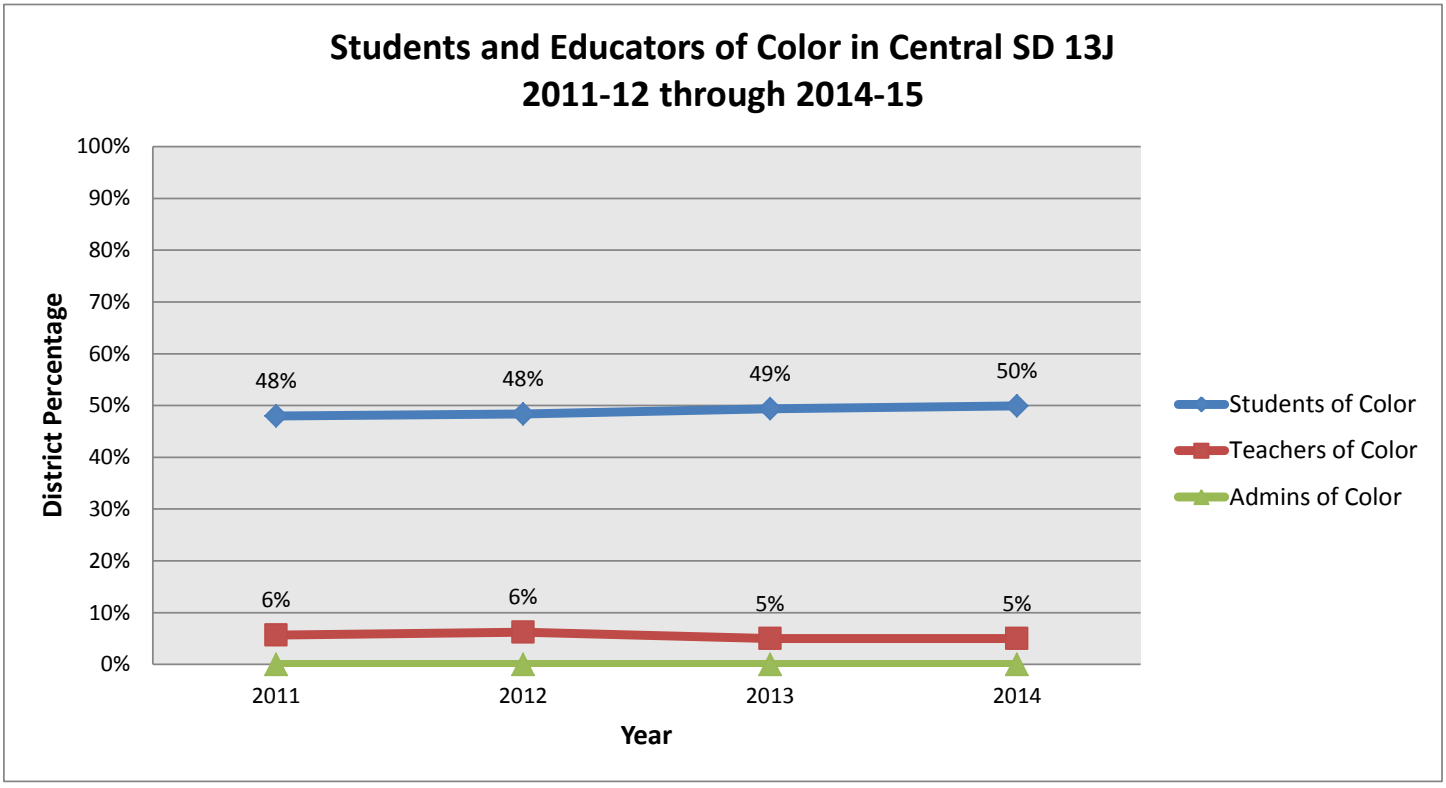


Figure 2. Percentages of students, teachers and administrators of color in Central SD 13J school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



David Douglas SD 40 Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in David Douglas SD 40 school district.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

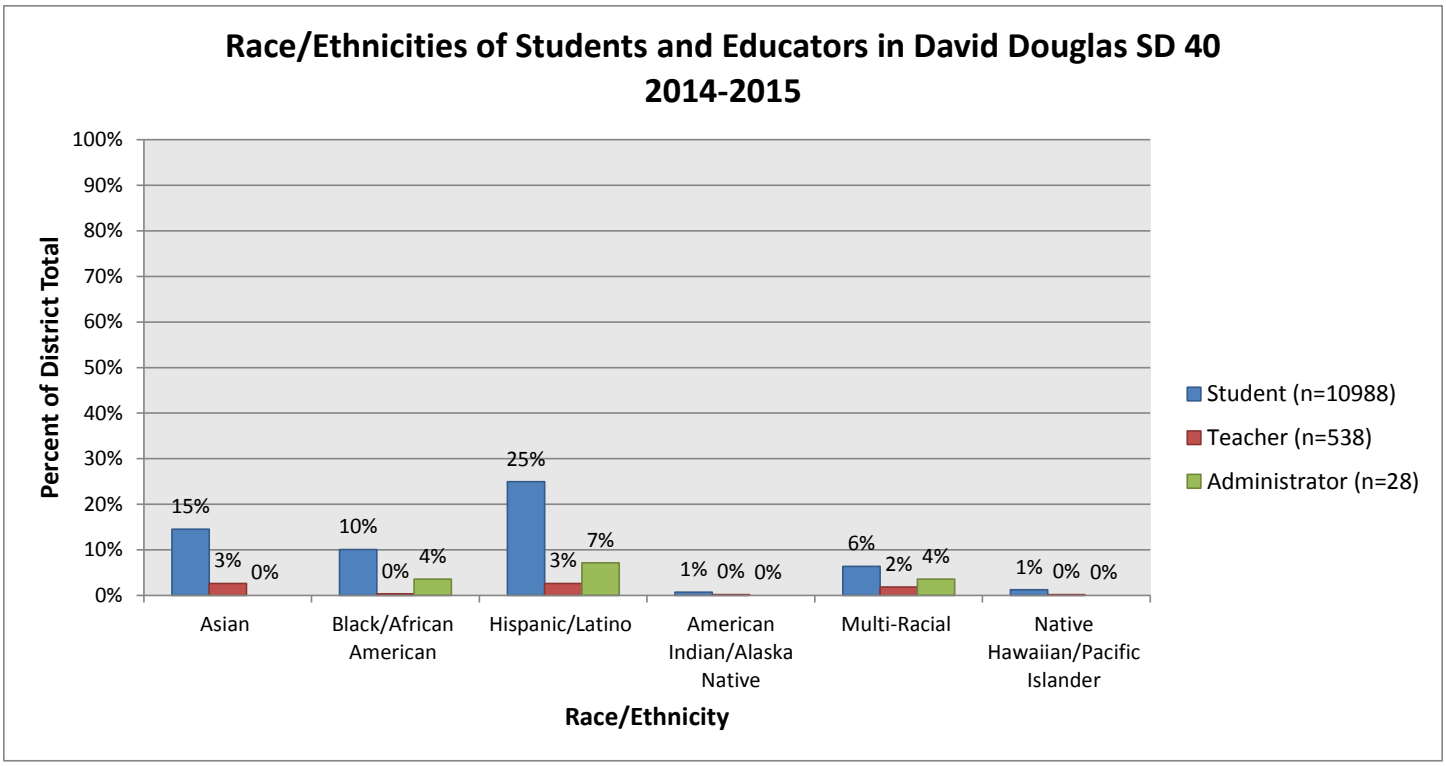
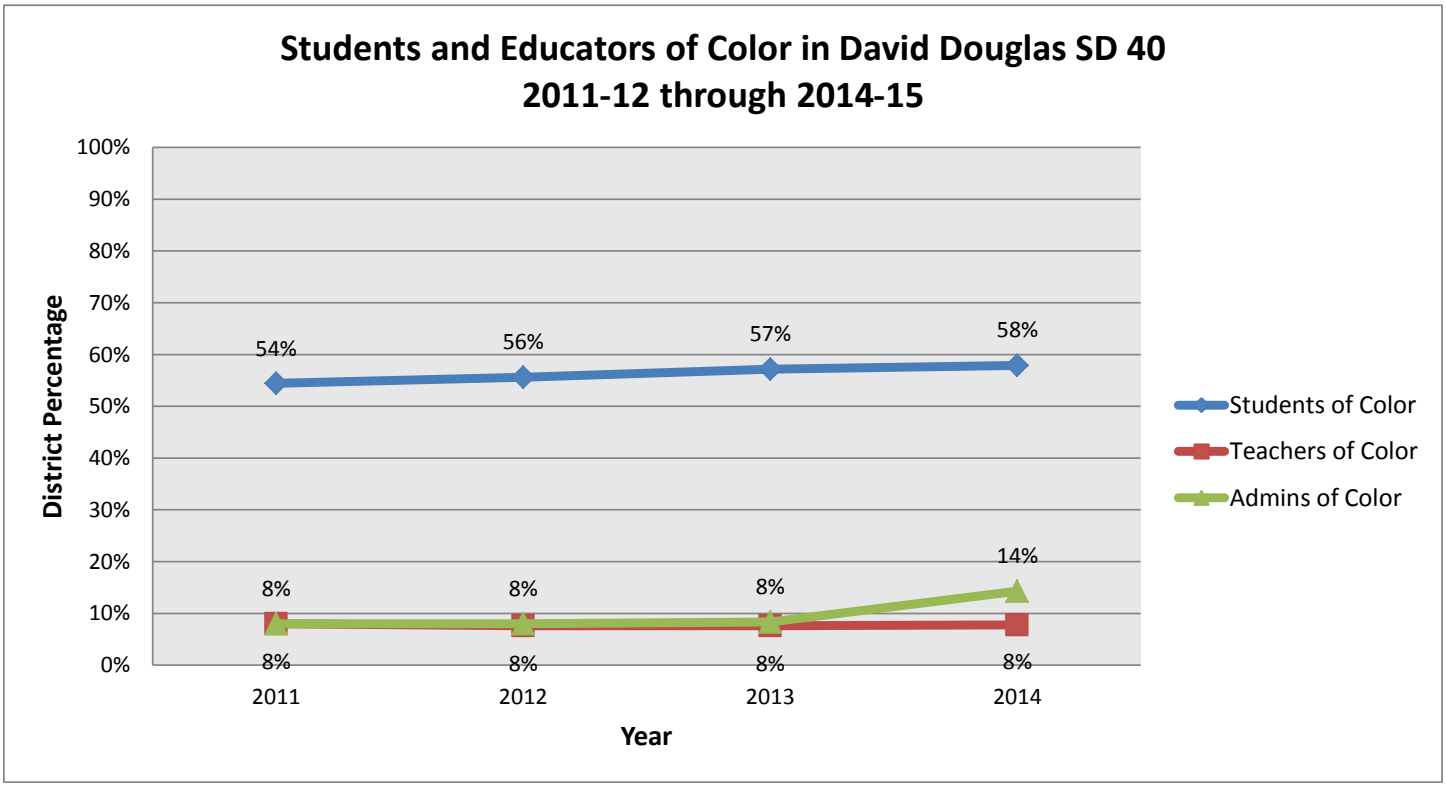


Figure 2. Percentages of students, teachers and administrators of color in the David Douglas SD 40 school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Dayton SD 8 Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Dayton SD 8 school district.

Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

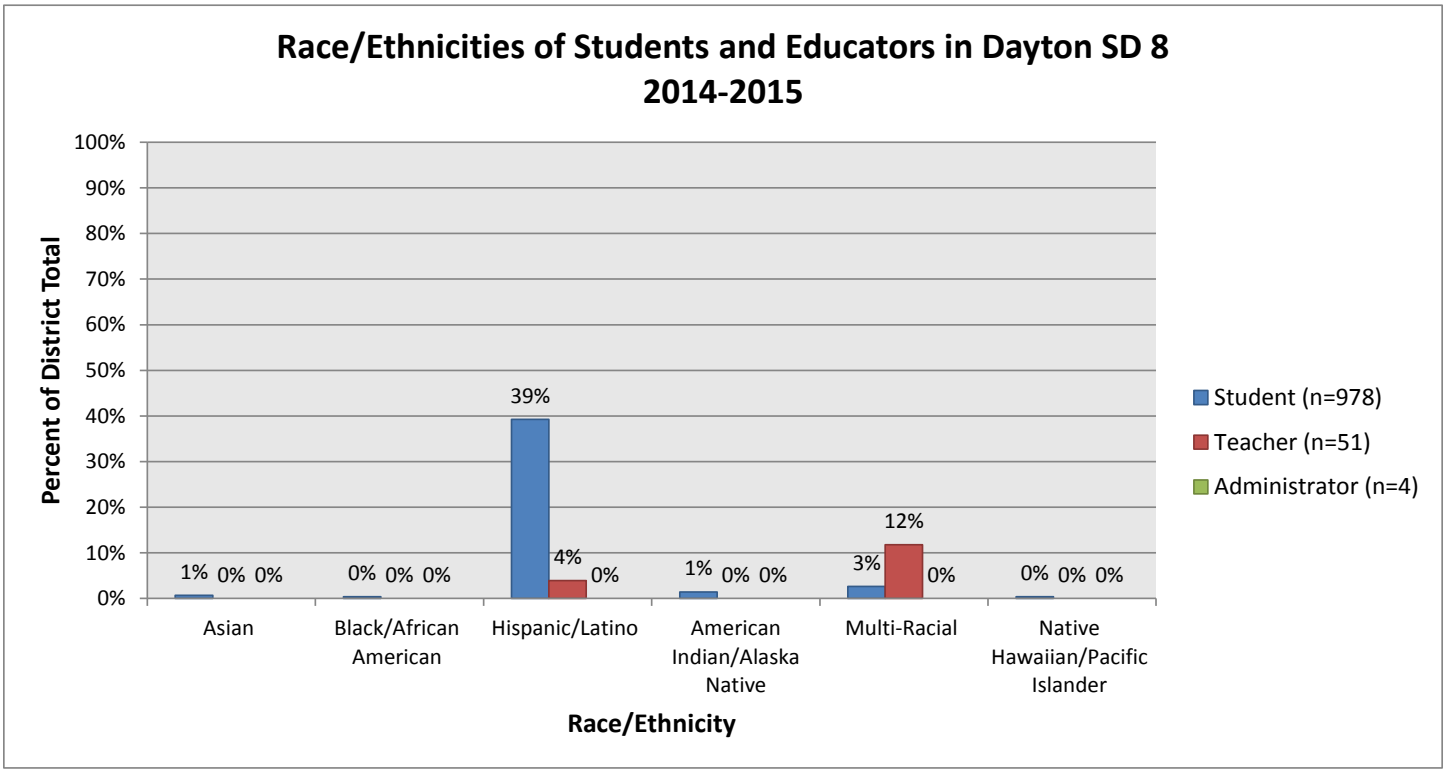
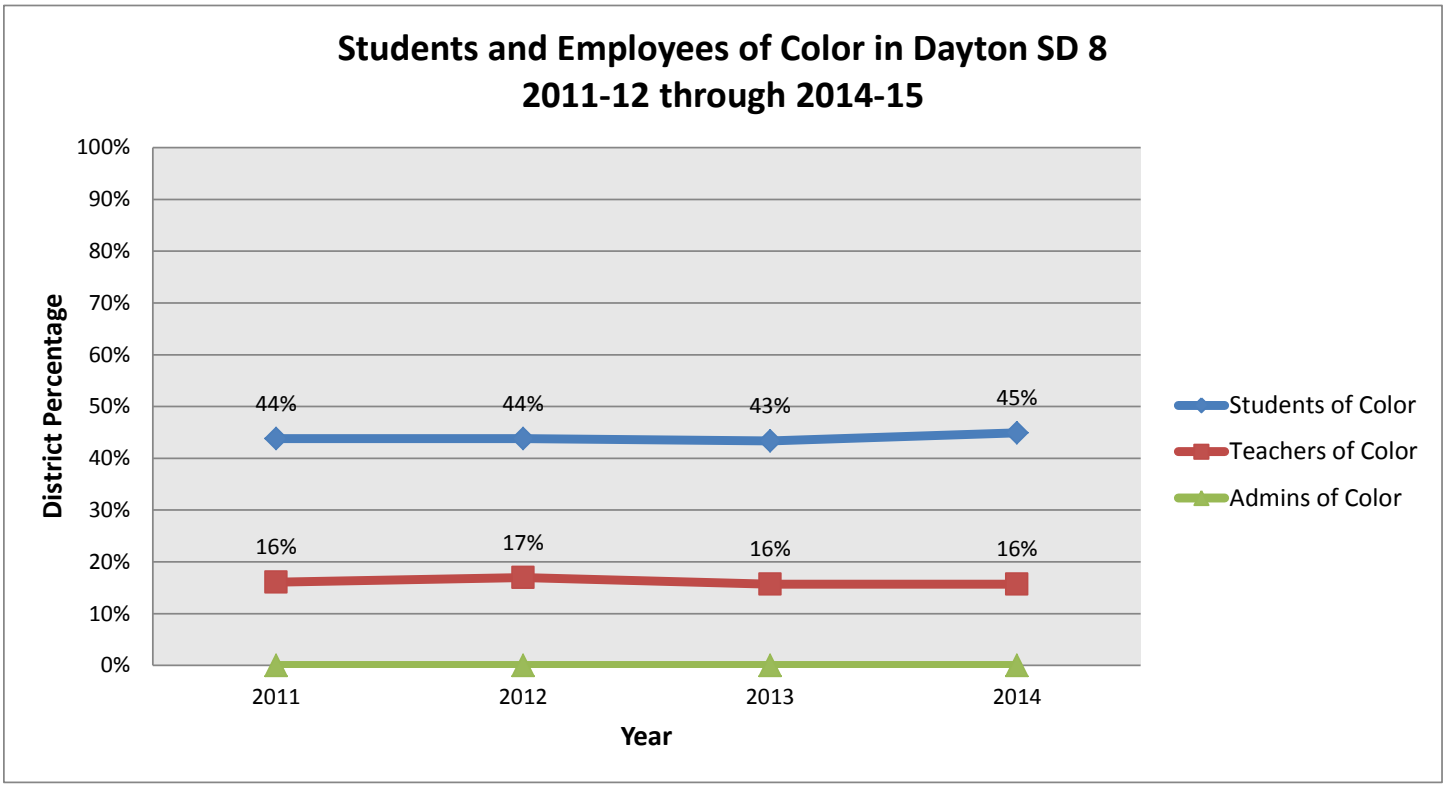


Figure 2. Percentages of students, teachers and administrators of color in Dayton SD 8 school district over four years.

Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Forest Grove SD 15 Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Forest Grove SD 15 school district.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

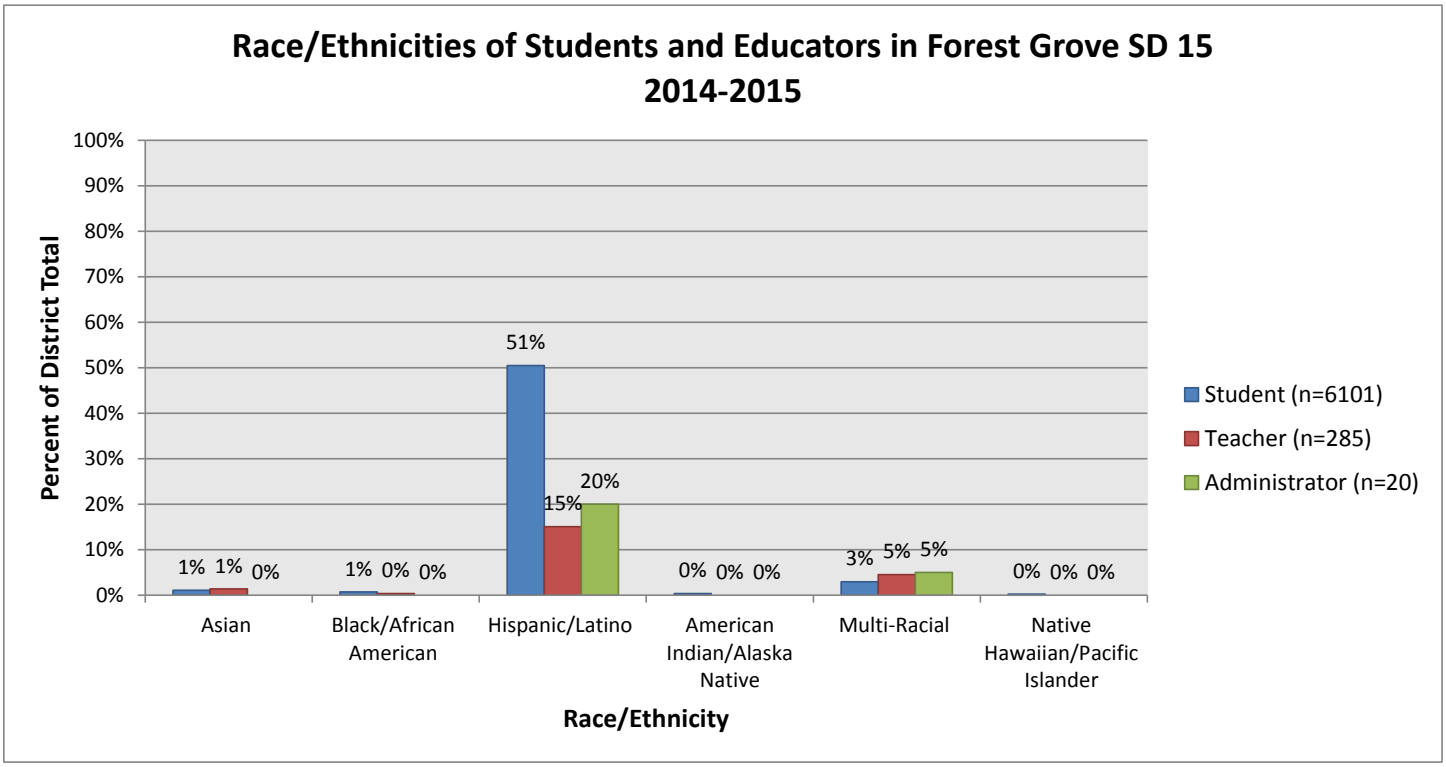
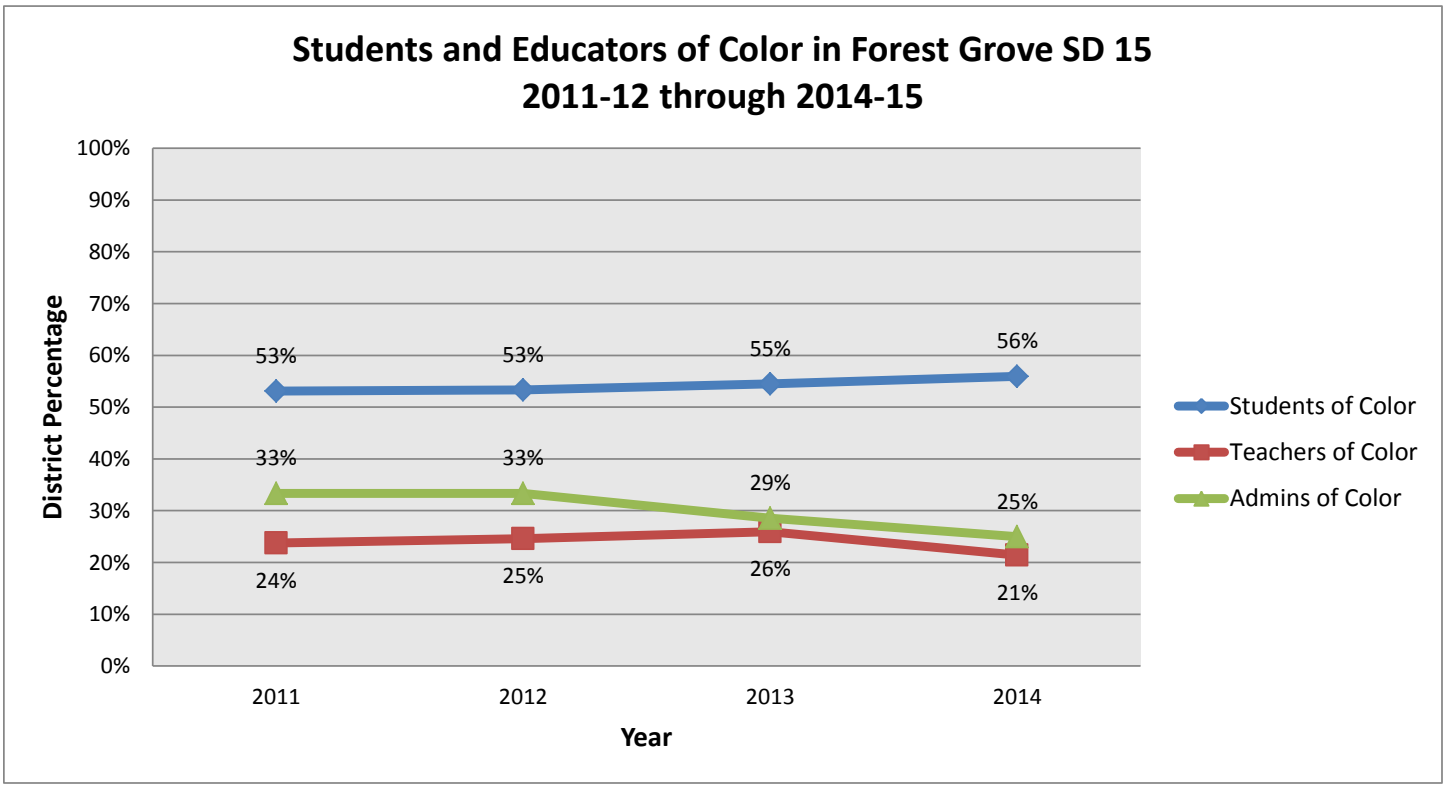


Figure 2. Percentages of students, teachers and administrators of color in the Forest Grove SD 15 school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Gervais SD 1 Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Gervais SD 1 School District.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

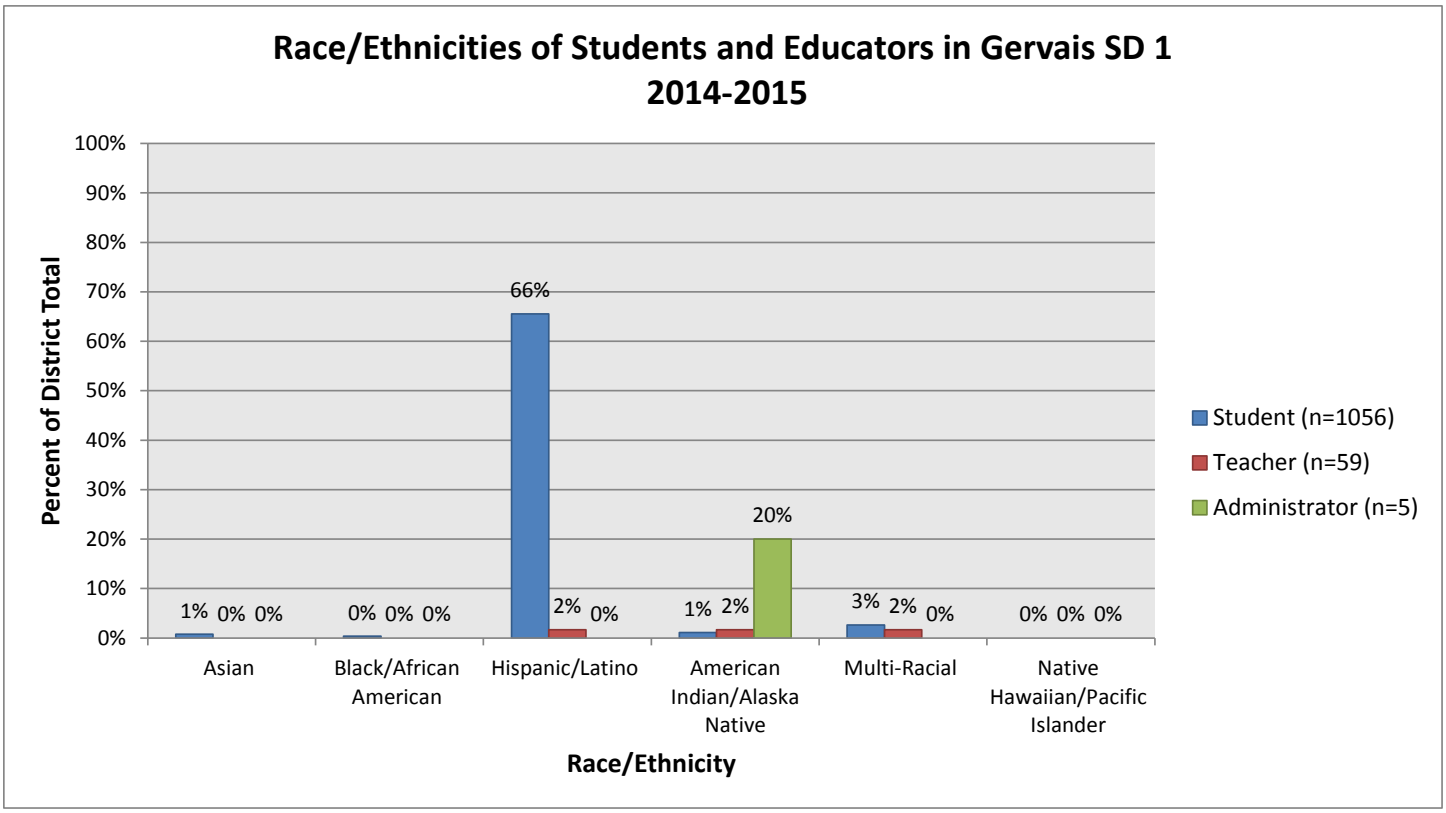
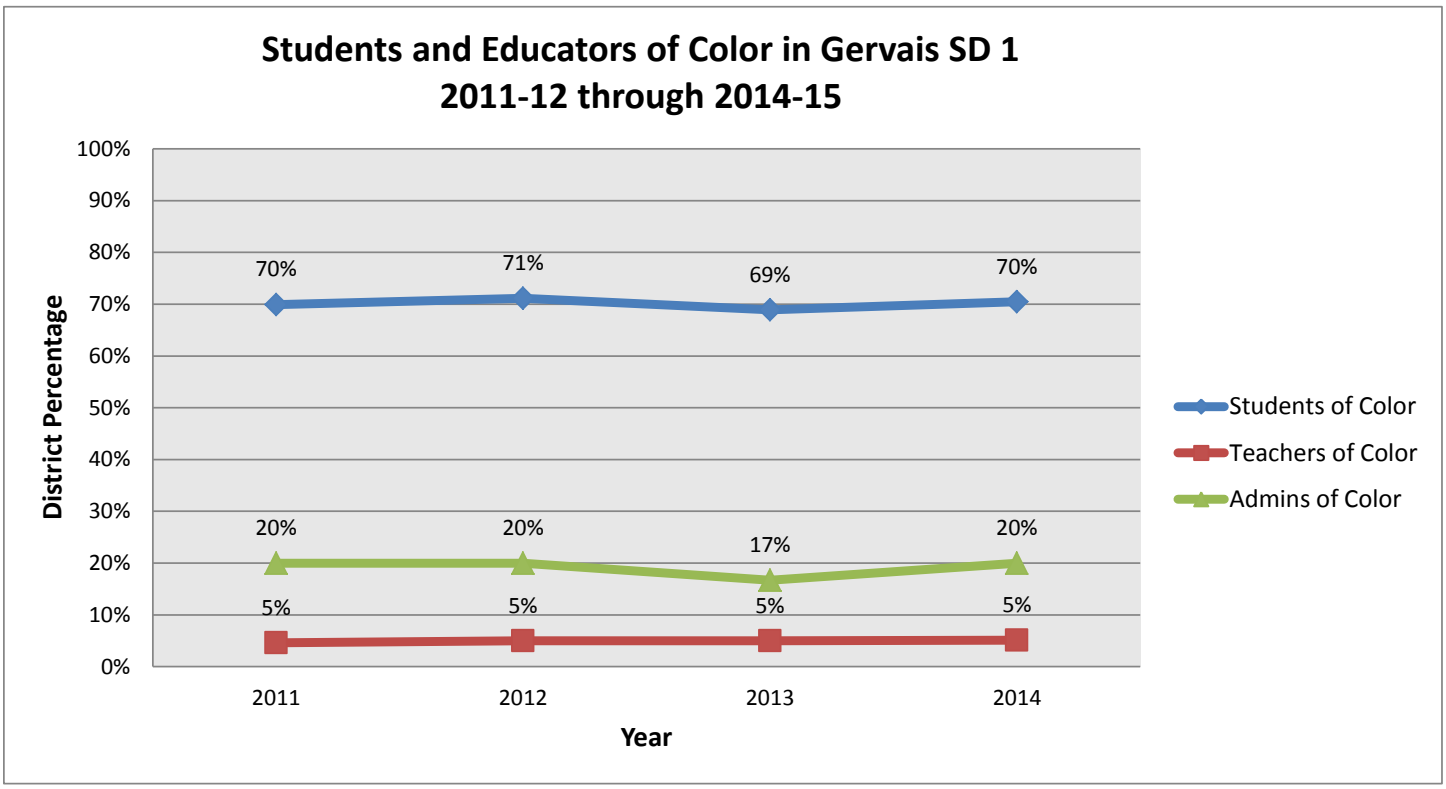


Figure 2. Percentages of students, teachers and administrators of color in the Gervais SD 1 school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Hermiston SD 8 Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Hermiston SD 8 school district.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

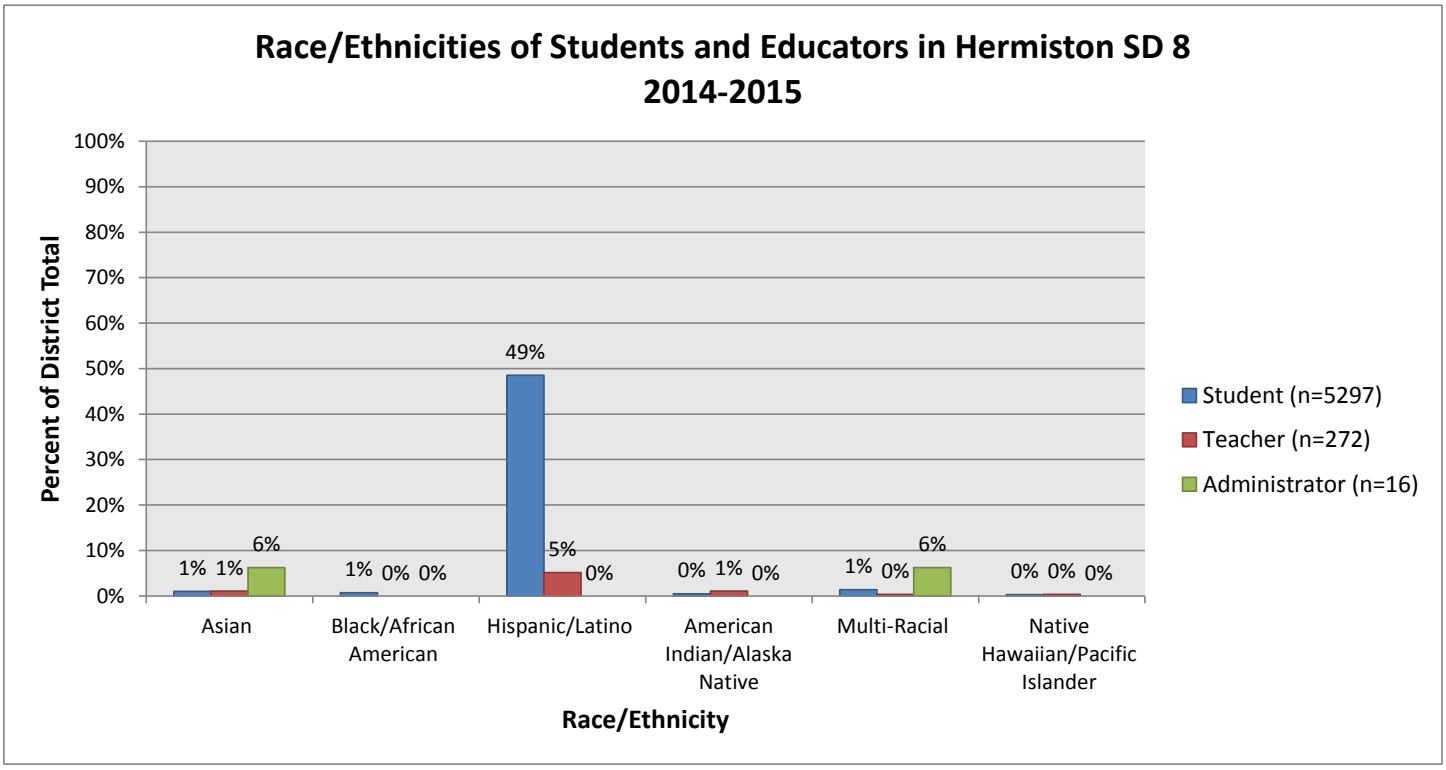
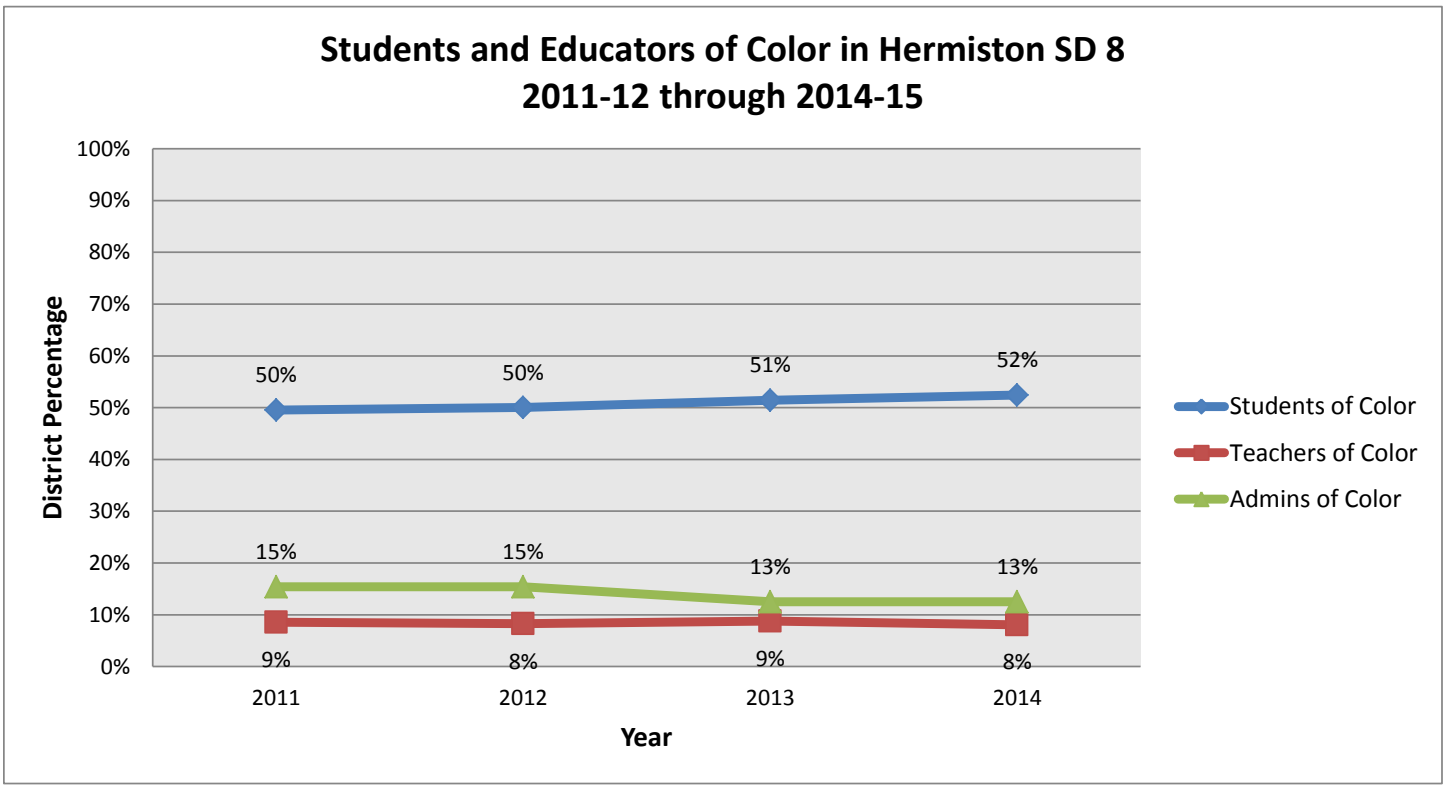


Figure 2. Percentages of students, teachers and administrators of color in the Hermiston SD 8 school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Hillsboro SD 1J Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Hillsboro SD 1J school district.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

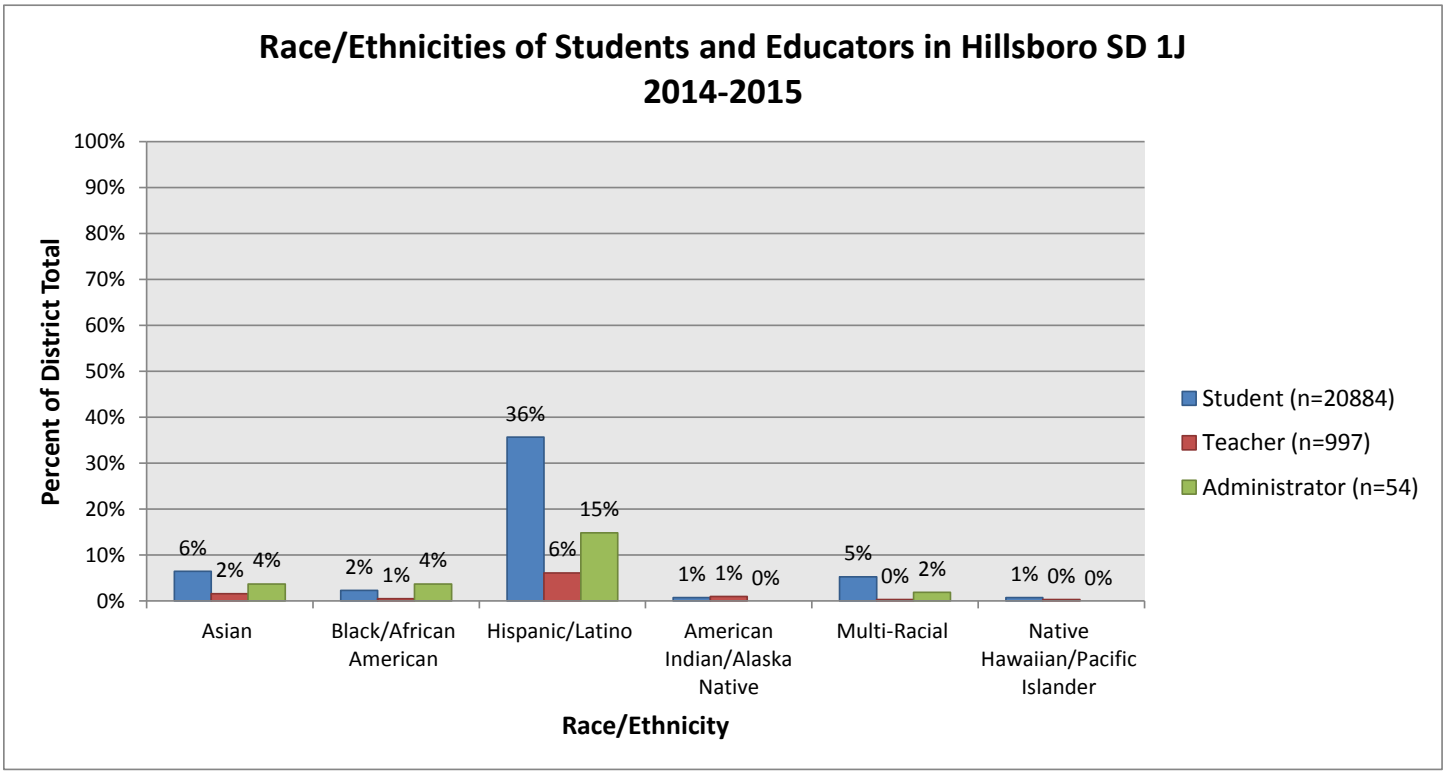
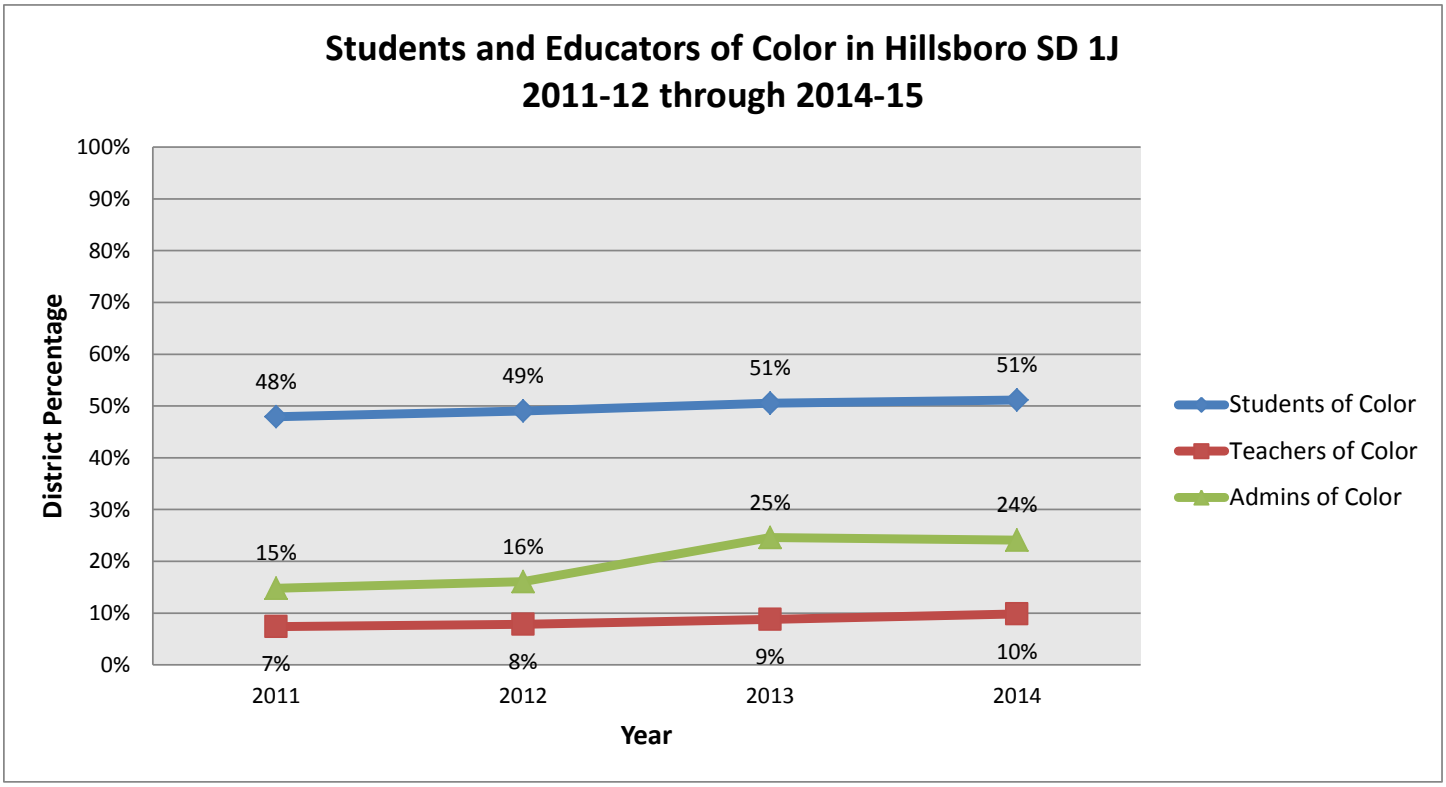


Figure 2. Percentages of students, teachers and administrators of color in the Hillsboro SD 1J school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Hood River County SD Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Hood River County SD school district.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

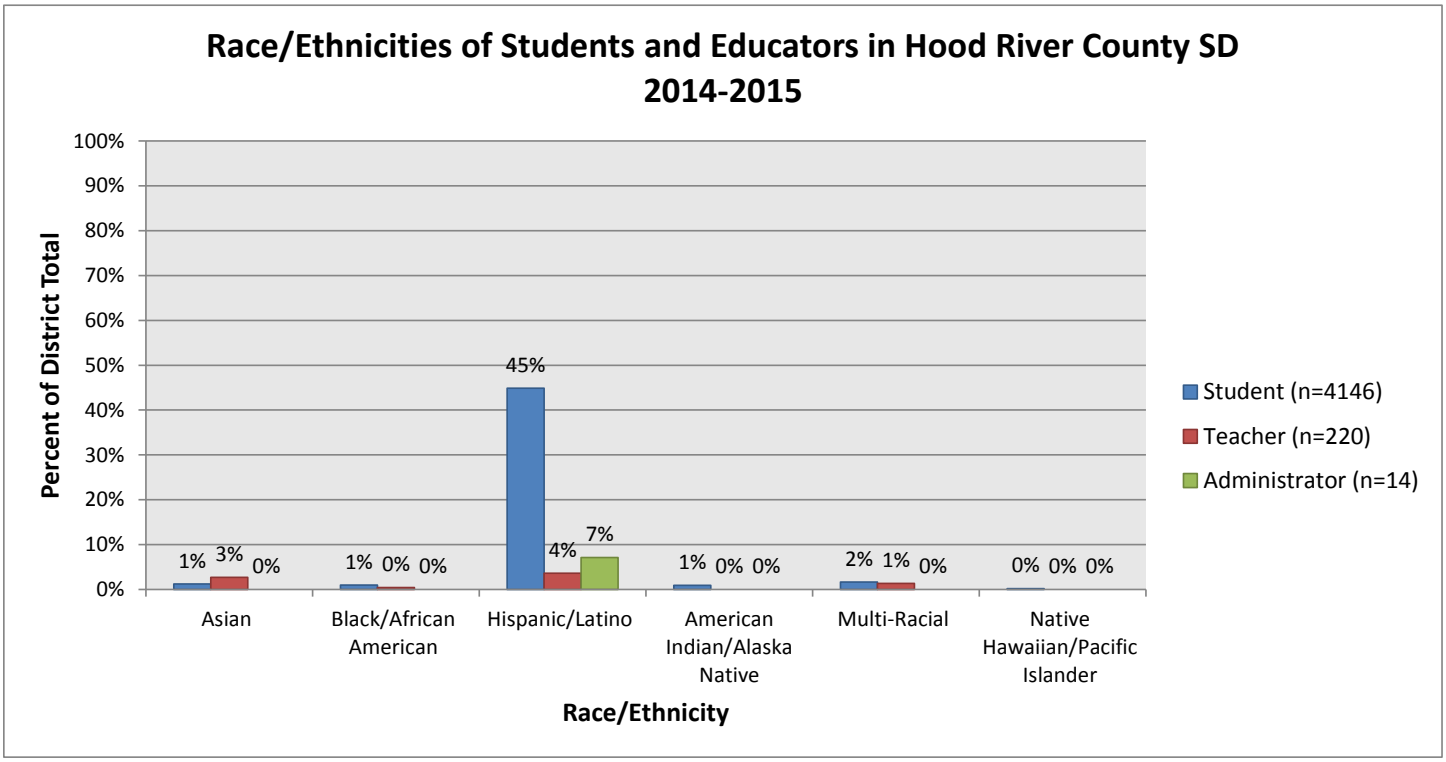
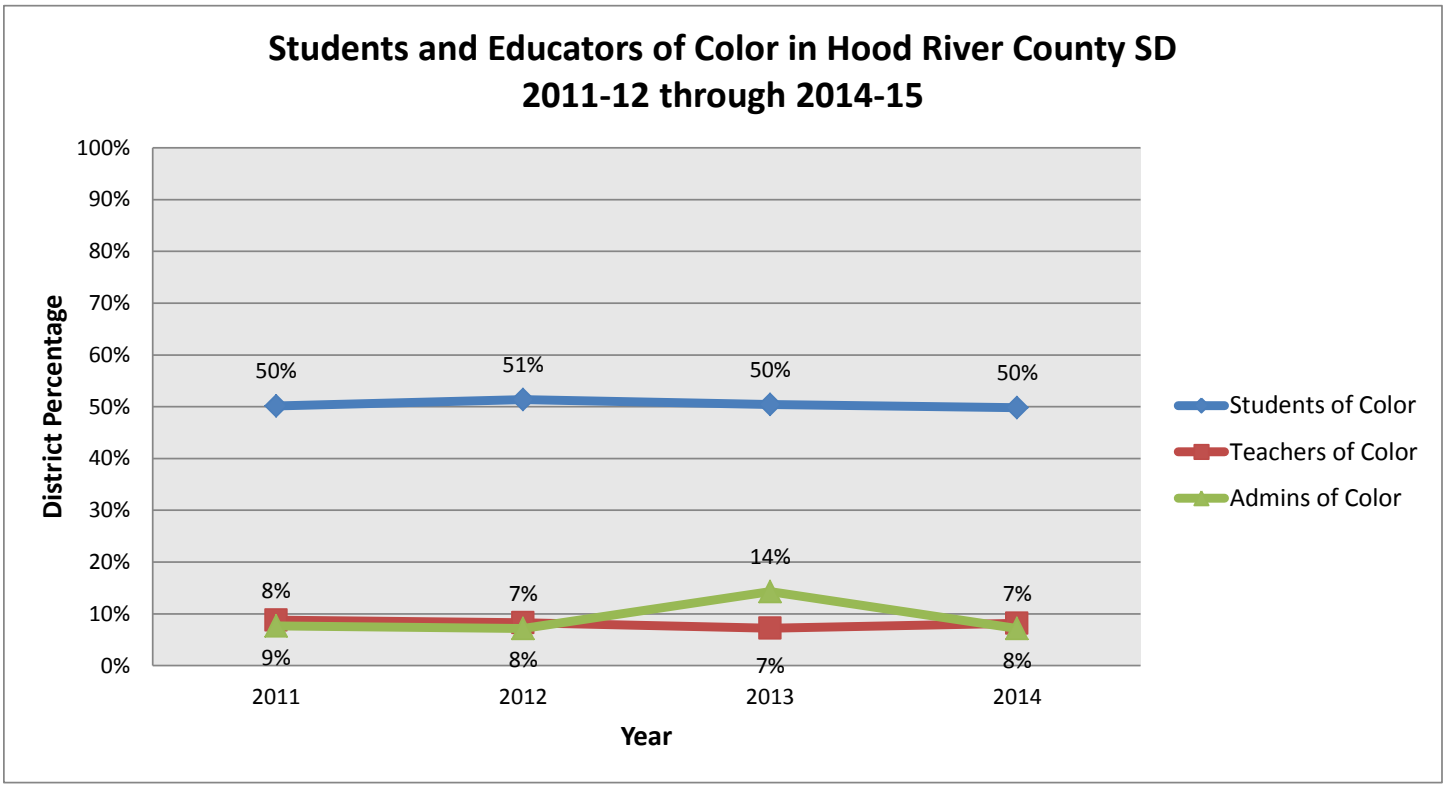


Figure 2. Percentages of students, teachers and administrators of color in Hood River County SD school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Jefferson County SD 509J Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Jefferson County SD 509J School District. Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

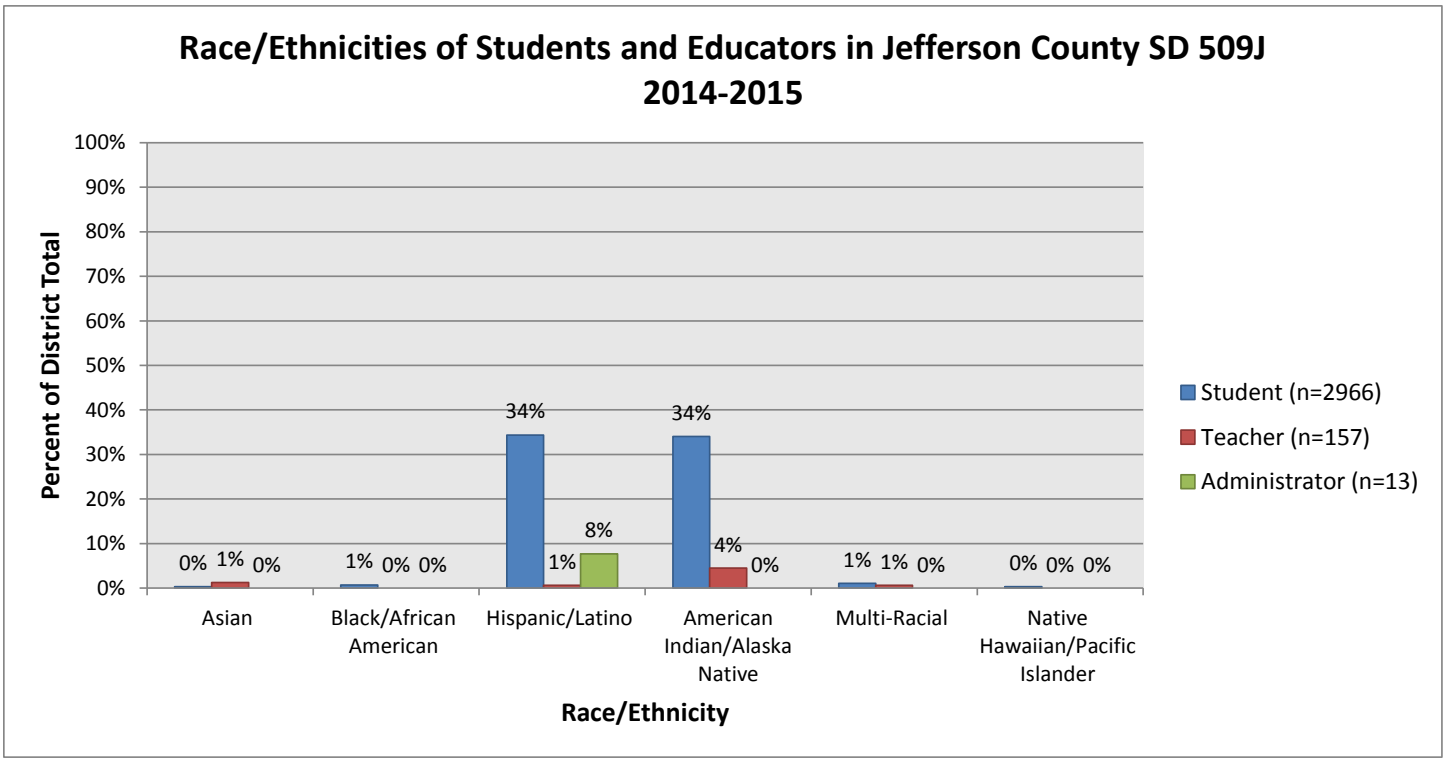
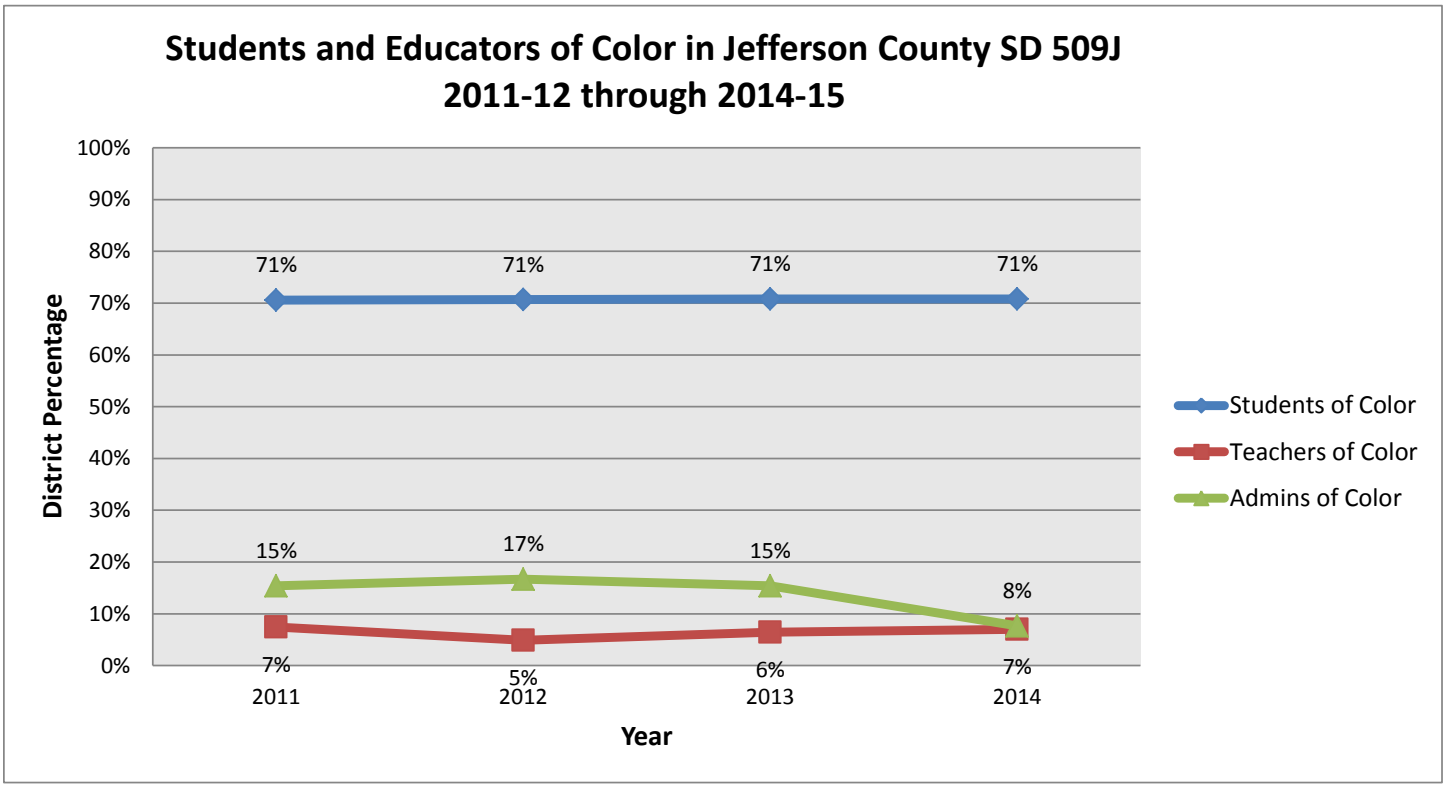


Figure 2. Percentages of students, teachers and administrators of color in the Jefferson County SD 509J school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Long Creek SD 17 Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Long Creek SD 17 school district.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

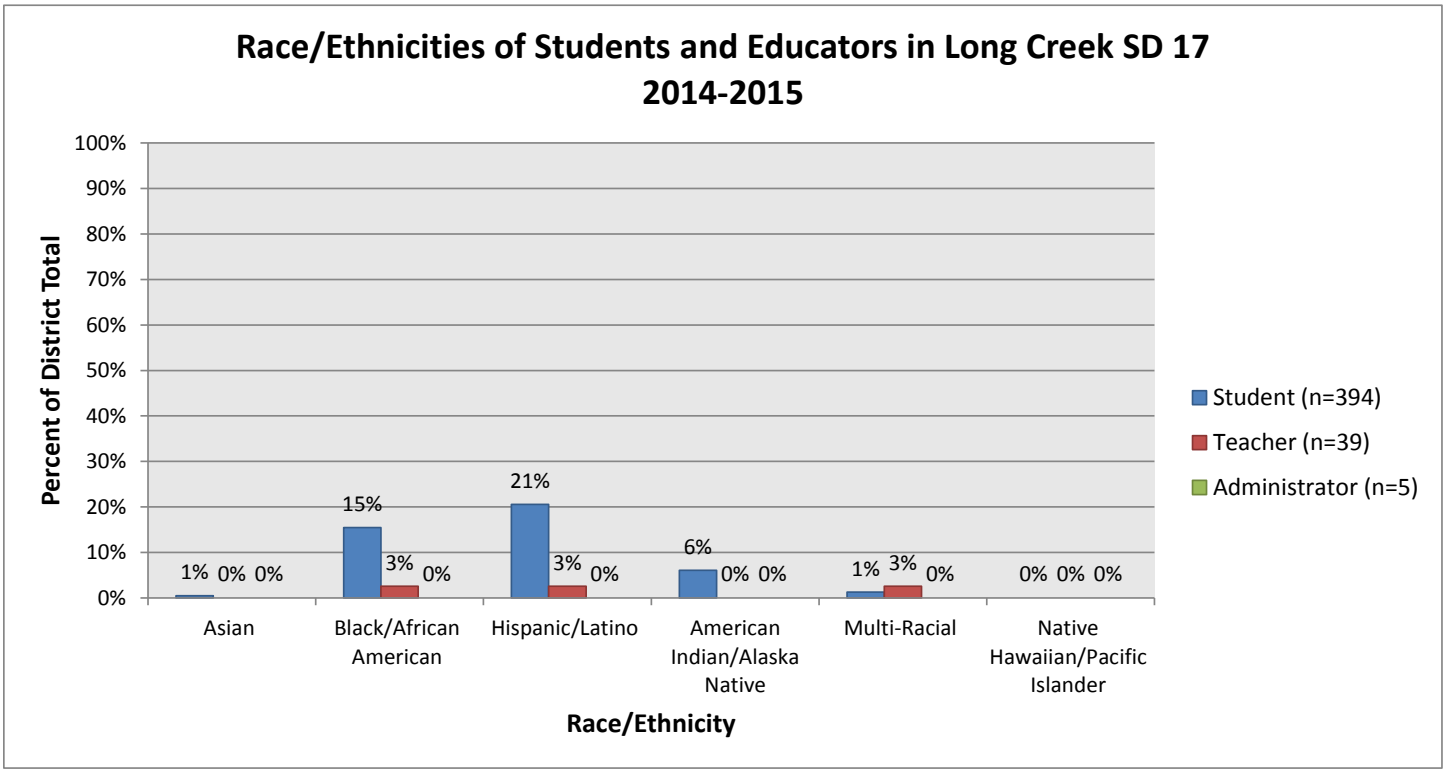
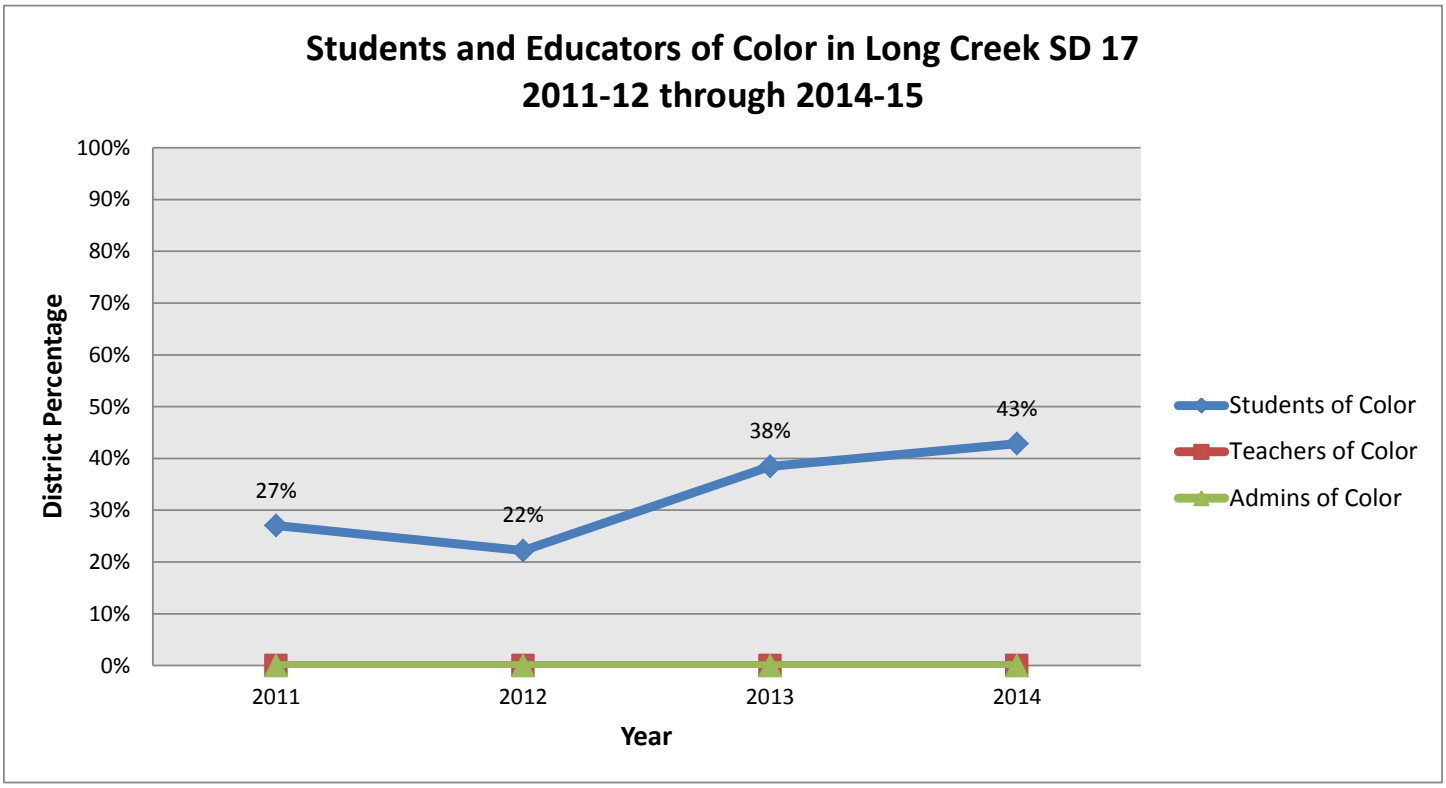


Figure 2. Percentages of students, teachers and administrators of color in Long Creek SD 17 school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Milton-Freewater Unified SD 7 Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Milton-Freewater Unified SD 7 School District. Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

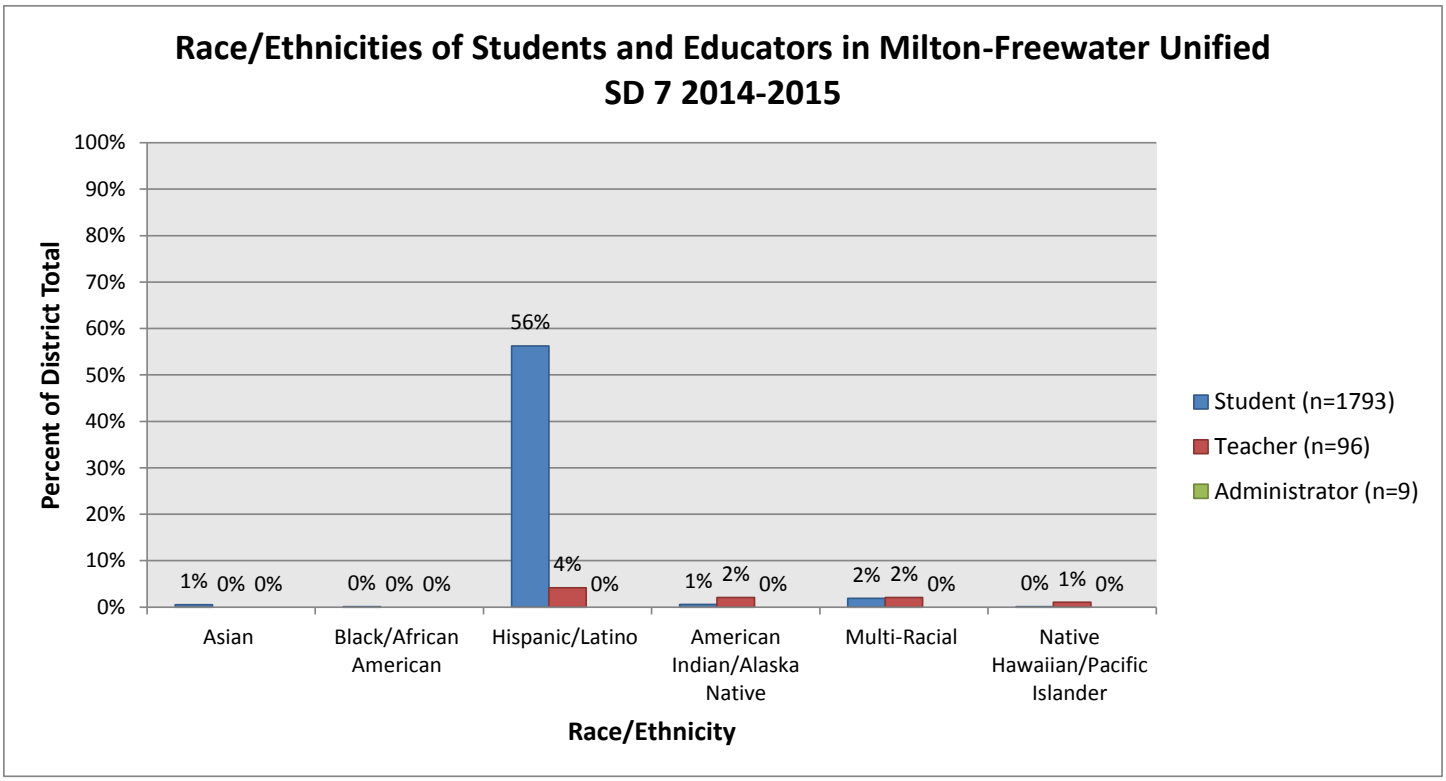
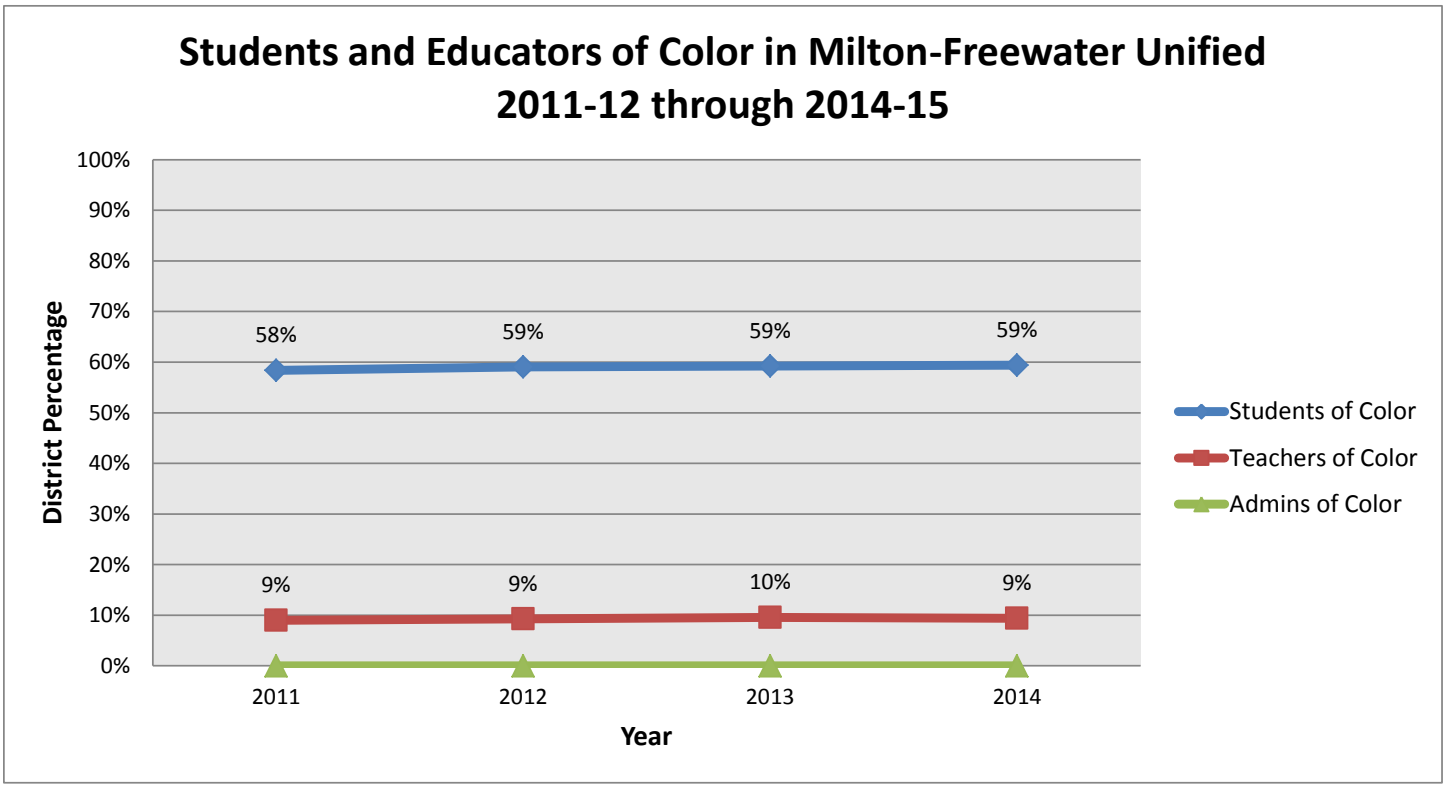


Figure 2. Percentages of students, teachers and administrators of color in the Milton-Freewater Unified SD 7 school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Morrow SD 1 Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Morrow SD 1 school district.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

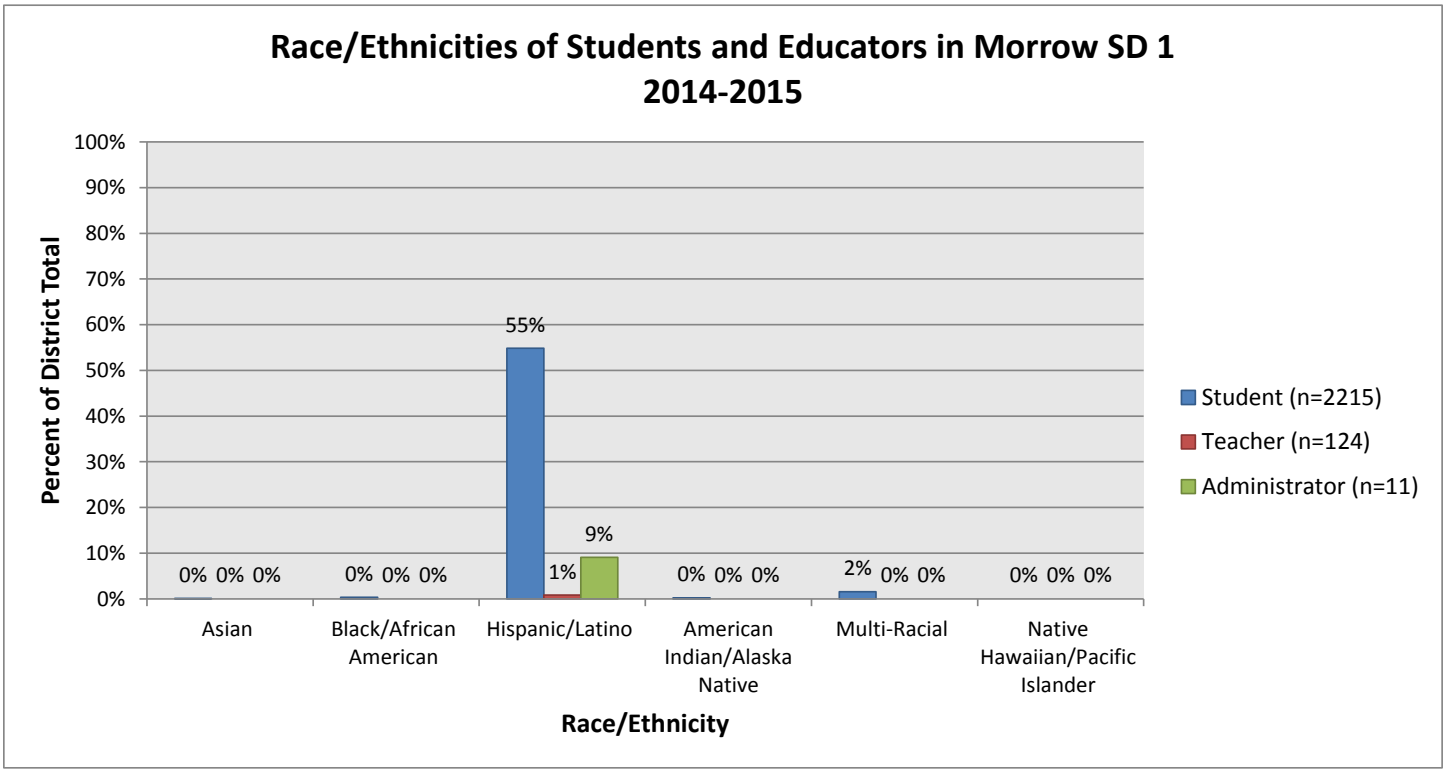
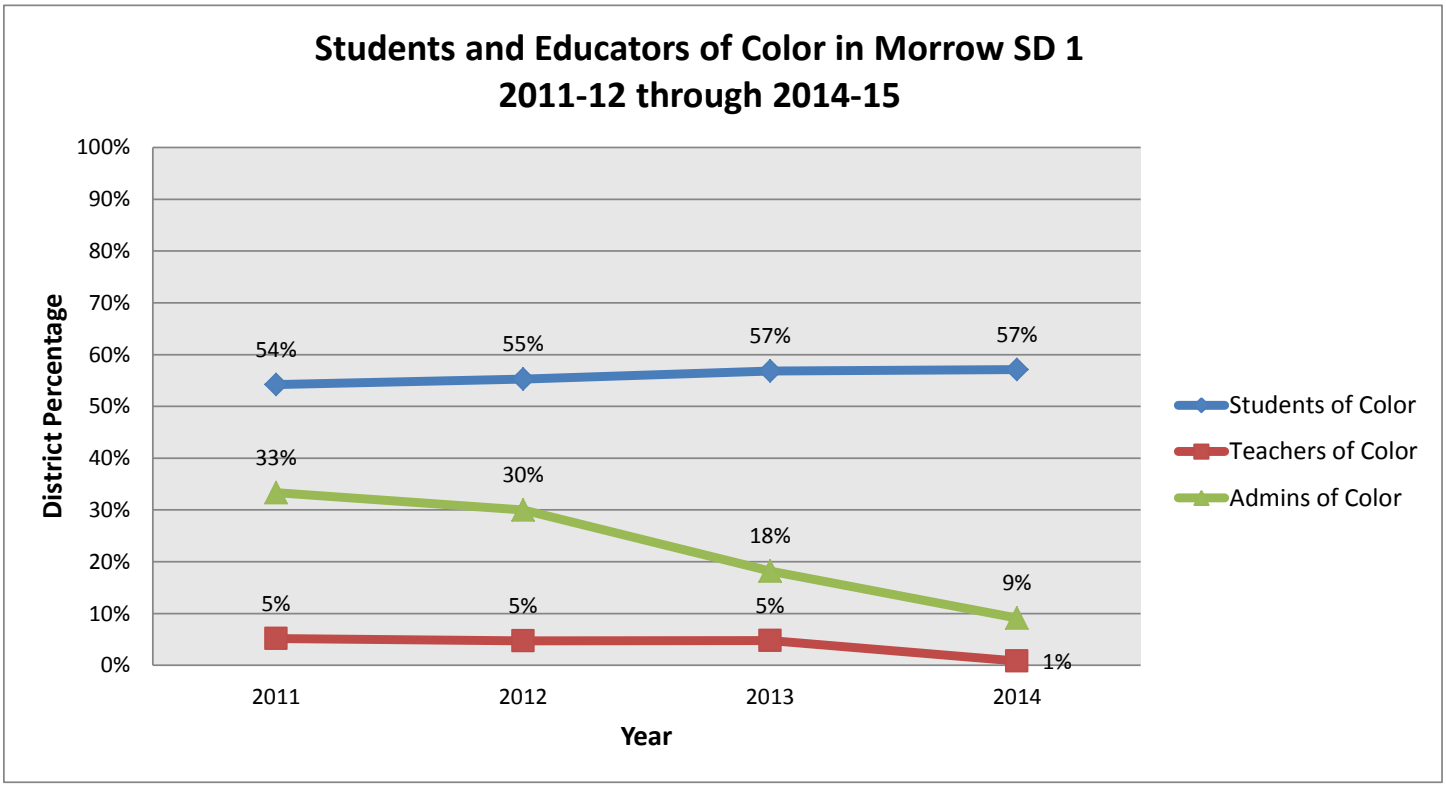


Figure 2. Percentages of students, teachers and administrators of color in the Morrow SD 1 school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Mt Angel SD 91 Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Mt Angel SD 91 school district.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

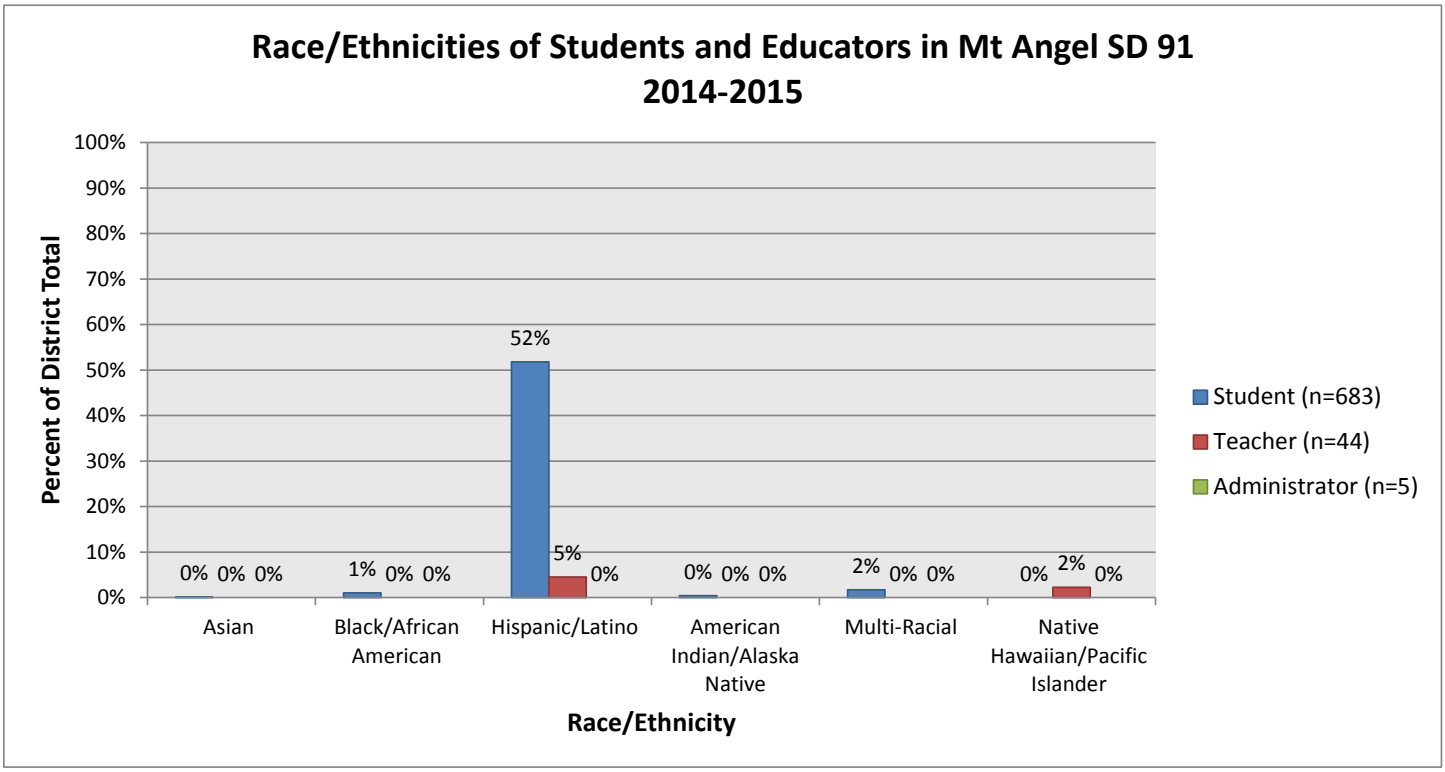
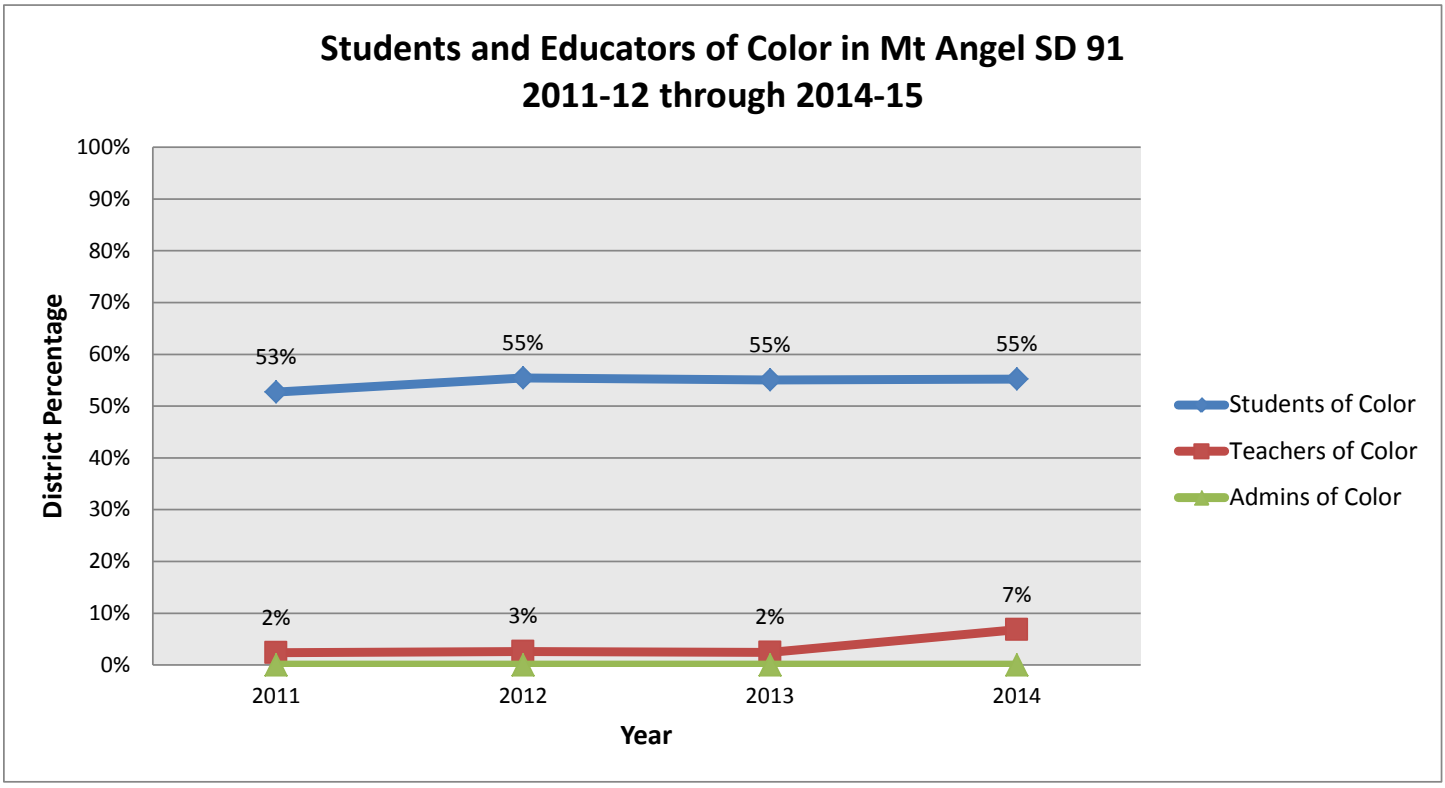


Figure 2. Percentages of students, teachers and administrators of color in the Mt Angel SD 91 school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



North Marion SD 15 Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in North Marion SD 15 school district.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

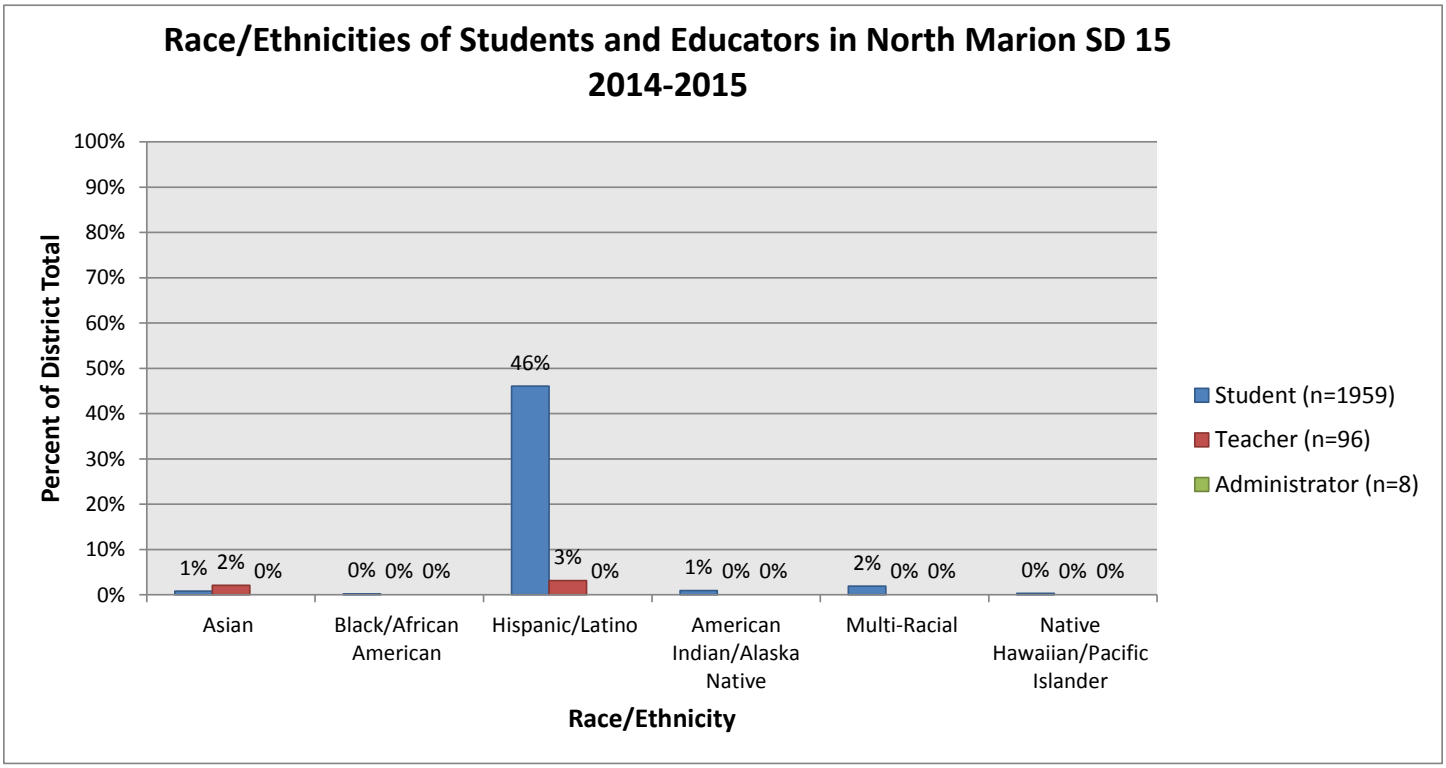
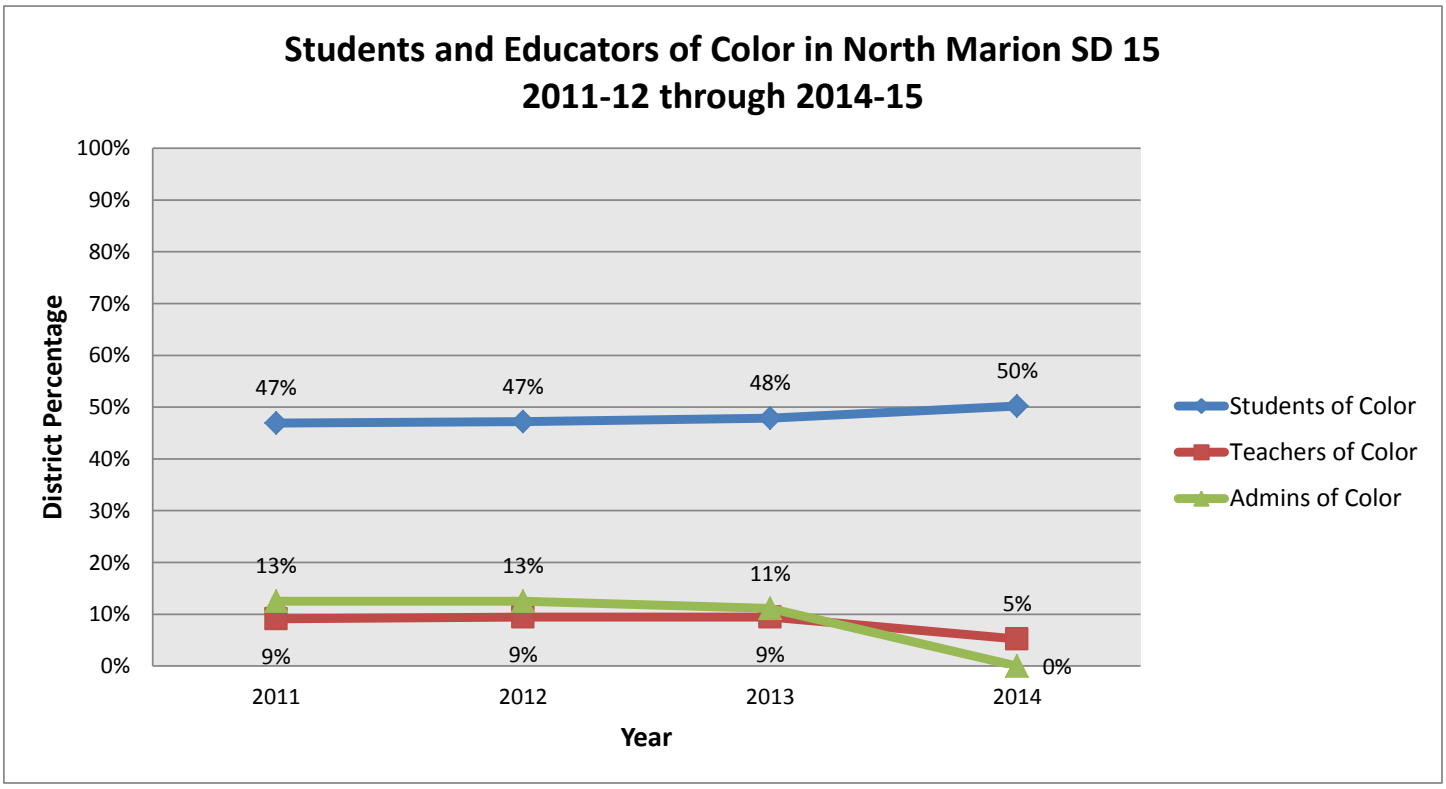


Figure 2. Percentages of students, teachers and administrators of color in the North Marion SD 15 school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



North Wasco County SD 21 Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in North Wasco County SD 21 school district.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

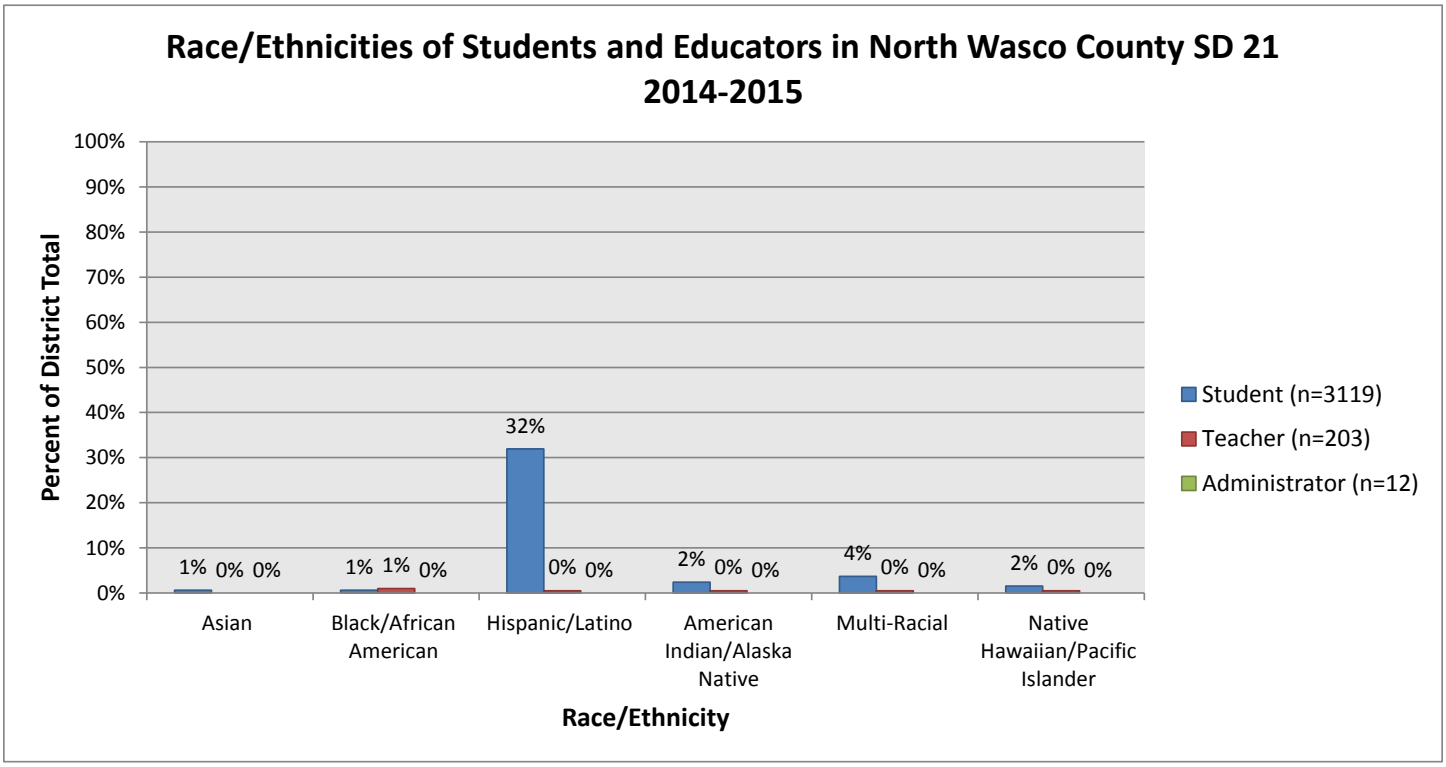
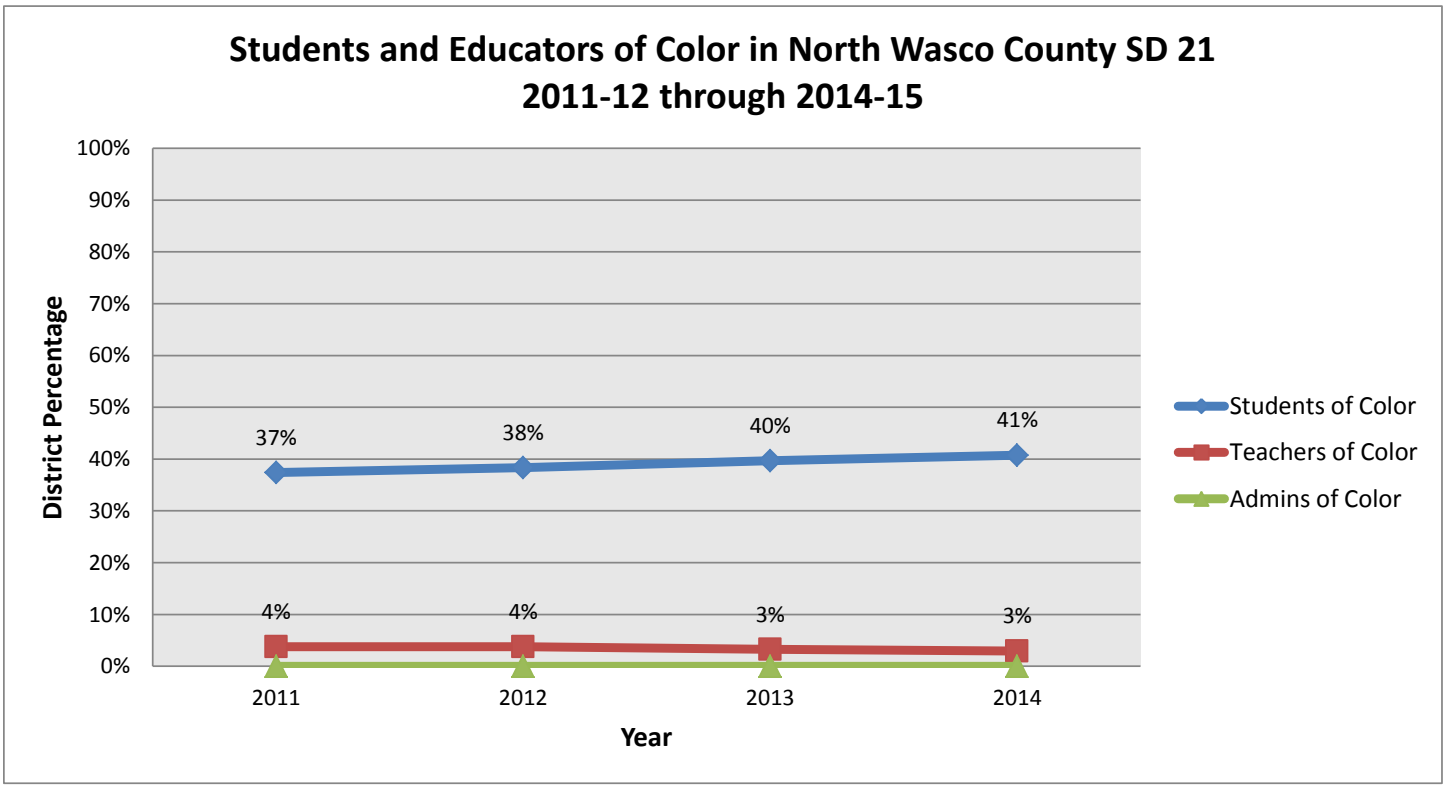


Figure 2. Percentages of students, teachers and administrators of color in North Wasco County SD 21 school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Nyssa SD 26 Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Nyssa SD 26 School District.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

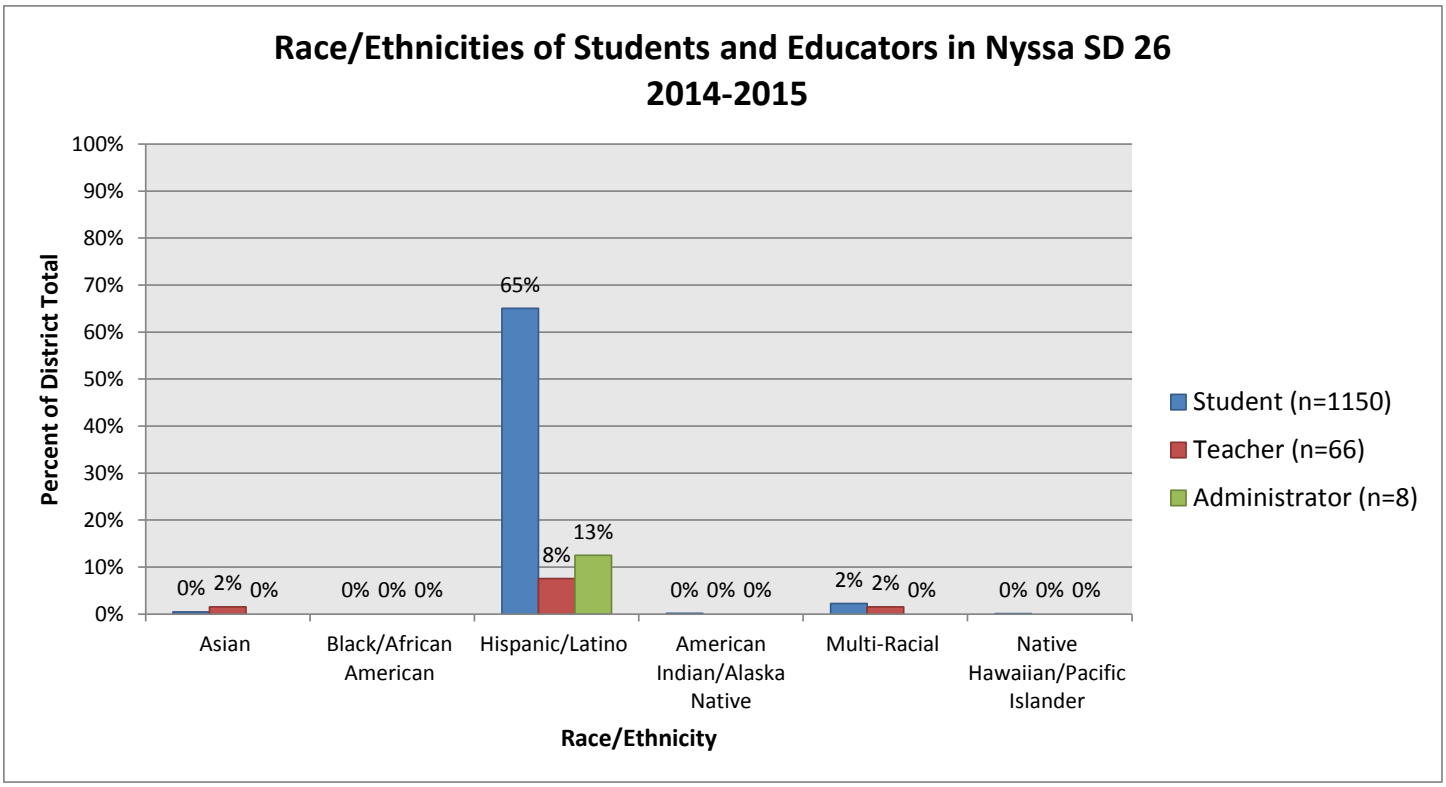
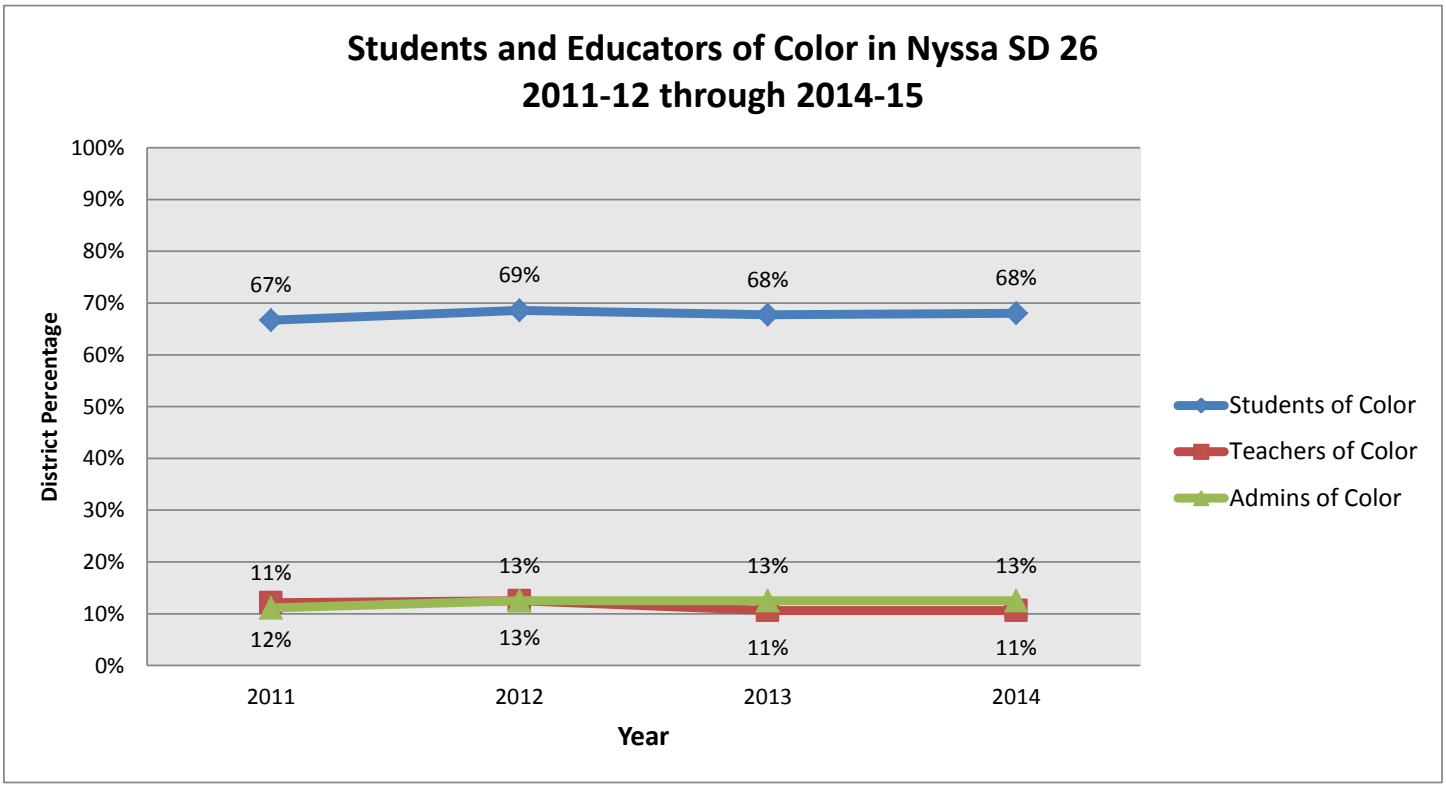


Figure 2. Percentages of students, teachers and administrators of color in the Nyssa SD 26 school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Ontario SD 8C Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Ontario SD 8C School District.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

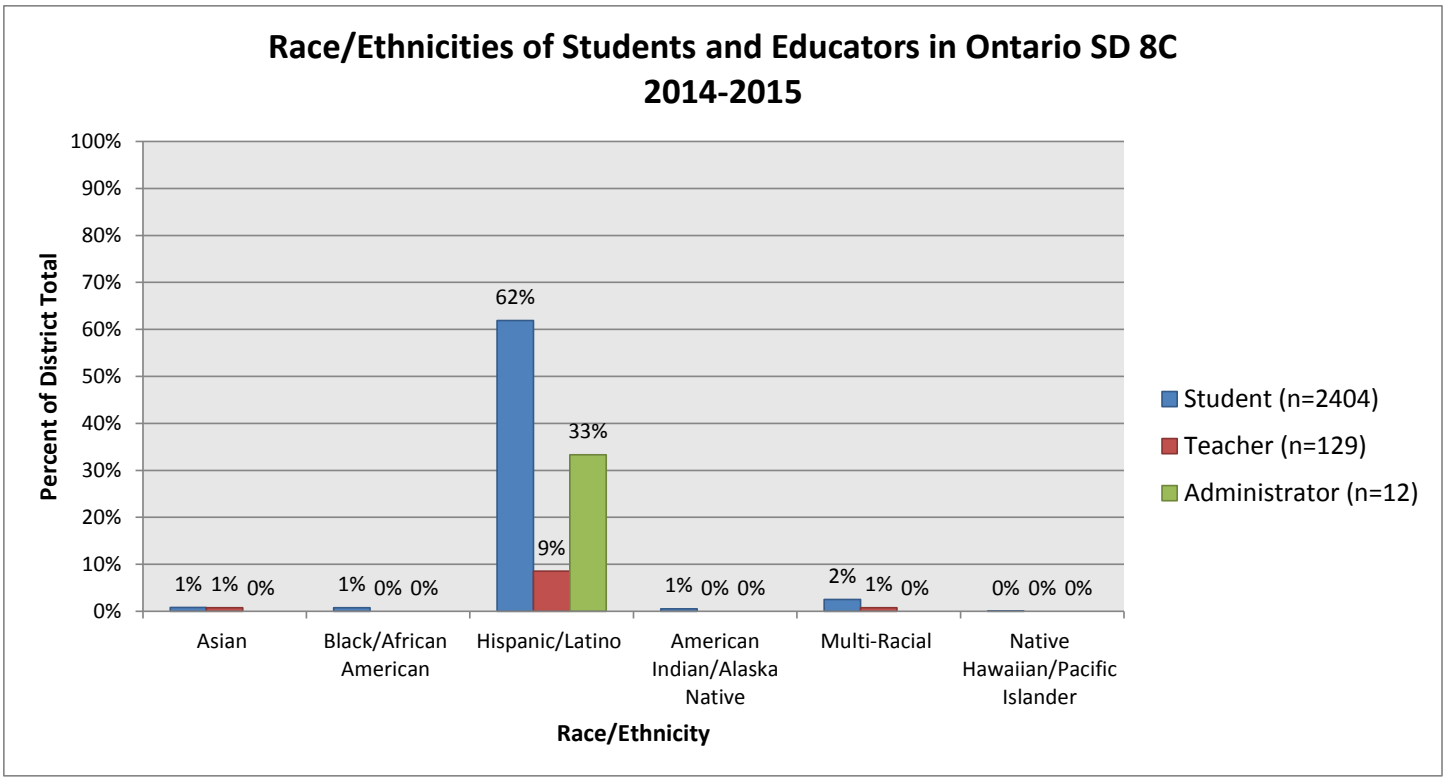
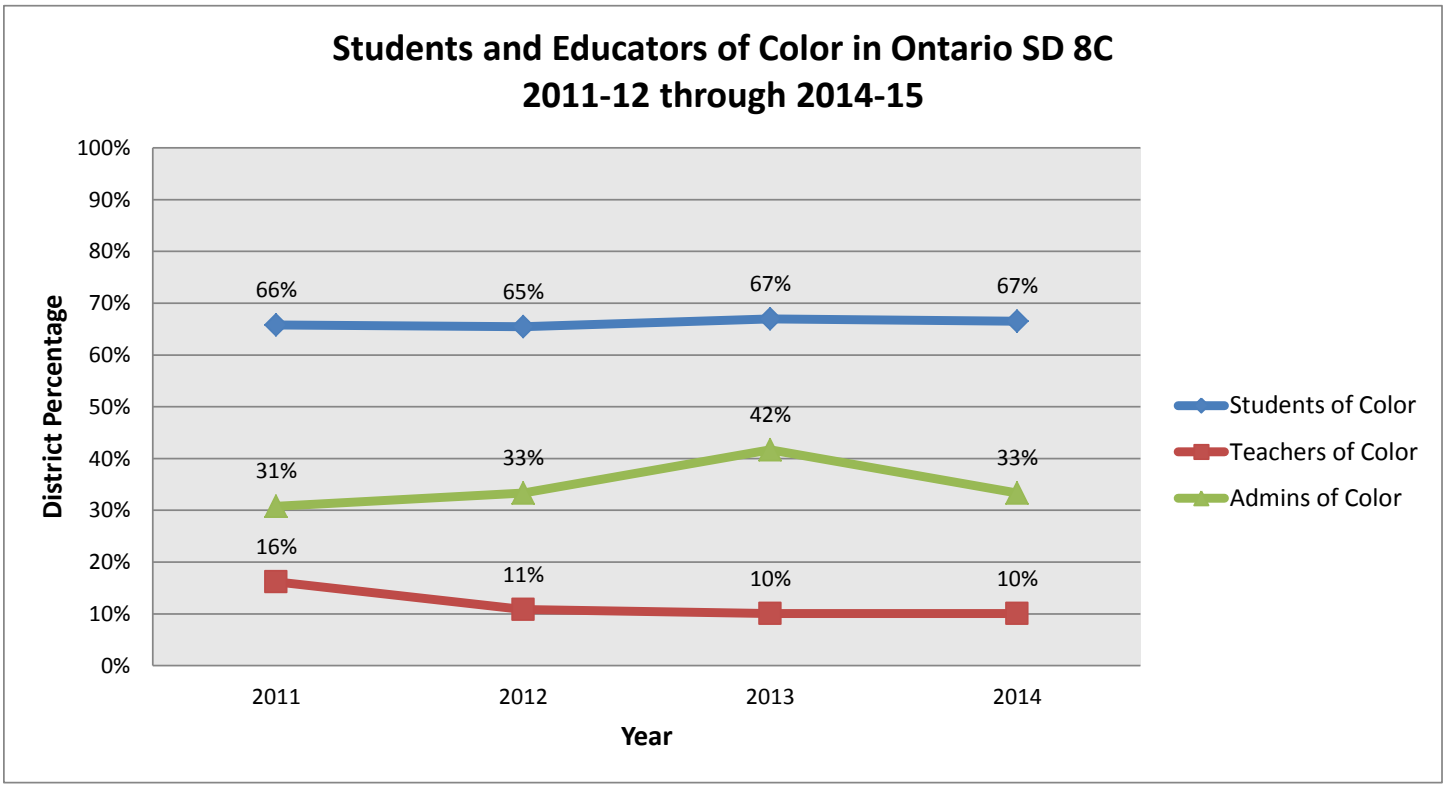


Figure 2. Percentages of students, teachers and administrators of color in the Ontario SD 8C school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Parkrose SD 3 Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Parkrose SD 3 School District.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

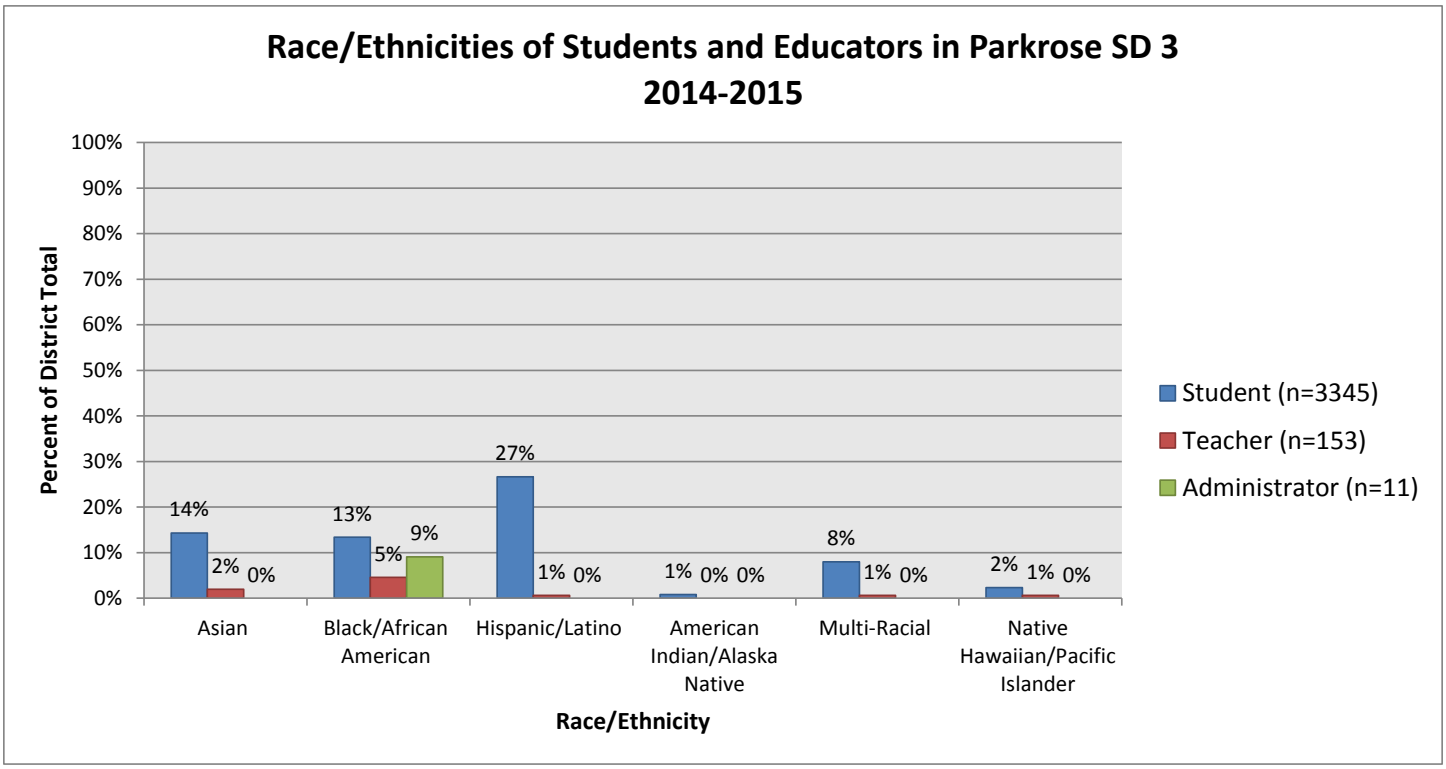
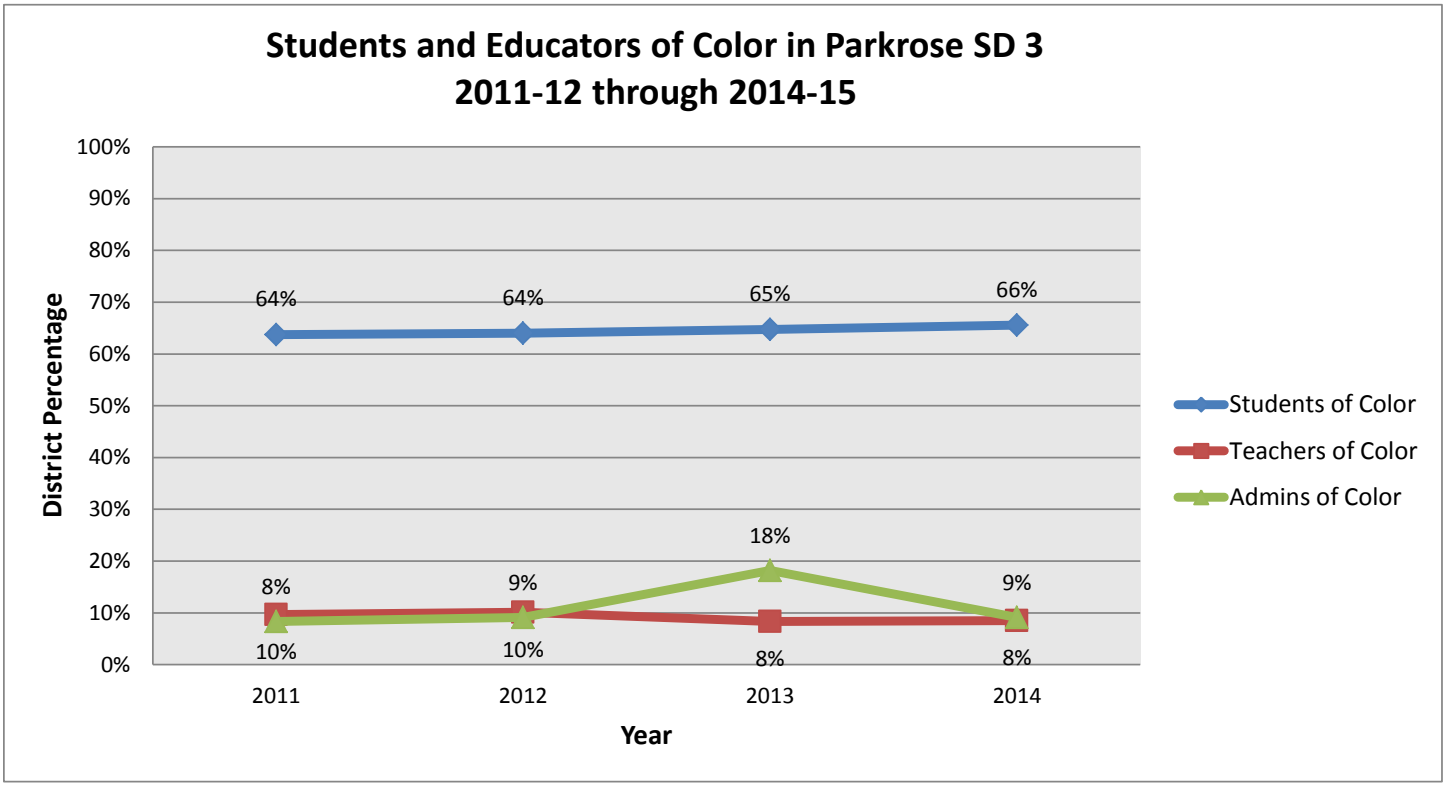


Figure 2. Percentages of students, teachers and administrators of color in the Parkrose SD 3 school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Portland SD 1J Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Portland SD 1J school district.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

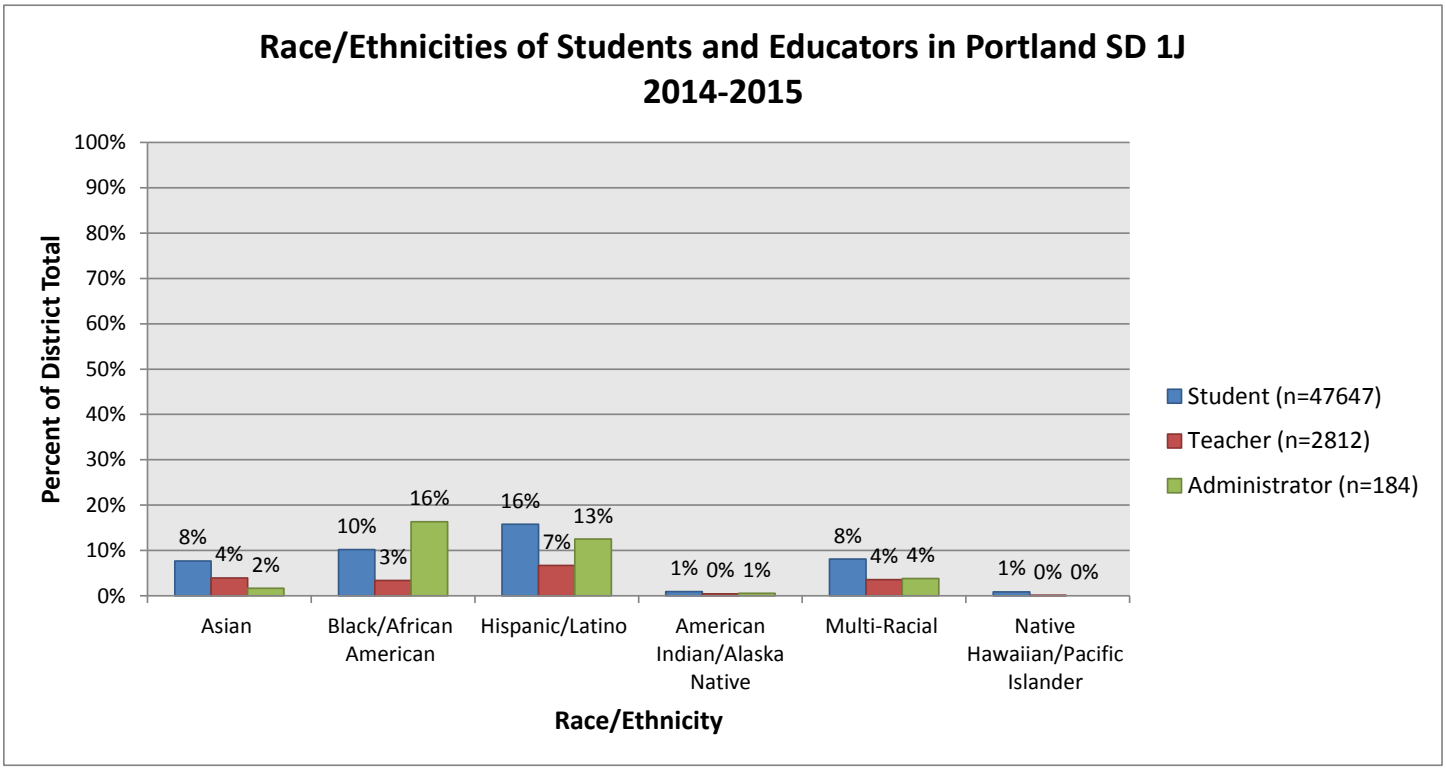
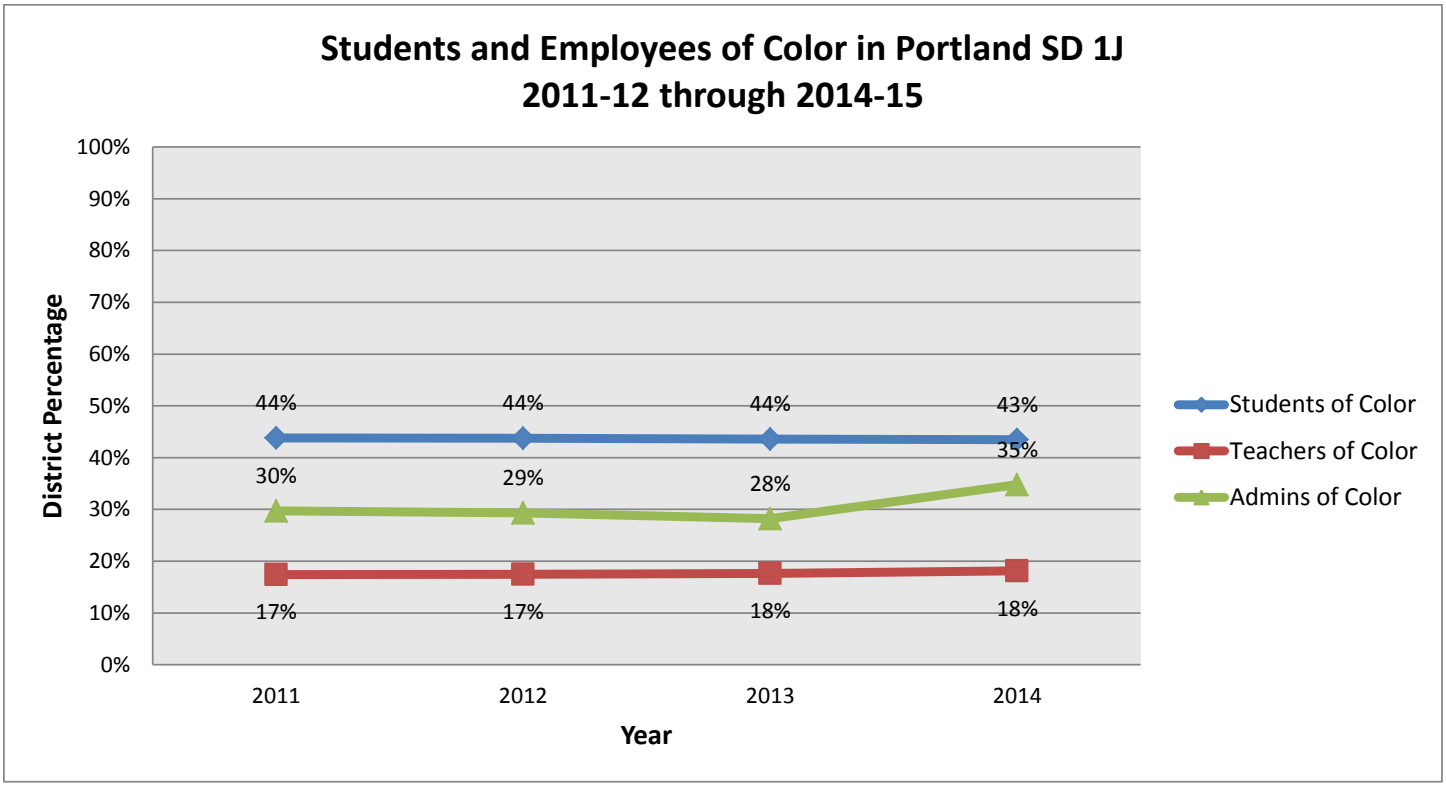


Figure 2. Percentages of students, teachers and administrators of color in Portland SD 1J school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Powers SD 31 Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Powers SD 31 school district.

Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

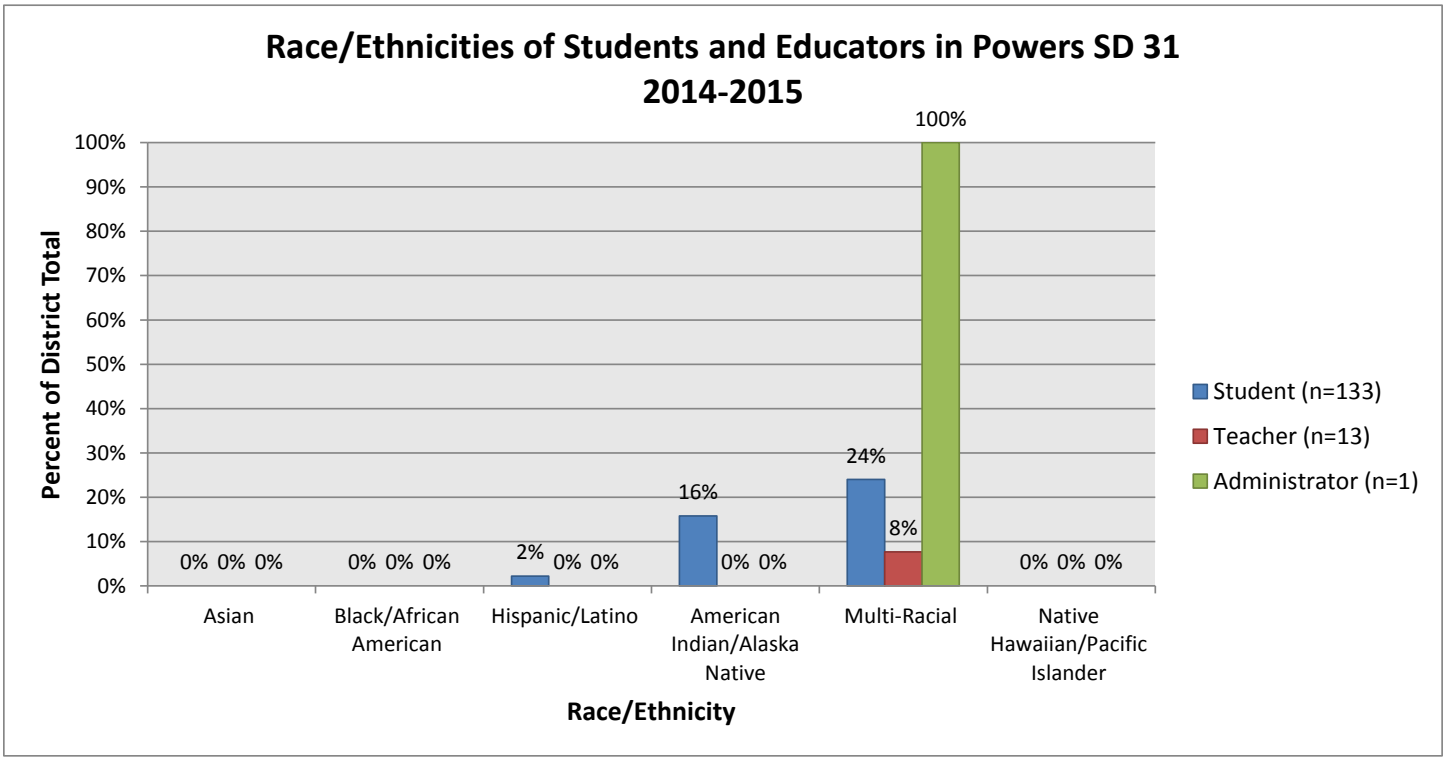
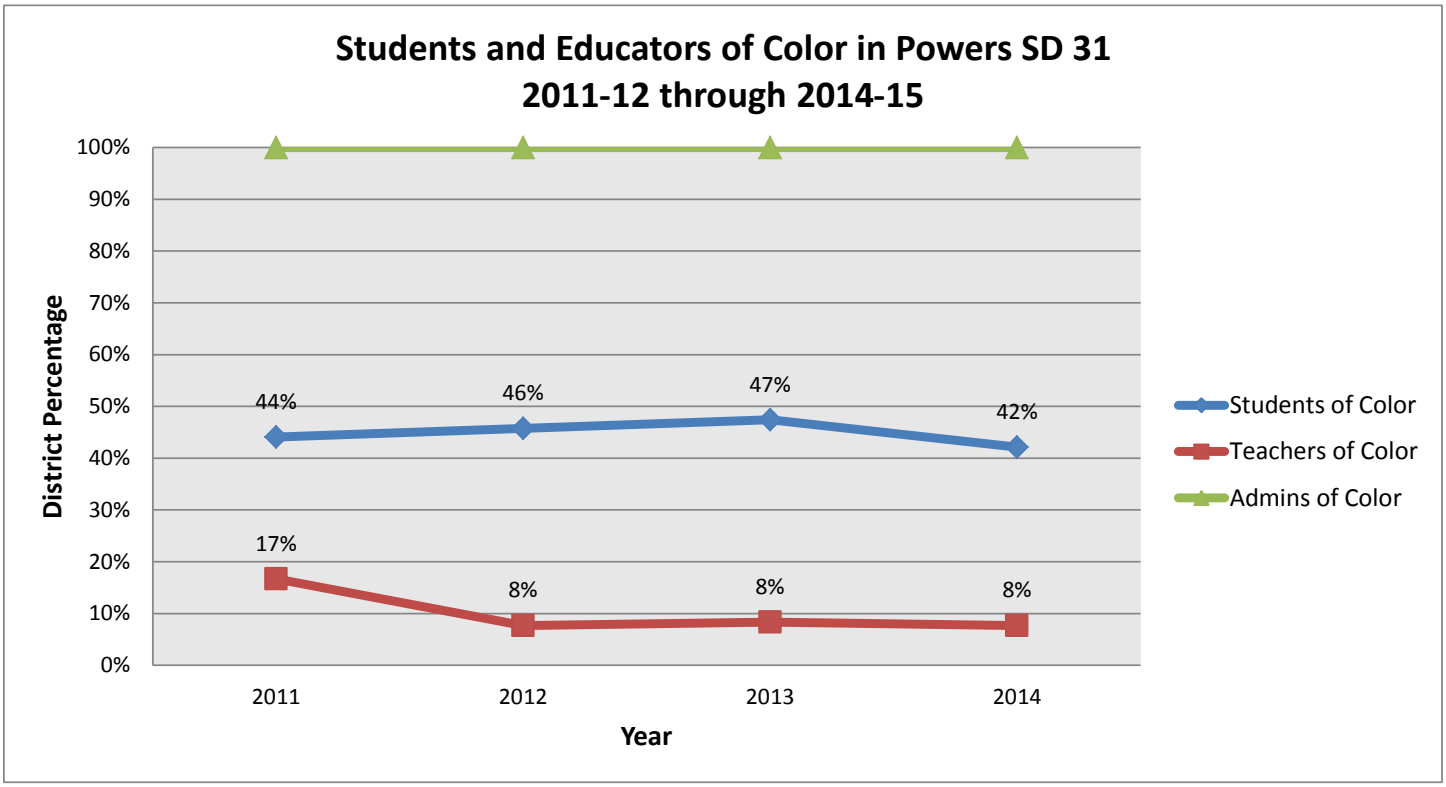


Figure 2. Percentages of students, teachers and administrators of color in Powers SD 31 school district over four years.

Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Reynolds SD 7 Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Reynolds SD 7 School District.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

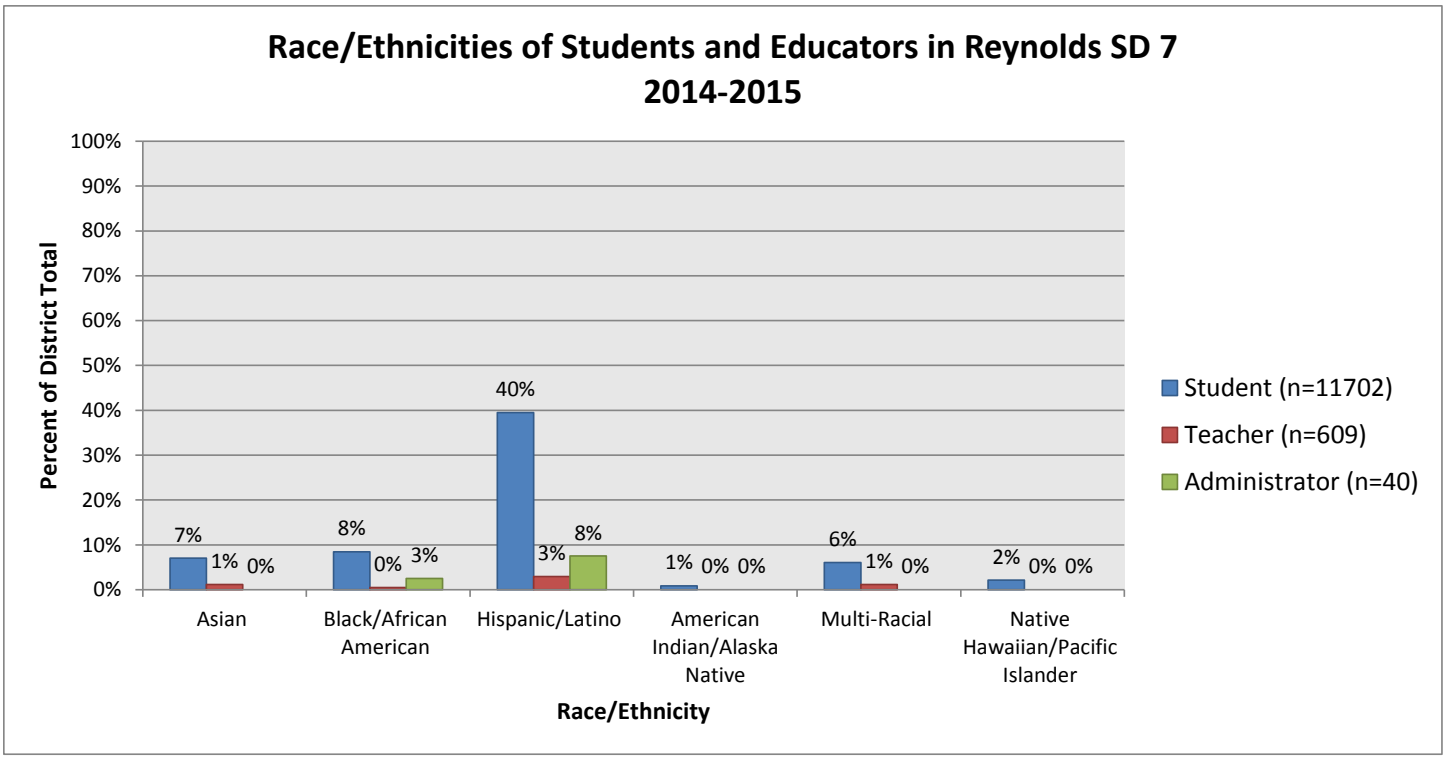
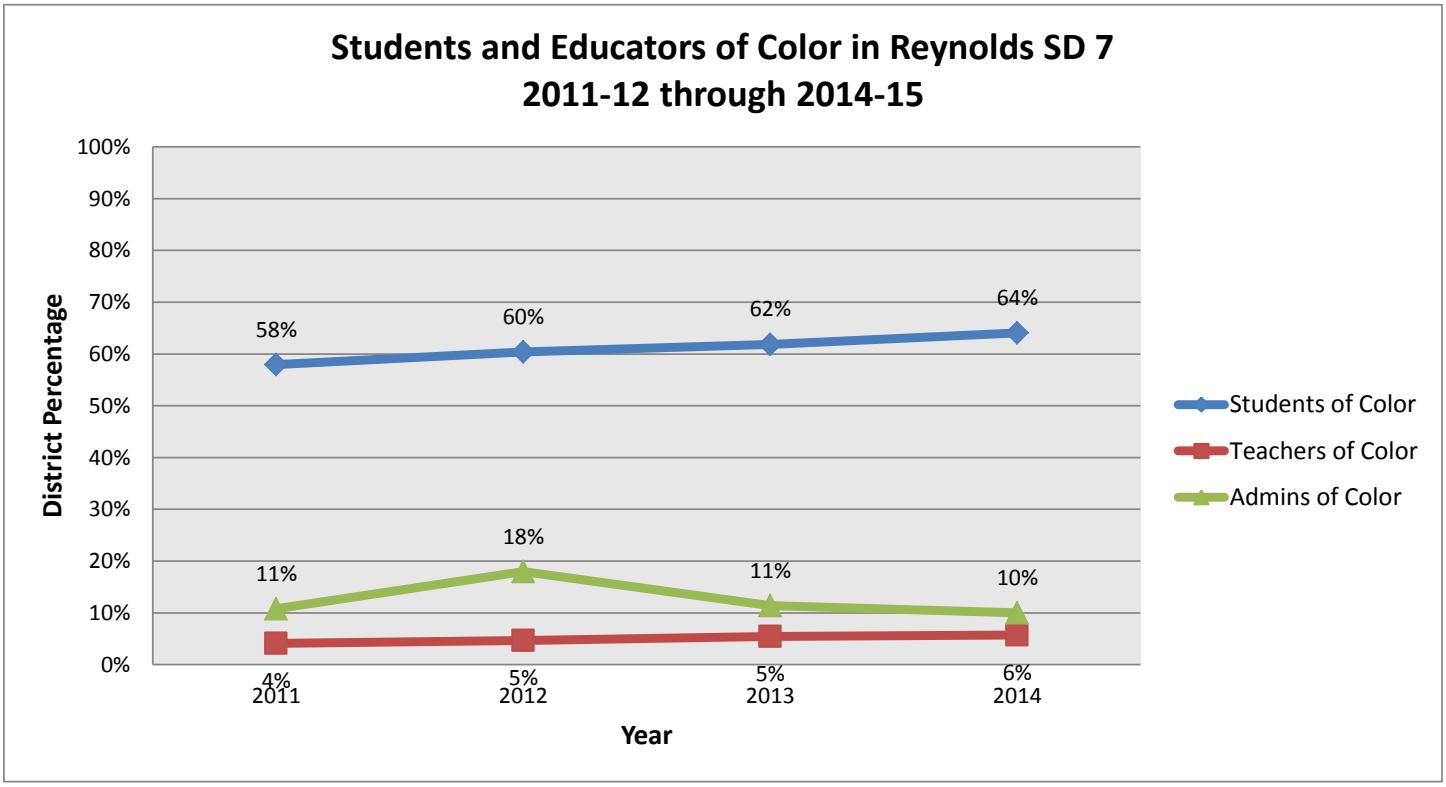


Figure 2. Percentages of students, teachers and administrators of color in the Reynolds SD 7 school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Salem-Keizer SD 24J Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Salem-Keizer SD 24J school district.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

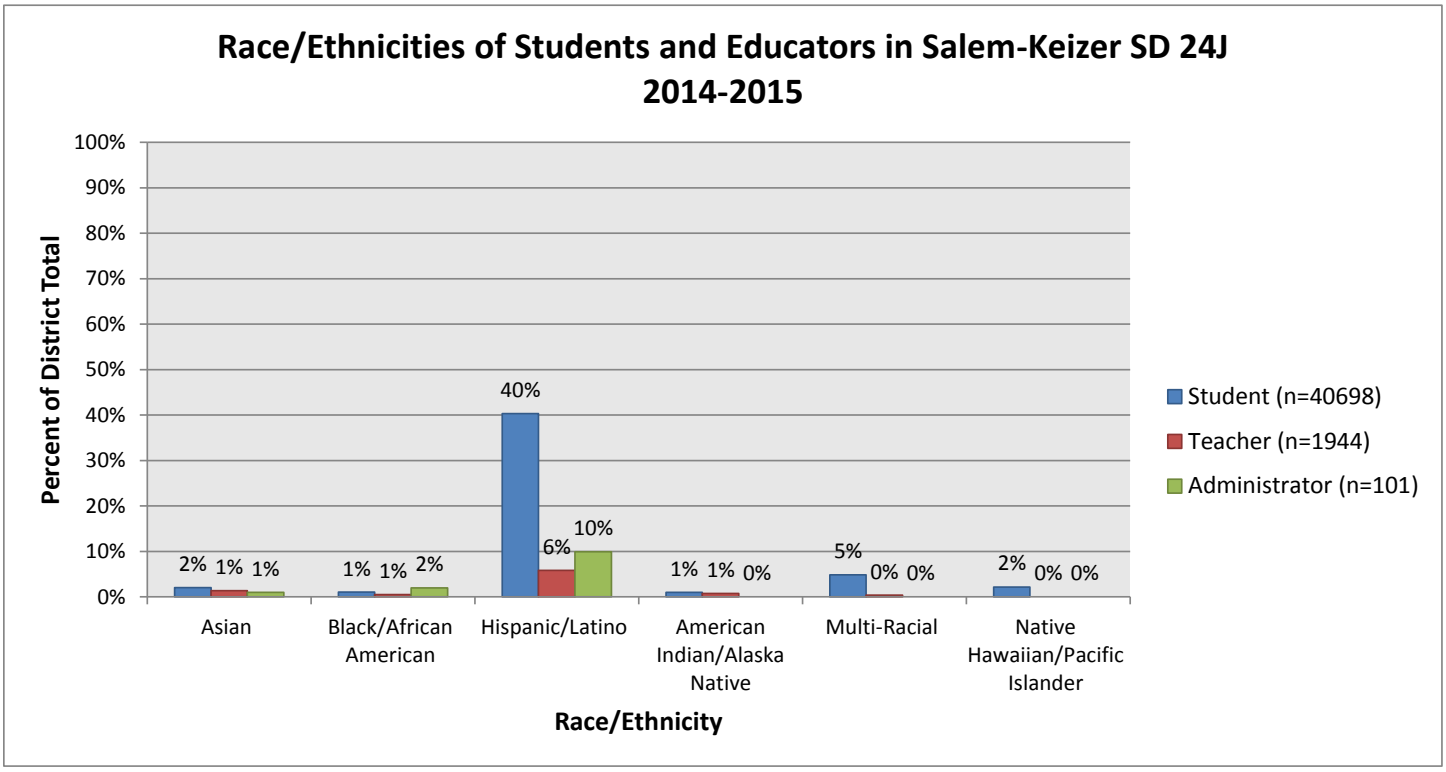
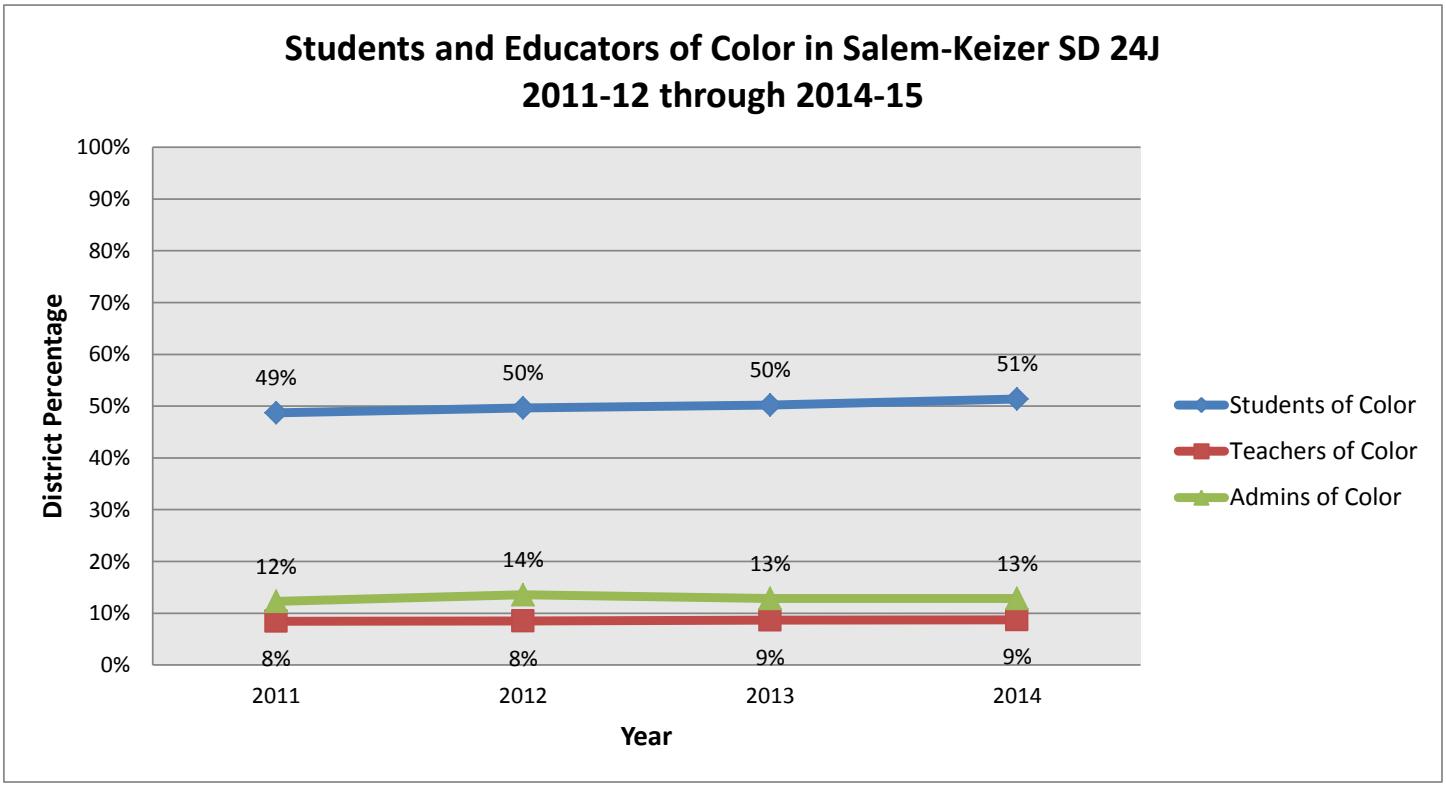


Figure 2. Percentages of students, teachers and administrators of color in the Salem-Keizer SD 24J school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Stanfield SD 61 Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Stanfield SD 61 school district.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

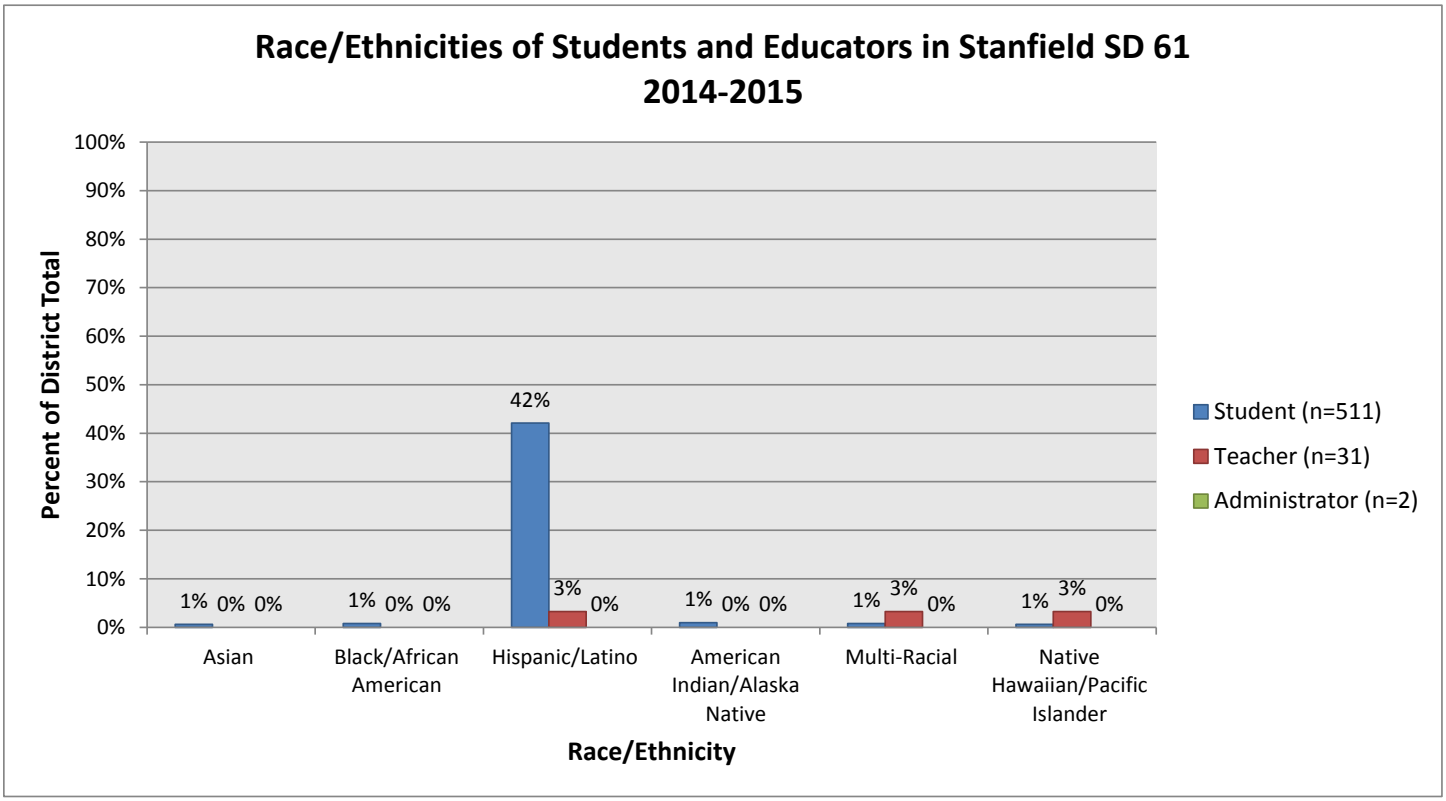
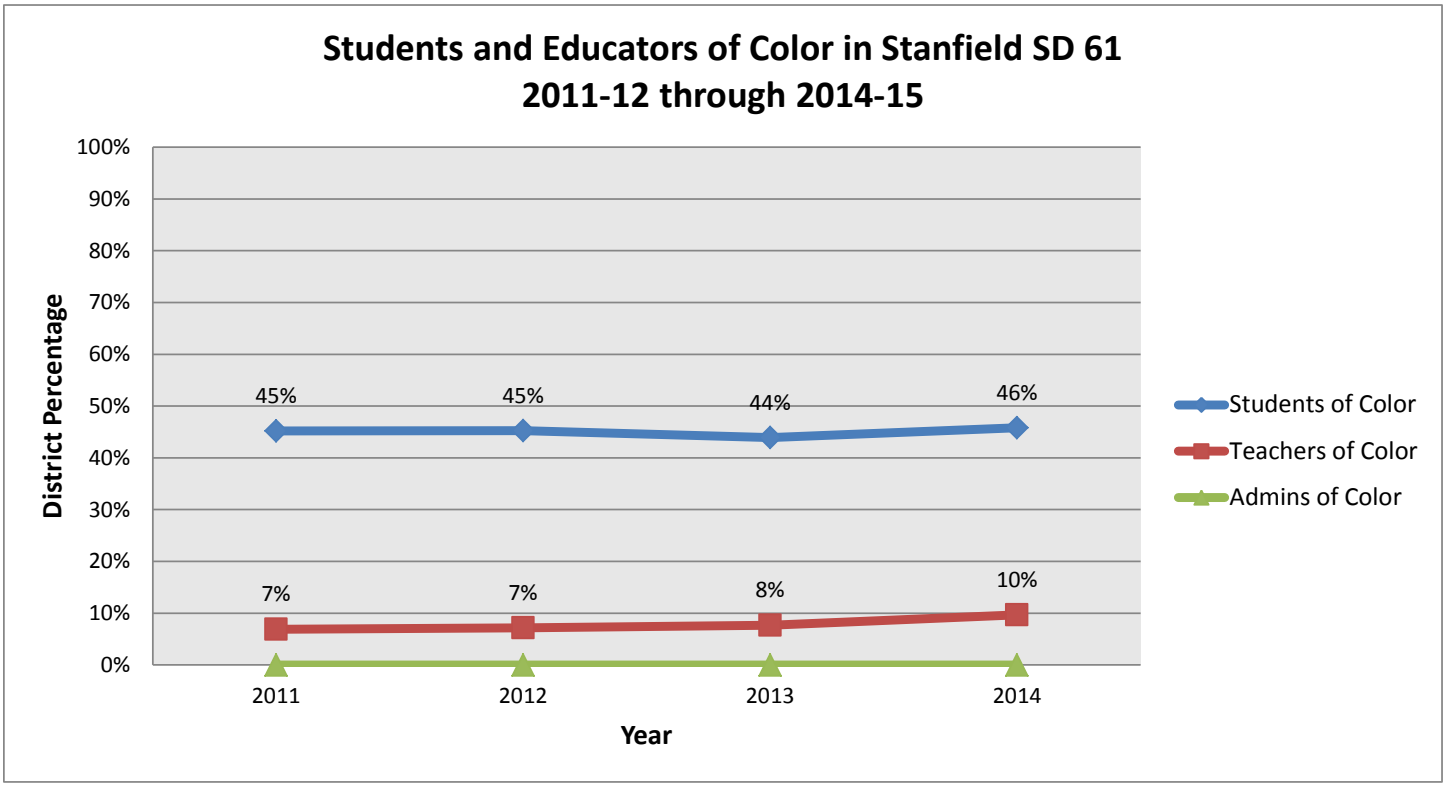


Figure 2. Percentages of students, teachers and administrators of color in Stanfield SD 61 school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Tigard-Tualatin SD 23J Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Tigard-Tualatin SD 23J school district.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

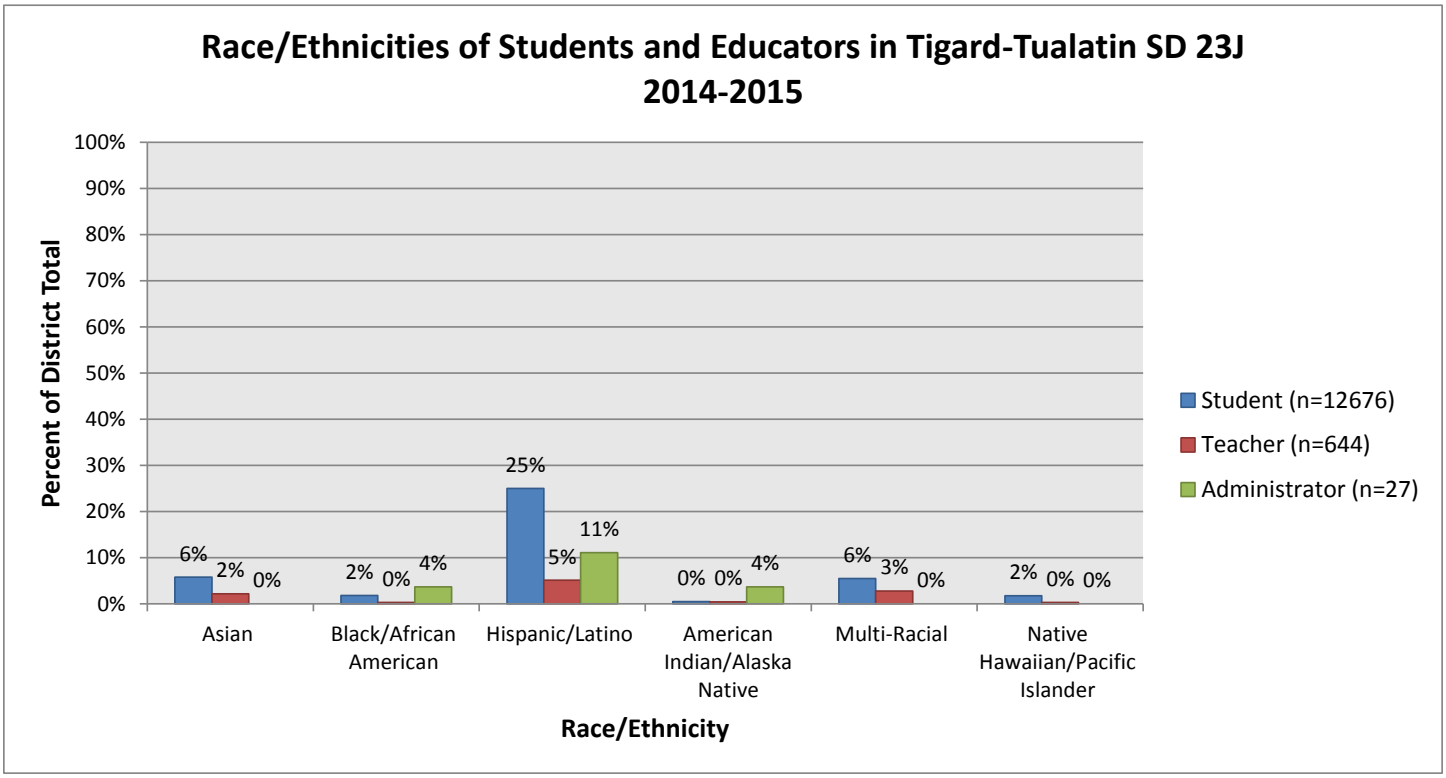
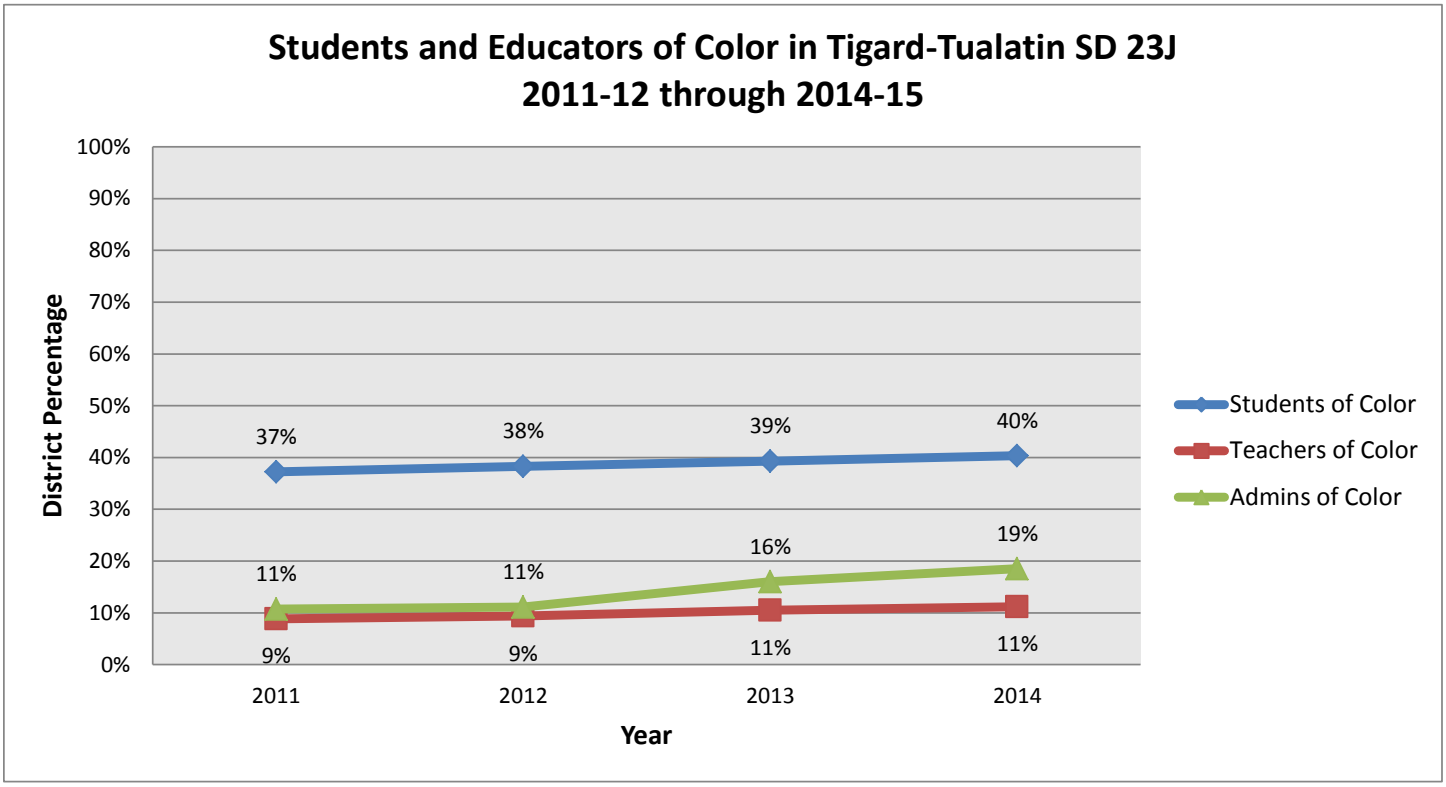


Figure 2. Percentages of students, teachers and administrators of color in Tigard-Tualatin SD 23J school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Umatilla SD 6R Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Umatilla SD 6R School District.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

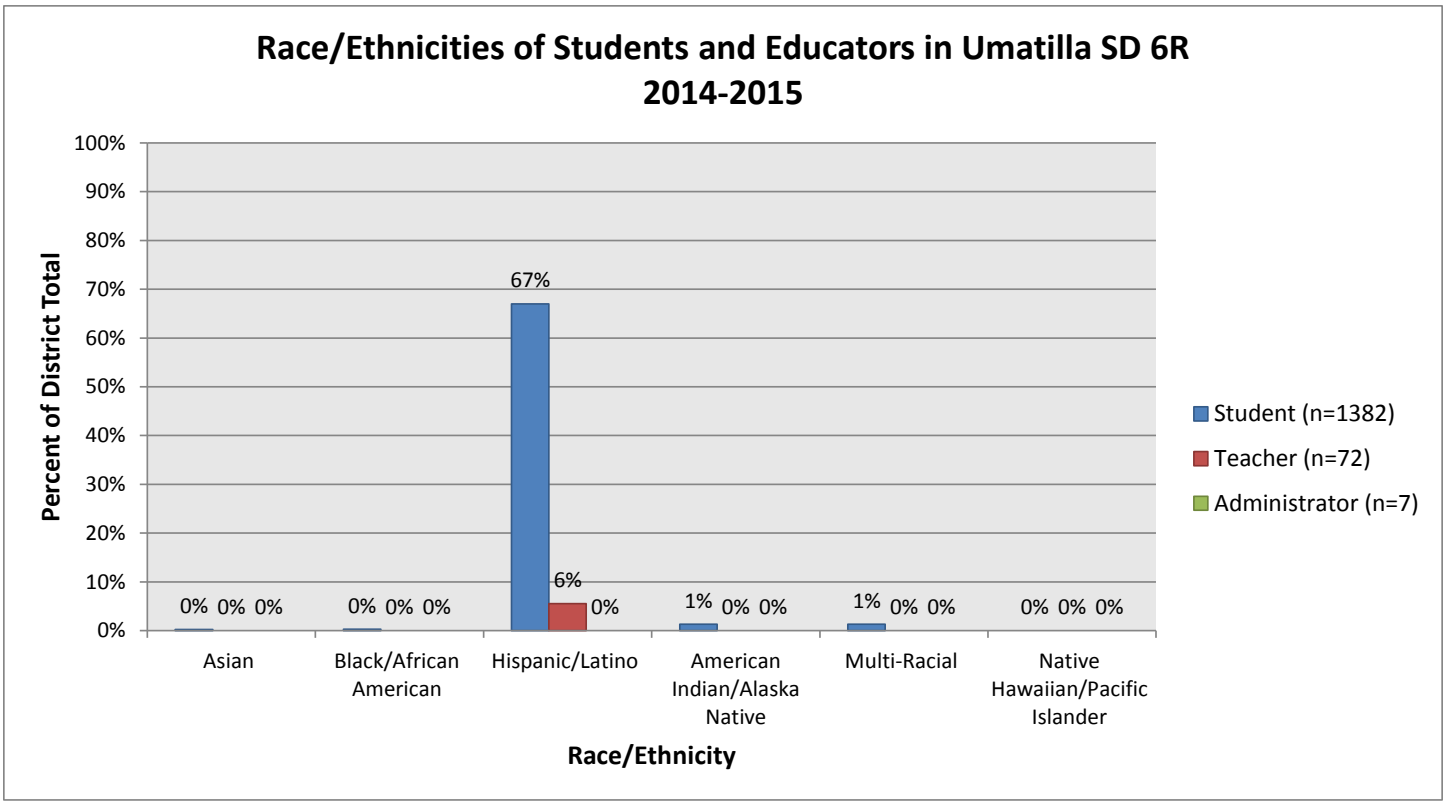
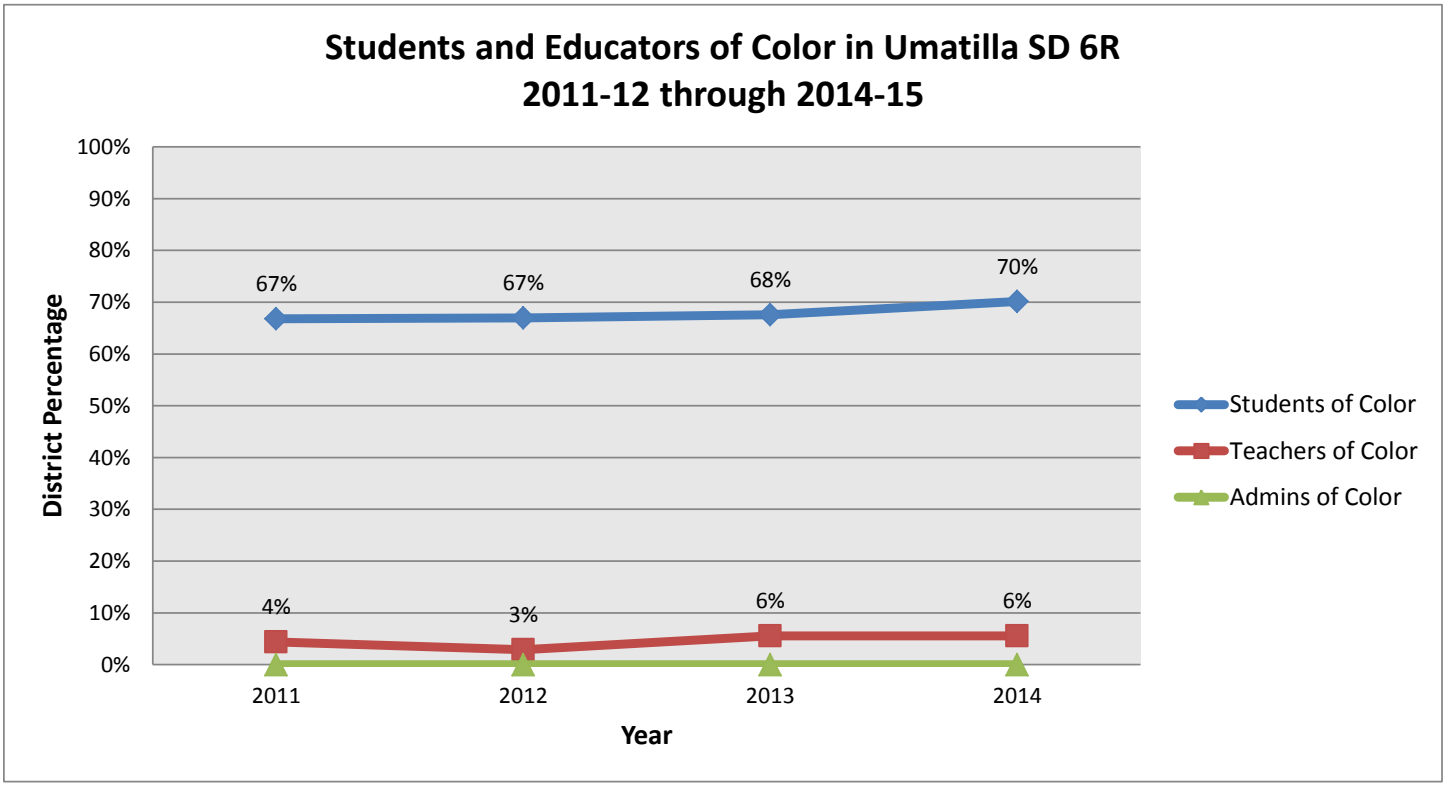


Figure 2. Percentages of students, teachers and administrators of color in the Umatilla SD 6R school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Woodburn SD 103 Student and Workforce Data

Figure 1. Overview of Race/Ethnicities of Students and Employees in Woodburn SD 103 School District.
Data Sources: 2014-2015 ODE Student Fall Membership & ODE Staff Position data collections

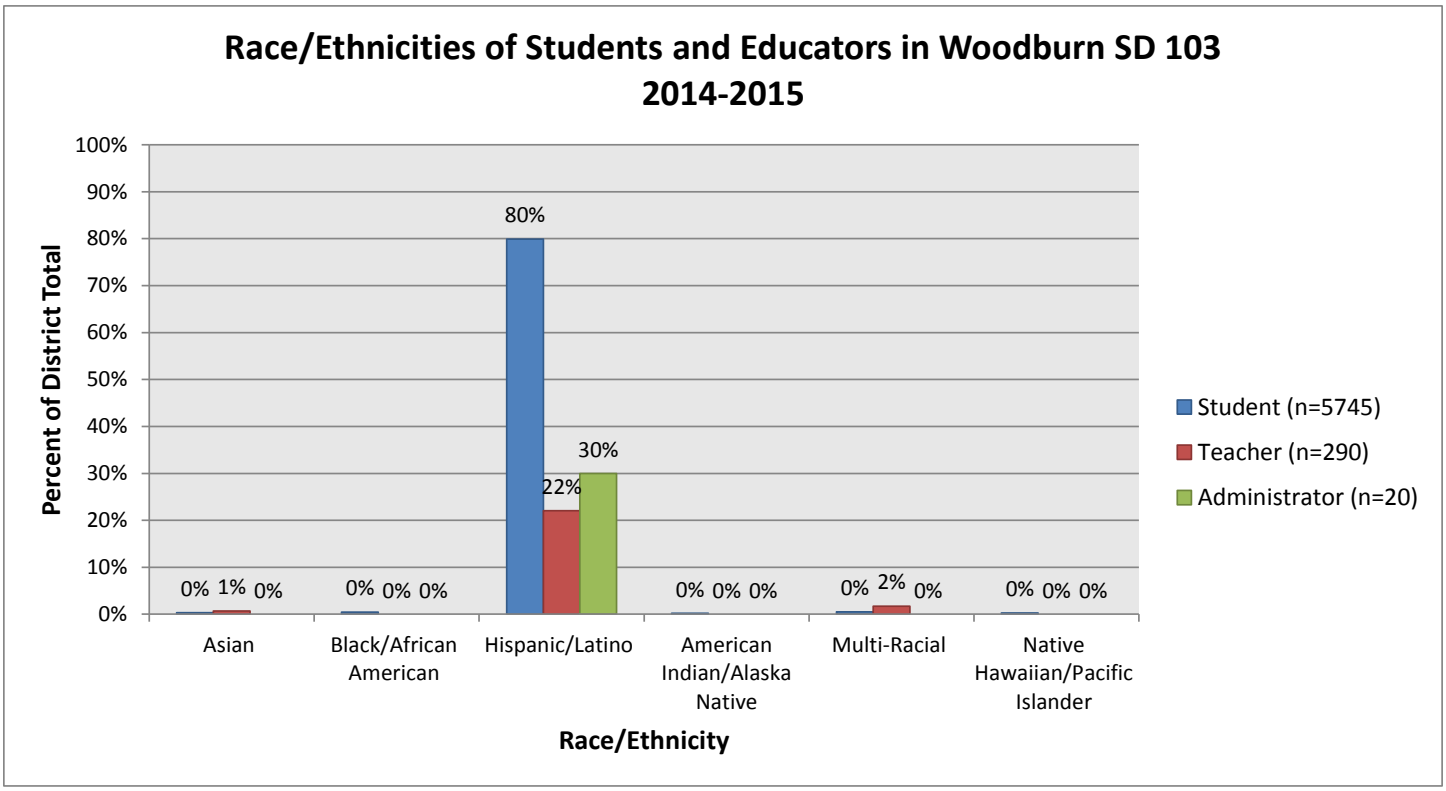
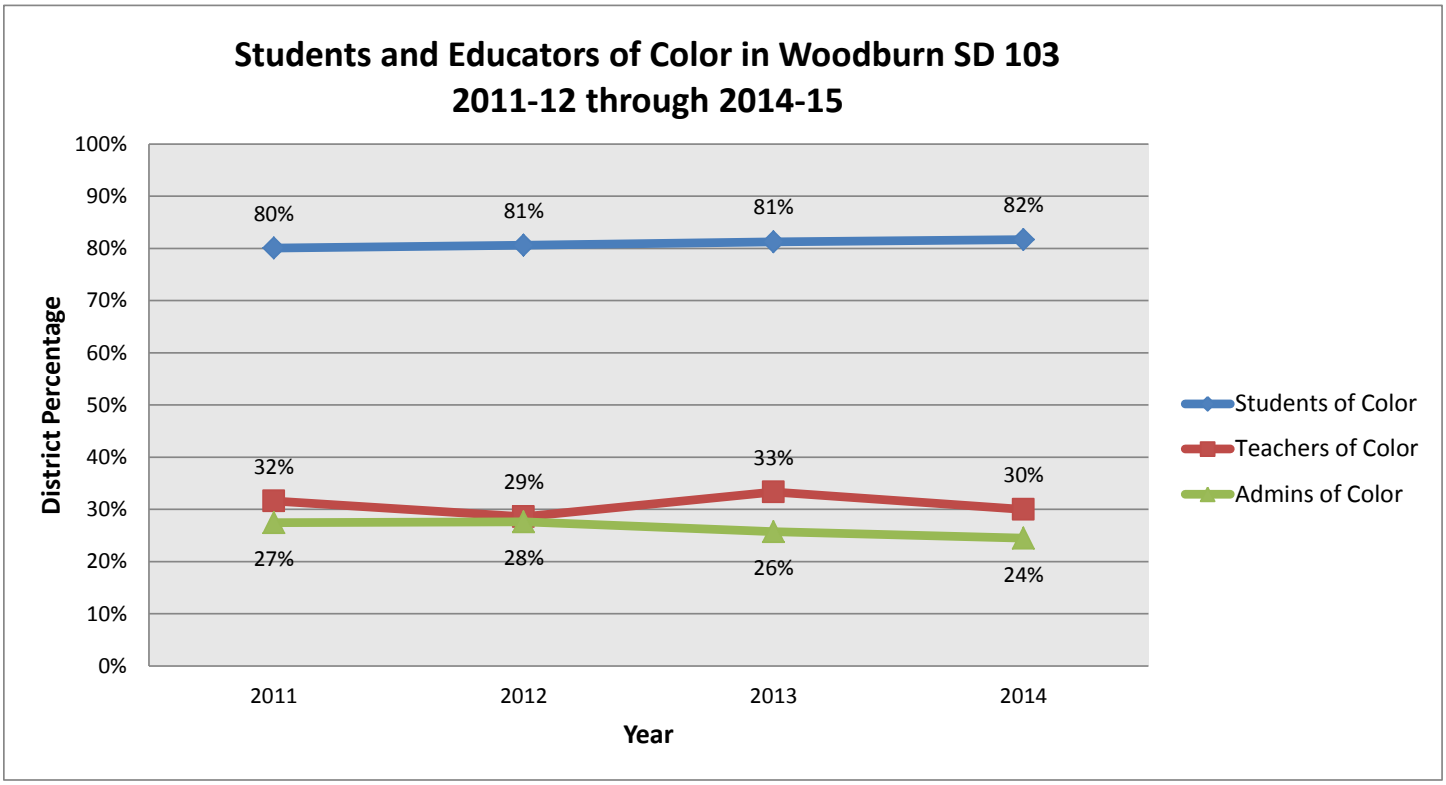


Figure 2. Percentages of students, teachers and administrators of color in the Woodburn SD 103 school district over four years. Data Sources: ODE Student Fall membership & ODE Staff Position data collections



Appendix G: Key Strategies for Oregon's Equitable Access to Educators

Strategy 1: Human Capital Management

We believe that the data and root-cause analysis call for a comprehensive human capital management approach. Human capital management refers to the adoption of a spectrum of policies (preparation, recruitment, hiring, induction, professional learning, evaluation, compensation, and/or school climate) in a coordinated and aligned way—as opposed to using multiple policy levers in a piecemeal fashion.

Lack of Alignment in District Human Capital Policies. Ineffective and misaligned recruitment policies not only negatively affect the district's ability to hire the best candidates (i.e., candidates who are *excellent* according to the definitions on page 5 and who possess the "grit" needed to succeed in our most challenging schools) but also creates problems for appropriately matching new teachers with mentors as part of the induction program and could foster a less cohesive school climate.

In preliminary research, we found that SEA staff notes that there is a wide variation in recruiting policies across the state's districts but that the SEA team had not enforced or required any sort of alignment process.

The support of three Oregon Department of Education Strategic Investments in the 2013-2015 biennium reveal that paradigm shifts in representation at district recruitment events, exit surveys for educators who leave a district, and collaboration with community based organizations are critical to address the issue of human capital in districts across the state.

Note: In cases where data for these metrics were under review, preliminary, or difficult to gather in our current timeline, stakeholder insights were given greater weight in informing the human capital management strategy.

Substrategy 1: Improve District Recruitment and Hiring Practices. As a result of our prior reform efforts in recruitment and hiring practices, several of our districts have made significant improvements, often by negotiating changes in their collective bargaining agreements. In the coming years, we will continue these efforts and expand them to focus on recruitment of excellent school leaders because we know how critical such leaders are for teacher recruitment, retention, and development. Specifically, ODE will continue meeting with the participating districts at least twice a year and communicating much more frequently with individual districts on specific issues. We will use data from the Oregon Educator Equity Report to annually review the overall status of teacher recruitment in Oregon and announce additional steps that we will take to help improve recruitment and hiring.

Substrategy 2: Introduce Recruitment Incentives. In addition to improving recruitment and hiring practices, the state will consider undertaking recruitment campaigns and incentives to attract and retain potential and current high-quality educators to high-need schools. Such campaigns will involve strategic recruitment events by hard-to-staff schools through local educator preparation programs. Research has shown that teachers and leaders often prefer to work close to where they grew up.

With this information in mind, we will ensure that these campaigns take into account the geographic location of targeted schools. Recruitment incentives could include but are not limited to scholarships to work in targeted schools, loan forgiveness, and recruitment bonuses in high-need locations.
Substrategy 3: Require all districts to submit Equity Action Plans. In addition to requiring districts to examine their recruitment and retention practices as they focus on equitable distribution of excellent educators, Oregon is in the process of creating guidelines that will require all districts to submit mandatory equity action plans that *include* a section devoted to educator equity. These plans will be submitted to ODE's Equity Unit for review and feedback. Technical assistance, including targeted professional development will be provided as needed to districts for support.
By 2018, a survey of ODE staff on the alignment between policy areas across ODE will find at least 75 percent of staff agree or strongly agree that policies are aligned across ODE and across state agencies.
By 2018, at least 75 percent of districts will administer a survey of school district staff on the alignment between policy areas across their central offices, and 75 percent of their staff will agree or strongly agree that there is alignment.
The results of a state-level policy scan and gap analysis to gauge the comprehensiveness and alignment of our educator effectiveness policies will identify fewer gaps each year from 2015 to 2020, when all necessary educator effectiveness policy areas will be covered.
By 2018, 75 percent of districts will have conducted district-level policy scans and gap analyses to gauge the comprehensiveness and alignment of their educator effectiveness policies, and the number of gaps identified will steadily decline each year thereafter.
By 2018, the number of applicants per teaching vacancy (by district/region) will be roughly equivalent in high- and low-need schools
Between 2015 and 2020, the percentage of educators recruited and retained beyond their third year will increase.
By 2018, at least 75 percent of new teachers and administrators in high-need schools will be enrolled mentoring programs.
Note: To gather the local data, we will ask LEAs to voluntarily submit these data to the state for analysis. We understand the data will not necessarily be comprehensive and may not have sufficient comparability across districts. We do, however, believe that collecting these data will provide useful information for state decision making and will move Oregon in the appropriate direction.

Strategy 2: Ongoing Professional Learning We believe that the data and root-cause analysis call for a professional learning approach that is comprehensive, ongoing, and more effectively aligned to the practice needs and growth goals of our educators. In-service professional learning is an important tool for enabling teachers and leaders to keep up with new ideas in pedagogy and interact with one another to improve their practice as well as strengthening the preparation of new educators in teacher preparation programs.
Lack of Aligned Professional Learning Opportunities. Teachers and principals may not have access to professional learning that is directly linked to their goals, needs, or content area; linked to the

expectations included in the evaluation system; or aligned to the needs of the students they teach/oversee. This situation not only negatively affects the district's ability to improve the practice of the existing teaching force but also limits opportunities for teacher advancement into leadership roles. Furthermore, professional development that lacks a focus on culturally responsive practice only further exacerbates the issue of excellent educators serving the needs of students of color and students in poverty.

Inconsistent Induction and Mentoring Opportunities. While Oregon boast a strong focus on teacher mentoring and provides grant funding for districts to engage in this work, there must more consistency to what the induction and mentoring process provides for all educators. One additional challenge is especially relevant to new teachers, who often need higher levels of professional learning than their more veteran peers.

2013-14 Mentoring program survey:
40% of beginning teachers surveyed reported that while working with the mentor they were supported in differentiating instruction for special populations; 33% supported regarding strategies to creating an equitable classroom; and 53% in developing a repertoire of teaching strategies.

65% of beginning teachers surveyed reported that the professional development opportunities provided was useful to their instructional practices.

Percentage of respondents indicating that strong professional learning opportunities are not consistently available in their school (Climate Survey). This information is not currently included in our teacher climate survey, TELL, but would be relevant for future use.

Comprehensive Title II, Part A formula grant. The state may want to review districts' distribution of dollars allocated to low-income schools for professional development of educators or induction programs.

2014 TELL Survey:
41.3% of educators surveyed agreed that professional development is differentiated to meet the needs of individual teachers
51.9% of educators agreed that follow-up is provided from professional development in their school.
37.4% of educators agreed that professional development is evaluated and results are communicated.

Percentage of respondents indicating that the currently available professional learning opportunities are not linked to their professional goals, student achievement goals, or content area (climate survey). This information is not currently included in our teacher climate survey, TELL, but would be relevant for future use.

Induction process rating of teachers with less than three years of experience, with and without assigned mentors. This information is not currently included in our teacher climate survey, TELL, but would be relevant for future use.

Note: Many of these metrics are not currently available for analysis, and thus part of our plan will be to introduce new approaches to assessing our professional learning system. Because metrics were lacking in this instance, stakeholder insights were given greater weight in informing the ongoing professional learning strategy. Going forward, we will explore modifying questions in the TELL survey and Oregon Mentoring Program survey to include additional relevant metrics.

Substrategy 2: Critically Review Alignment of Funding Streams. ODE we will conduct a review of funding streams (e.g., Title I, Part A; Title III, Part A; School Improvement Grants, Individuals with Disabilities in Education Act funds; and various competitive programs in the Network for Quality Teaching and Learning to determine if they can be deployed more effectively in support of our teacher and leader equity goals. Additionally, the ODE Equity Unit is committed to providing ongoing culturally responsive professional development to educators in districts across the state. We also will seek to

identify other funds that can be directed into teacher and leader equity-related professional learning, such as a mentoring program for aspiring teacher leaders. We will complete this review in the next six months.
Substrategy 4: Improve and Expand the Induction and Mentoring Program. Oregon will continue to provide grant opportunities for districts to support the statewide mentoring program. The state also will provide best practices for inducting teachers into the profession to all school districts. To ensure that Oregon's professional teachers and leaders are provided with high-quality opportunities to learn and collaborate with colleagues to continually improve instruction, identification of individual needs will guide professional learning and the study of new knowledge and advances in education practice. The State Board of Education adopted Mentoring Program Standards in 2015 which will be used to guide program design and monitoring to ensure high-quality mentoring programs.
By 2018, a climate survey data will indicate that at least 75 percent of staff agree or strongly agree that professional learning opportunities are consistently available in their school.
By 2018, a climate survey data will indicate that at least 75 percent of staff agree or strongly agree that professional learning opportunities are directly linked to their needs for professional growth, student achievement goals, or content area.
By 2018, at least 75 percent of districts will administer the survey of school district staff regarding the alignment between the teacher and principal evaluation data and 75 percent of their staff will agree or strongly agree that there is alignment.
By 2018, a climate survey results will indicate that at least 85 percent of teachers with less than three years of experience will report the induction process to be strong or very strong.
By 2018, at least 75 percent of new teachers in all schools will be enrolled in a mentoring program; between 2015 and 2020, this percentage will increase by at least 1 percent per year.
Note: To gather the local data, we will ask LEAs to voluntarily submit these data to the state for analysis. We understand that the data will not necessarily be comprehensive and may not have sufficient comparability across districts. We do, however, believe that collecting these data will provide useful information for state decision making and will move Oregon in the appropriate direction.

Strategy 3: Monitor Teacher and Principal Preparation We believe that the data and root-cause analysis call for an evaluation of teacher and principal preparation as it relates to the needs in our state. Well-prepared educators positively impact student achievement and have lower turnover rates, and thorough teacher and principal preparation provides candidates with the knowledge and skills they need for successful instruction and leadership. ODE is in constant communication with TSPC (Teaching Standards and Practices Commission), the agency responsible for educator licensure in the state of Oregon.
Lack of Necessary Culturally Responsive Pedagogy and Practice Content. Preliminary research reveals that most Oregon teacher preparation programs offer an average of two courses related to diversity for pre-service candidates. Further, there are limited opportunities for pre-service candidates to engage in diverse practicum experiences across the state. These limitations often leave candidates unprepared to serve in districts and school environments with high populations of students of color, English Learners, and students in poverty.
Underexposure to High-Need School Settings. Further, there are limited opportunities for pre-service candidates to engage in diverse practicum experiences across the state. These limitations often leave candidates unprepared to serve in districts and school environments with high populations of students of color, English Learners, and students in poverty.
Lack of Diversity Faculty and Staff in Teacher Preparation Programs. Just as the issue of diversifying the K-12 workforce impacts the outcomes in classrooms, the issue of diversifying the workforce in

teacher preparation programs is another concern. Along with this concern are discussions about the need for professional development for current faculty and staff that focuses on cultural responsiveness.
Percentage of teachers and principals reporting proficiency with culturally responsive pedagogy and the ability to apply these standards to classroom environment and subject matter content.
Percentage of teachers and principals who report having a diverse practicum experience during their preparation phases.
Percentage of teacher preparation program deans who report challenges in recruiting and retaining a diverse faculty and staff.
Substrategy 1: Utilize the Educator Preparation Task Force. The Oregon Educator Equity Advisory Group is comprised of voices from higher education, school districts, state and local education agencies, community members, and teacher unions. The charge of the group is to assess, evaluate, and advocate for statewide educational policy with legislators, state organizations, schools, and communities on practices that prepare, recruit, and retain racially, ethnically, and linguistically diverse educators that contribute to the continuing success of diverse students, teachers, families, and communities. This group is particularly interested in continuing to suggest recommendations to improve the quality of Oregon teacher preparation programs.
Substrategy 2: Critically Examine Licensure Requirements that Might Result in Barriers During the Pre-Service Educator Phase. ODE, the Oregon Educator Equity Advisory Group, and TSPC continue to discuss the challenge candidates of color face during the preparation phase. This group will work to eliminate barriers are based on surveys and research related to obtaining teacher licensure.
Substrategy 4: Expand School Setting Experiences in Preparation Programs. Teacher and leader effectiveness in Oregon public schools will be strengthened if our state's educator preparation providers prepare teachers and leaders who can teach all students to high standards. To ensure this capability, Oregon will begin strong collaboration with teacher preparation programs to ensure that all candidates for teaching and leading from state-approved programs experience serving in high-need school settings during preparation and will work intensively with select districts to do so. Our continuing activities in the area of teacher and leader preparation will build on work that our agency and our educator preparation providers have been involved in over the years.
By 2018, survey data will find that at least 75 percent of teachers agree or strongly agree that their preparation programs prepared them to be successful in diverse classroom.
By 2018, survey data will find that at least 75 percent of mentor teachers agree or strongly agree that their mentees were culturally responsive and well prepared.
By 2018, survey data will find that at least 75 percent of faculty and staff in teacher preparation programs utilize the components of culturally responsive pedagogy in their programs and courses.
By 2018, survey data will report and increase of at least 10 percent in the number of faculty and staff employed in teacher preparation programs across the state of Oregon.
Note: To gather the local data, we will ask LEAs to voluntarily submit these data to the state for analysis. We understand that the data will not necessarily be comprehensive and may not have sufficient comparability across districts. We do, however, believe that collecting these data will provide useful information for state decision making and will move Oregon in the appropriate direction.

Source: Oregon's Equitable Access to Educator Plan (2015)

Appendix H: Teacher Candidate Test Comparisons

Reading Subtest

Test	Program Year	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
EAS I Read	**All Selections**		**4,271**	**4031**	**240**	**94.4**	**5.6**	**259.6**
	Program YTD	**All Selections**	**1,364**	**1254**	**110**	**91.9**	**8.1**	**258.0**
		African Amer/Black	16	10	6	62.5	37.5	223.4
		Asian/Pac Islander	64	46	18	71.9	28.1	233.8
		Hispanic	92	69	23	75.0	25.0	236.2
		Multiracial	31	30	1	96.8	3.2	265.5
		Nat Amer/Amer Ind/AK Nat	19	17	2	89.5	10.5	250.1
		Other	13	11	2	84.6	15.4	257.2
		Undeclared	51	49	2	96.1	3.9	265.6
		White (non-Hispanic)	1,078	1022	56	94.8	5.2	261.3
	2013-2014	**All Selections**	**1,640**	**1570**	**70**	**95.7**	**4.3**	**260.4**
		African Amer/Black	22	18	4	81.8	18.2	238.3
		Asian/Pac Islander	65	54	11	83.1	16.9	241.9
		Hispanic	92	74	18	80.4	19.6	235.9
		Multiracial	62	59	3	95.2	4.8	262.6
		Nat Amer/Amer Ind/AK Nat	15	13	2	86.7	13.3	244.4
		Other	28	25	3	89.3	10.7	253.2
		Undeclared	71	69	2	97.2	2.8	269.0
		White (non-Hispanic)	1,285	1258	27	97.9	2.1	263.2
	2012-2013	**All Selections**	**1,267**	**1207**	**60**	**95.3**	**4.7**	**260.3**
		African Amer/Black	7	Low N	Low N	-	-	Low N
		Asian/Pac Islander	57	47	10	82.5	17.5	245.8
		Hispanic	67	53	14	79.1	20.9	242.9
		Multiracial	90	89	1	98.9	1.1	262.2
		Nat Amer/Amer Ind/AK Nat	13	13	0	100.0	0.0	254.2
		Other	16	15	1	93.8	6.3	257.4
		Undeclared	54	53	1	98.1	1.9	269.6
		White (non-Hispanic)	963	931	32	96.7	3.3	261.9

Writing Subtest

Test	Program Year	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
EAS II Write	**All Selections**		**4,282**	**3721**	**561**	**86.9**	**13.1**	**242.1**
	Program YTD	**All Selections**	**1,381**	**1129**	**252**	**81.8**	**18.2**	**240.2**
		African Amer/Black	16	7	9	43.8	56.3	202.4
		Asian/Pac Islander	64	39	25	60.9	39.1	222.6
		Hispanic	98	61	37	62.2	37.8	221.9

		Multiracial	33	25	8	75.8	24.2	238.8
		Nat Amer/Amer Ind/AK Nat	21	13	8	61.9	38.1	223.8
		Other	17	10	7	58.8	41.2	221.9
		Undeclared	49	39	10	79.6	20.4	242.7
		White (non-Hispanic)	1,083	935	148	86.3	13.7	244.0
	2013-2014	**All Selections**	**1,640**	**1446**	**194**	**88.2**	**11.8**	**242.6**
		African Amer/Black	20	14	6	70.0	30.0	217.4
		Asian/Pac Islander	63	44	19	69.8	30.2	228.0
		Hispanic	97	60	37	61.9	38.1	220.1
		Multiracial	63	57	6	90.5	9.5	242.0
		Nat Amer/Amer Ind/AK Nat	16	10	6	62.5	37.5	223.7
		Other	25	18	7	72.0	28.0	232.9
		Undeclared	75	65	10	86.7	13.3	247.7
		White (non-Hispanic)	1,281	1178	103	92.0	8.0	245.6
	2012-2013	**All Selections**	**1,261**	**1146**	**115**	**90.9**	**9.1**	**243.4**
		African Amer/Black	7	Low N	Low N	-	-	Low N
		Asian/Pac Islander	59	47	12	79.7	20.3	233.9
		Hispanic	62	43	19	69.4	30.6	224.0
		Multiracial	89	85	4	95.5	4.5	249.0
		Nat Amer/Amer Ind/AK Nat	12	8	4	66.7	33.3	225.8
		Other	16	14	2	87.5	12.5	241.1
		Undeclared	53	48	5	90.6	9.4	248.0
		White (non-Hispanic)	963	895	68	92.9	7.1	244.8

Mathematics Subtest

Test	Program Year	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
EAS III Math	**All Selections**		**4,241**	**3814**	**427**	**89.9**	**10.1**	**252.9**
	Program YTD	**All Selections**	**1,362**	**1177**	**185**	**86.4**	**13.6**	**250.8**
		African Amer/Black	15	6	9	40.0	60.0	209.3
		Asian/Pac Islander	59	51	8	86.4	13.6	258.8
		Hispanic	86	55	31	64.0	36.0	231.6
		Multiracial	33	28	5	84.8	15.2	244.5
		Nat Amer/Amer Ind/AK Nat	19	10	9	52.6	47.4	229.1
		Other	16	12	4	75.0	25.0	244.8
		Undeclared	54	50	4	92.6	7.4	254.5
		White (non-Hispanic)	1,080	965	115	89.4	10.6	252.9
	2013-2014	**All Selections**	**1,621**	**1474**	**147**	**90.9**	**9.1**	**253.5**
		African Amer/Black	18	13	5	72.2	27.8	225.9
		Asian/Pac Islander	60	53	7	88.3	11.7	254.0
		Hispanic	91	66	25	72.5	27.5	230.8
		Multiracial	63	58	5	92.1	7.9	254.6
		Nat Amer/Amer Ind/AK Nat	15	13	2	86.7	13.3	252.9
		Other	28	20	8	71.4	28.6	241.2
		Undeclared	75	67	8	89.3	10.7	255.6
		White (non-Hispanic)	1,271	1184	87	93.2	6.8	255.6
	2012-2013	**All Selections**	**1,258**	**1163**	**95**	**92.4**	**7.6**	**254.5**
		African Amer/Black	6	Low N	Low N	-	-	Low N
		Asian/Pac Islander	59	57	2	96.6	3.4	264.4

		Hispanic	65	53	12	81.5	18.5	238.3
		Multiracial	87	80	7	92.0	8.0	258.4
		Nat Amer/Amer Ind/AK Nat	12	10	2	83.3	16.7	234.8
		Other	16	12	4	75.0	25.0	244.2
		Undeclared	52	48	4	92.3	7.7	257.9
		White (non-Hispanic)	961	898	63	93.4	6.6	255.0

Elementary Tests Subtests I and II

Test	Program Year	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
Elem Ed I	**All Selections**		**3,709**	**3345**	**364**	**90.2**	**9.8**	**249.2**
	Program YTD	**All Selections**	**814**	**702**	**112**	**86.2**	**13.8**	**248.3**
		African Amer/Black	5	Low N	Low N	-	-	Low N
		Asian/Pac Islander	37	24	13	64.9	35.1	231.1
		Hispanic	55	41	14	74.5	25.5	239.5
		Multiracial	18	16	2	88.9	11.1	247.9
		Nat Amer/Amer Ind/AK Nat	7	Low N	Low N	-	-	Low N
		Other	6	Low N	Low N	-	-	Low N
		Undeclared	29	26	3	89.7	10.3	250.7
		White (non-Hispanic)	657	584	73	88.9	11.1	250.4
	2013-2014	**All Selections**	**1,222**	**1100**	**122**	**90.0**	**10.0**	**248.5**
		African Amer/Black	16	14	2	87.5	12.5	244.9
		Asian/Pac Islander	57	43	14	75.4	24.6	233.9
		Hispanic	61	46	15	75.4	24.6	233.4
		Multiracial	38	35	3	92.1	7.9	249.6
		Nat Amer/Amer Ind/AK Nat	11	9	2	81.8	18.2	240.1
		Other	11	10	1	90.9	9.1	250.7
		Undeclared	51	47	4	92.2	7.8	259.4
		White (non-Hispanic)	977	896	81	91.7	8.3	249.8
	2012-2013	**All Selections**	**1,673**	**1543**	**130**	**92.2**	**7.8**	**250.1**
		African Amer/Black	22	14	8	63.6	36.4	232.2
		Asian/Pac Islander	65	57	8	87.7	12.3	239.9
		Hispanic	99	84	15	84.8	15.2	235.2
		Multiracial	137	132	5	96.4	3.6	254.5
		Nat Amer/Amer Ind/AK Nat	11	11	0	100.0	0.0	250.4
		Other	27	23	4	85.2	14.8	245.6
		Undeclared	72	69	3	95.8	4.2	258.7
		White (non-Hispanic)	1,240	1153	87	93.0	7.0	251.3

Test	Program Year	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
Elem Ed II	**All Selections**		**3,888**	**3415**	**473**	**87.8**	**12.2**	**248.8**
	Program YTD	**All Selections**	**848**	**706**	**142**	**83.3**	**16.7**	**247.6**
		African Amer/Black	8	Low N	Low N	-	-	Low N

		Asian/Pac Islander	37	28	9	75.7	24.3	243.0
		Hispanic	59	40	19	67.8	32.2	233.1
		Multiracial	24	20	4	83.3	16.7	251.5
		Nat Amer/Amer Ind/AK Nat	8	Low N	Low N	-	-	Low N
		Other	7	Low N	Low N	-	-	Low N
		Undeclared	29	26	3	89.7	10.3	258.1
		White (non-Hispanic)	676	580	96	85.8	14.2	249.3
	2013-2014	**All Selections**	**1,293**	**1129**	**164**	**87.3**	**12.7**	**247.1**
		African Amer/Black	25	18	7	72.0	28.0	236.1
		Asian/Pac Islander	52	45	7	86.5	13.5	244.3
		Hispanic	72	52	20	72.2	27.8	230.9
		Multiracial	38	31	7	81.6	18.4	246.3
		Nat Amer/Amer Ind/AK Nat	12	10	2	83.3	16.7	242.1
		Other	11	8	3	72.7	27.3	241.5
		Undeclared	58	53	5	91.4	8.6	254.8
		White (non-Hispanic)	1,025	912	113	89.0	11.0	248.3
	2012-2013	**All Selections**	**1,747**	**1580**	**167**	**90.4**	**9.6**	**250.7**
		African Amer/Black	20	8	12	40.0	60.0	221.8
		Asian/Pac Islander	77	68	9	88.3	11.7	245.9
		Hispanic	102	77	25	75.5	24.5	234.8
		Multiracial	145	138	7	95.2	4.8	254.6
		Nat Amer/Amer Ind/AK Nat	12	9	3	75.0	25.0	238.3
		Other	22	19	3	86.4	13.6	246.5
		Undeclared	71	68	3	95.8	4.2	261.0
		White (non-Hispanic)	1,298	1193	105	91.9	8.1	251.9

Mathematics Test

Test	Program Year	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
Mathematics	**All Selections**		**492**	**339**	**153**	**68.9**	**31.1**	**235.2**
	Program YTD	**All Selections**	**124**	**82**	**42**	**66.1**	**33.9**	**234.7**
		Asian/Pac Islander	6	Low N	Low N	-	-	Low N
		Hispanic	10	6	4	60.0	40.0	226.5
		Multiracial	2	Low N	Low N	-	-	Low N
		Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
		Other	2	Low N	Low N	-	-	Low N
		Undeclared	10	9	1	90.0	10.0	241.6
		White (non-Hispanic)	93	60	33	64.5	35.5	235.0
Mathematics	2013-2014	**All Selections**	**186**	**131**	**55**	**70.4**	**29.6**	**237.4**
		Asian/Pac Islander	12	7	5	58.3	41.7	227.6
		Hispanic	1	Low N	Low N	-	-	Low N
		Multiracial	4	Low N	Low N	-	-	Low N
		Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
		Other	5	Low N	Low N	-	-	Low N
		Undeclared	7	Low N	Low N	-	-	Low N
		White (non-Hispanic)	155	112	43	72.3	27.7	238.1
Mathematics	2012-2013	**All Selections**	**182**	**126**	**56**	**69.2**	**30.8**	**233.2**
		Asian/Pac Islander	12	9	3	75.0	25.0	228.7
		Hispanic	5	Low N	Low N	-	-	Low N
		Multiracial	16	14	2	87.5	12.5	247.4

		Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
		Other	4	Low N	Low N	-	-	Low N
		Undeclared	17	13	4	76.5	23.5	235.9
		White (non-Hispanic)	127	84	43	66.1	33.9	232.3

Other Subject Areas

Test	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
Health	**All Selections**	**236**	**222**	**14**	**94.1**	**5.9**	**258.5**
	African Amer/Black	4	Low N	Low N	-	-	Low N
	Asian/Pac Islander	10	9	1	90.0	10.0	253.3
	Hispanic	7	Low N	Low N	-	-	Low N
	Multiracial	6	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	4	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	16	16	0	100.0	0.0	265.5
	White (non-Hispanic)	188	178	10	94.7	5.3	258.9
MG ELA	**All Selections**	**463**	**450**	**13**	**97.2**	**2.8**	**262.1**
	African Amer/Black	6	Low N	Low N	-	-	Low N
	Asian/Pac Islander	6	Low N	Low N	-	-	Low N
	Hispanic	16	13	3	81.3	18.8	245.0
	Multiracial	14	14	0	100.0	0.0	263.5
	Nat Amer/Amer Ind/AK Nat	4	Low N	Low N	-	-	Low N
	Other	6	Low N	Low N	-	-	Low N
	Undeclared	26	25	1	96.2	3.8	260.3
	White (non-Hispanic)	385	380	5	98.7	1.3	263.3
MG Gen Sci	**All Selections**	**193**	**163**	**30**	**84.5**	**15.5**	**248.8**
	Asian/Pac Islander	3	Low N	Low N	-	-	Low N
	Hispanic	9	Low N	Low N	-	-	Low N
	Multiracial	3	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	20	16	4	80.0	20.0	253.5
	White (non-Hispanic)	155	134	21	86.5	13.5	248.5
MG Math	**All Selections**	**640**	**424**	**216**	**66.3**	**33.8**	**231.1**
	African Amer/Black	4	Low N	Low N	-	-	Low N
	Asian/Pac Islander	25	16	9	64.0	36.0	228.0
	Hispanic	23	14	9	60.9	39.1	222.1
	Multiracial	17	15	2	88.2	11.8	238.4
	Nat Amer/Amer Ind/AK Nat	6	Low N	Low N	-	-	Low N
	Other	13	8	5	61.5	38.5	231.9
	Undeclared	37	27	10	73.0	27.0	233.3
	White (non-Hispanic)	515	342	173	66.4	33.6	231.9
MG Soc Sci	**All Selections**	**367**	**284**	**83**	**77.4**	**22.6**	**240.2**
	African Amer/Black	6	Low N	Low N	-	-	Low N
	Asian/Pac Islander	8	Low N	Low N	-	-	Low N
	Hispanic	13	6	7	46.2	53.8	221.8
	Multiracial	9	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	6	Low N	Low N	-	-	Low N
	Other	8	Low N	Low N	-	-	Low N

	Undeclared	23	22	1	95.7	4.3	250.9
	White (non-Hispanic)	294	233	61	79.3	20.7	241.3

Test	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
Music	**All Selections**	**210**	**207**	**3**	**98.6**	**1.4**	**259.0**
	African Amer/Black	2	Low N	Low N	-	-	Low N
	Asian/Pac Islander	6	Low N	Low N	-	-	Low N
	Hispanic	8	Low N	Low N	-	-	Low N
	Multiracial	33	33	0	100.0	0.0	261.8
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	13	13	0	100.0	0.0	260.0
	White (non-Hispanic)	147	144	3	98.0	2.0	258.1
Phys Ed	**All Selections**	**298**	**279**	**19**	**93.6**	**6.4**	**246.1**
	African Amer/Black	4	Low N	Low N	-	-	Low N
	Asian/Pac Islander	9	Low N	Low N	-	-	Low N
	Hispanic	12	5	7	41.7	58.3	216.0
	Multiracial	8	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	3	Low N	Low N	-	-	Low N
	Other	3	Low N	Low N	-	-	Low N
	Undeclared	16	14	2	87.5	12.5	250.8
	White (non-Hispanic)	243	235	8	96.7	3.3	247.6
Physics	**All Selections**	**66**	**58**	**8**	**87.9**	**12.1**	**262.4**
	Asian/Pac Islander	1	Low N	Low N	-	-	Low N
	Hispanic	1	Low N	Low N	-	-	Low N
	Multiracial	4	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	5	Low N	Low N	-	-	Low N
	White (non-Hispanic)	54	50	4	92.6	7.4	264.5
Sch Couns	**All Selections**	**142**	**139**	**3**	**97.9**	**2.1**	**258.7**
	African Amer/Black	3	Low N	Low N	-	-	Low N
	Asian/Pac Islander	7	Low N	Low N	-	-	Low N
	Hispanic	12	11	1	91.7	8.3	244.1
	Multiracial	11	11	0	100.0	0.0	259.7
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	5	Low N	Low N	-	-	Low N
	White (non-Hispanic)	100	99	1	99.0	1.0	261.3
Sch Lib Med	**All Selections**	**37**	**37**	**0**	**100.0**	**0.0**	**269.2**
	Asian/Pac Islander	1	Low N	Low N	-	-	Low N
	Hispanic	2	Low N	Low N	-	-	Low N
	Multiracial	2	Low N	Low N	-	-	Low N
	Undeclared	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	31	31	0	100.0	0.0	269.0

Test	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
Social Science	**All Selections**	**726**	**549**	**177**	**75.6**	**24.4**	**245.1**
	African Amer/Black	13	9	4	69.2	30.8	235.4
	Asian/Pac Islander	13	5	8	38.5	61.5	227.2
	Hispanic	12	5	7	41.7	58.3	227.8
	Multiracial	40	36	4	90.0	10.0	250.1
	Nat Amer/Amer Ind/AK Nat	10	6	4	60.0	40.0	233.9
	Other	14	8	6	57.1	42.9	238.1
	Undeclared	46	40	6	87.0	13.0	249.6
	White (non-Hispanic)	578	440	138	76.1	23.9	245.7
Spanish	**All Selections**	**260**	**165**	**95**	**63.5**	**36.5**	**228.8**
	African Amer/Black	2	Low N	Low N	-	-	Low N
	Asian/Pac Islander	2	Low N	Low N	-	-	Low N
	Hispanic	71	60	11	84.5	15.5	244.1
	Multiracial	11	6	5	54.5	45.5	223.8
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	22	11	11	50.0	50.0	221.3
	White (non-Hispanic)	149	85	64	57.0	43.0	224.6
Spec Ed	**All Selections**	**670**	**655**	**15**	**97.8**	**2.2**	**261.1**
	African Amer/Black	5	Low N	Low N	-	-	Low N
	Asian/Pac Islander	17	17	0	100.0	0.0	252.1
	Hispanic	25	24	1	96.0	4.0	254.8
	Multiracial	44	43	1	97.7	2.3	264.0
	Nat Amer/Amer Ind/AK Nat	8	Low N	Low N	-	-	Low N
	Other	8	Low N	Low N	-	-	Low N
	Undeclared	33	32	1	97.0	3.0	263.2
	White (non-Hispanic)	530	521	9	98.3	1.7	261.6

Protecting Student and Civil Rights in the Educational Environment

Test	Program Year	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
Civil Rights	**All Selections**		**8,010**	**7992**	**18**	**99.8**	**0.2**	**281.5**
	Program YTD	**All Selections**	**2,056**	**2049**	**7**	**99.7**	**0.3**	**281.2**
		African American/Black	25	25	0	100.0	0.0	274.8
		Asian/Pac Is Amer	76	75	1	98.7	1.3	277.1
		Hispanic	132	128	4	97.0	3.0	275.2
		N/A	111	111	0	100.0	0.0	284.6
		Nat Amer/Amer Ind/AK Nat	15	15	0	100.0	0.0	279.7
		Other	52	52	0	100.0	0.0	281.0
		White	1,645	1643	2	99.9	0.1	281.8
	2013-2014	**All Selections**	**2,915**	**2909**	**6**	**99.8**	**0.2**	**281.2**
		African American/Black	41	41	0	100.0	0.0	274.4
		Asian/Pac Is Amer	208	207	1	99.5	0.5	278.3

		Hispanic	137	136	1	99.3	0.7	275.3
		N/A	113	113	0	100.0	0.0	284.2
		Nat Amer/Amer Ind/AK Nat	29	29	0	100.0	0.0	275.9
		Other	74	74	0	100.0	0.0	280.5
		White	2,313	2309	4	99.8	0.2	281.9
	2012-2013	**All Selections**	**3,039**	**3034**	**5**	**99.8**	**0.2**	**281.9**
		African American/Black	29	29	0	100.0	0.0	277.8
		Asian/Pac Is Amer	558	556	2	99.6	0.4	280.2
		Hispanic	148	147	1	99.3	0.7	277.5
		N/A	138	138	0	100.0	0.0	285.3
		Nat Amer/Amer Ind/AK Nat	27	27	0	100.0	0.0	281.8
		Other	78	78	0	100.0	0.0	283.5

Appendix I: North Carolina Teaching Fellows Program

General program description The North Carolina Teaching Fellows (NCTF) program was enacted by the state's General Assembly in 1986 with a mission to recruit talented high school graduates into teaching and to help them develop leadership skills. The program is funded by the state and provides $6,500 yearly scholarships to 500 participants for four years. The funding also supports training and support activities as well as summer learning experiences. Participants must be accepted to one of the 17 public and private colleges or universities in the state that participate in the program and complete a teacher preparation program at one of these schools. Last year, 2,000 high school seniors applied for 500 slots.

In return for the scholarship, participants must agree to teach for four years after college graduation in one of North Carolina's public schools. If recipients cannot repay the scholarships through service, they must repay the loan to the state with 10 percent interest. Recipients must be legal residents of North Carolina and have lived in the state for 12 months. The program also provides supplementary educational experiences that enrich participants' education and develop their leadership skills.

Recruitment and selection NCTF staff members engage in aggressive recruitment to find talented candidates and to recruit higher proportions of minority and male candidates than traditional teacher preparation programs in North Carolina. NCTF created a director of recruitment position charged with increasing minority participation. Through a variety of outreach strategies, he and his staff have helped the organization consistently meet its annual recruiting goals of 20 percent minority participants and 30 percent male participants.

One of the primary recruitment strategies is called Project Teach. Through Project Teach, recruiters identify school districts that have high populations of minority students and have average to above-average achievement. Within these districts, recruiters identify a school-system liaison, which is NCTF's main point of contact. This individual is charged with creating a team of community-based representatives, facilitating information distribution to parents and students, and helping students apply to college and to NCTF. This strategy proved critical, as NCTF staff found that a lot of the students that they were targeting had not taken necessary steps to apply to college.

Training and support Once candidates are accepted into the program, they enroll in a teacher certification program in one of 17 participating colleges. They also participate in a variety of activities that extend beyond traditional teacher preparation. These additional activities include seminars on current education trends, social activities with other fellows, and early field experiences in public schools, including tutoring, mentoring, and shadowing teachers. They also must participate in a variety of summer learning experiences, including a bus tour of a range of schools systems through- out the state, internships, travel opportunities, and professional development.

After completing the program, participants apply for teaching positions. The program does not provide assistance to participants in finding jobs with the exception of publishing of an annual employment directory on their website.

Results and evaluation While most candidates successfully complete the program and stay in the teaching profession, the program does not monitor the effectiveness of graduates of the program in the classroom or track their evaluation data. From the classes of 1987- 2005, 84 percent of participants graduated from the program. Moreover, in 2009- 10, 86 percent of graduates were employed in their fifth year after their four-year commitment was completed and 65 percent were employed after their fifth year.

With state funding for the program now ending, leaders in education, government and business are looking

for ways to preserve and build on the best practices and lessons of the Teaching Fellows Program. Those ideas include:

1. **Creating Teaching Fellows 2.0** to offer financial incentives or scholarships for top students to become teachers, but possibly through a shorter program, or one targeting hard-to-staff subjects and schools.

2. **Forming Cohorts** among college students in teacher-education programs and between programs at different campuses so they can learn from and support one another.

3. **Grounding Teacher-education Programs** in the realities of public schools, society, government, politics and the marketplace.

4. **Creating A Scalable Model** for preparing teachers that will include financial and other incentives to build on regional and national best practices and will include University of North Carolina (UNC) system campuses as well as innovative, public-private initiatives.

5. **Creating A Broad and Flexible Menu of Best Practices** for the preparation of teachers, including those entering the profession from other fields.

6. **Developing A Continuum of Choices For Prospective Educators** — from teaching through serving as principals — that clearly shows the career options they can pursue and the career paths they can follow; what will be expected of them in pursuing those options, including the investment they should expect to make themselves and the resources and rewards they can expect to receive; and metrics that will be used to track their progress and determine rewards.

7. **Improving Connections** between the training that teachers receive while they are in teacher-preparation programs and the support they receive after they enter the classroom.

Appendix J: Key Findings from the Research

Demographic Shifts

The U.S. Census Bureau predicts that by 2020, the U.S. people of color will increase by 32%, meaning that people of color will make up 39% of the total U.S. population. On a corresponding level, we have seen a 12% increase in students of color in Oregon public schools between 2004 and 2014. In 2011-12, 29% of Oregon's public high school graduates were students of color and 16% of Oregon's high school graduates were Hispanic/Latino. By 2013-14, 32% of Oregon's public high school graduates were students of color, with 18% were Hispanic/Latino. This trend is expected to continue to increase over the next 10 years, as the change in ethnic demographics is impacting western states at a much higher rate than other regions of the United States.

Impact of Teachers of Color on Students of Color

There are compelling reasons for diversifying the education workforce to better reflect the students being served. Educators of color serve as cultural brokers, not only helping students navigate their school environment and culture, but also increasing involvement of families and communities of color which in turn impacts student attendance, achievement, graduation rates and postsecondary aspirations. Villegas, Strom, and Lucas (2012) offer two key reasons supporting the urgency of intentional efforts to prepare, recruit, and retain the number of culturally and linguistically diverse teachers enrolled in teacher preparation programs leading to teaching and administrative positions:

1. **Teachers of Color Serve as Role Models for All Students**: Early proponents of diversifying the teaching force argue that white students as well as students of color benefit from seeing culturally and linguistically diverse educators; such daily interactions could potentially dispel myths of racial inferiority that white students might have internalized about people of color from socializations outside of school (Waters, 1989).

2. **Teachers of Color are Uniquely Positioned to Teach Students of Color**: Teachers who are culturally and linguistically diverse tend to bring to teaching an understanding of minority students' cultural, backgrounds and experiences (Gay, 2000; Nieto, 2000; Villegas et.al., 2012). And, although teachers of color vary significantly in their own backgrounds and experiences related to those of their culturally and linguistically diverse students, compared to their white counterparts, minority teachers are more likely to understand many aspects of the lives of minority students (Milner, 2006).

It is critical that we also understand the impact of a diversified workforce in closing the academic achievement gap between white and non-white students. While there are multiple efforts, policies, and programs centered on this important social crisis, several studies have found that diversifying the field of education has both an immediate and long-term impact of closing the academic achievement gap. For example, research (Dee, 2004; Eddy & Easton-Brooks, 2011) has shown that when matched with a teacher of the same ethnicity, elementary-level students of color performed higher on academic achievement tests than those students of color who are not taught by a teacher of color. Easton-Brooks

created the State Teacher Diversity Index based off of Boser's (2011) Teacher Diversity Gap Index and found that, as the gap in percentage of diversity of teachers to the percentage of diversity of students in the state increased, the state's achievement score gap between Spanish-speakers/white and African American/white students increased significantly. Given the gap between the percentage of culturally and linguistically diverse teachers to the percentage of culturally and linguistically diverse students, Oregon ranks 30th out of 50 states on the State Teacher Diversity Index.

Clewell, Puma & McKay (2005) found an increase in the reading and mathematics scores of African American and Spanish-speaking elementary students at 4th and 6th grade taught by a teacher of their same ethnicity. Mathematics scores at 4th and 6th grades were higher for Spanish-speaking students taught by a Spanish-speaking teacher of the same ethnicity than for Spanish-speaking students who were not taught by a teacher of their same ethnicity. In reading, those Spanish-speaking students taught by a Spanish-speaking teacher of the same ethnicity scored higher than Spanish-speaking students who were not taught by a teacher of their same ethnicity.

Two studies using longitudinal data showed that students of color who engaged with a culturally and linguistically diverse educator workforce had higher achievement test scores in reading (Easton-Brooks et al., 2010) and mathematics (Eddy & Easton-Brooks, 2011) than students who did not have at least one teacher of the same race between kindergarten and 5th grade. Easton-Brooks et al. found that African American students who had at least one African American teacher between kindergarten and 5th grade scored 1.50 points higher in reading than those students who did not have at least one African American teacher at the end of kindergarten. The reading scores of these students increased 1.75 points per year higher than those students who did not have at least one African American teacher between kindergarten and 5th grade. Similarly, Eddy and Easton-Brooks (2011) found that students who were exposed to at least one African American teacher scored 1.44 points higher on the mathematics achievement test at the end of kindergarten and the growth in the mathematics scores of these students was at least 0.64 points higher than those students not exposed to an African American teacher between kindergarten and fifth grade.

Recruitment of Educators of Color into Education Careers

A challenge in increasing the number of teachers of color resides is the fact that less than 10% of college students of color elect education as their major. Most of these students go into fields such as business and social science (Dickson, 2010; Porter & Umbach, 2006). These students elect not to go into the field of education because of expanded opportunities for people of color who are college graduates, low teacher salaries, rigorous testing standards in schools and more demanding certification and licensing requirements, and social perception of the teaching profession (Easton-Brooks, et al., 2010; Lewis, 2006).

Lewis (2006) proposed strategies for recruiting African American teachers, which could be followed to recruit other groups of teachers of color. The proposed approach is as follows: (1) collaboration with communities, (2) faculty mentors, (3) refinement of entrance requirements, (4) college and school collaboration, (5) academic supports, and (6) collaborations with community colleges. While these recommendations were based on the recruitment of African American males, these strategies should also be used in the recruitment of all preservice teachers of color. Boser (2011) recommendations include (1) increasing federal oversight of and increased accountability for teacher preparation

programs, and (2) creating statewide initiatives to fund teacher preparation programs aimed at teachers of color. In addition, efforts should also be made by policymakers to increase salaries and/or incentives to entice qualified teachers of color to the field of education.

Recruitment and Hiring of Teachers of Color

It is important that school district human resource departments focus efforts to specifically recruit teachers and administrators of color, and work with existing teachers and school administrators on developing strategies for improving the hiring process. Also, key relationships need to be formed with colleges and universities to recruit high quality teachers, especially in high-needs areas such as mathematics, science, and special education. Because principals often have the final decision-making authority on what teachers will be hired at the local school site, they need to work closely with school district hiring officials to examine and improve their approaches to diversify, recruit, hire, and retain qualified teachers of color.

Retention of Educators of Color

While there have been increases nationally in people of color entering the field of education, educators of color are leaving the field at a much higher rate than that of white-teachers (18% to 24% higher in 2004 and 2009, respectfully) and between 1980 and 2009 the turnover rate for teachers of color has increased by 28%.

Studies (Bireda & Chait, 2011; Boser, 2011; Ingersoll and May, 2011b) also show~~s~~ that these teachers are primarily employed in public schools serving high-poverty, high-ethnic minority, and urban student populations. Their findings show that teachers of color are two to three times more likely than white teachers of color to work in schools with students from families and communities with high stress factors. This desire to teach in these schools may come from their desire to impact the change in the lives of students of color (Miner, 2006). In turn, white teachers are more likely to leave schools with a higher percentage of students of color when these schools have high poverty or are in urban communities.

While some researchers have found factors such as salaries, classroom resources, and professional development opportunities had little to do with teachers of color leaving the classroom, Boser (2011) found that 63% of African American and 54% of Spanish-speaking teachers were not satisfied with their pay compared to 48% of white teachers. While Ingersoll and May (2011a) found that salary also is a contributing factors to transfers and turnover, they note that teachers' decision making and the degree of individual instructional autonomy were the most influential factors for teachers of color~~s~~ leaving the classroom. What these teachers may be finding is the value in standardized tests and test scores outweigh the need for connecting with students at a more humanistic or cultural level. Further, Boser (2011) found that teachers of color were less satisfied with the way their school was run in comparison to white teachers.

As systems across Oregon are finding ways to recruit a more culturally and linguistically diverse teaching staff, the issue of retention becomes a much larger piece of the puzzle. The greatest recruitment efforts mean little if culturally and linguistically diverse populations of teachers do not feel a connection to the

school and community in which they work and live. In many instances, highly qualified culturally and linguistically diverse educators leave the teaching profession entirely or find employment in school districts that are committed to addressing their needs. Research has found this especially true for male minority teachers (Ingersoll & May, 2011b). Despite a significant increase in minority teachers over the past two decades compared to white incoming teachers, minority teachers have left schools at higher rates (Ingersoll & May, 2011b). Ingersoll and May note the following as major factors influencing minority teacher's decisions to either leave teaching or a specific school district: working in economically challenged schools where deficit viewpoints and toxic work conditions permeate, lack of a collective decision making process between faculty and administration, and lack of instructional autonomy.

As Oregon improves its efforts to diversify the field of education and to decrease the academic achievement gap between students of color and white students, it is critical that a statewide collective action involve classroom teachers, building administrators, school district personnel, community organizations, educator preparation programs, state agencies and policymakers.

As more linguistically culturally and linguistically diverse teachers enter the field of education, more research on this topic is needed, especially related to populations in which languages other than English is a significant part of a student's culture. Further, while the percent of teachers of color is increasing, the field of education still employs heavily white teachers. It is critical that hiring and placement procedures and practices are analyzed and those responsible for hiring receive training in cultural responsiveness and implicit bias. Diversifying the staff responsible for district recruitment and hiring can also improve practice.