



2015 OREGON EDUCATOR EQUITY REPORT

Formerly known as the Oregon Minority Teacher Report

In accordance with Senate Bill 755 and HB 3375

EXECUTIVE SUMMARY

A full copy of the Report can be accessed at:
http://education.oregon.gov/portfolio/oregon_educator_equity_report_2015/

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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	<p>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.</p> <p>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.</p> <p>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.</p>

	<p>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.</p>
High cost of preparation programs	<p>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.</p> <p>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.</p> <p>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.)</p> <p>In addition 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.</p> <p>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.</p>
Relatively low salaries and limited career ladders	<p>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.</p> <p>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.</p> <p>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.</p>
Entrance Requirements	<p>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.</p> <p>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.</p>
Lack of Early Recruitment and Scholarship Availability	<p>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.</p> <p>Programs like Pro-Team that start as early as middle school and Teacher Cadet programs in high</p>

	<p>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.</p> <p>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.</p>
<p>Insufficient Test Preparation</p>	<p>Some future candidates need support and interventions to help them prepare for required tests. Currently, limited support and test preparation is available.</p> <p>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.</p>
<p>Adoption of a new Required Performance Assessment</p>	<p>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.</p> <p>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.</p>
<p>Lack of Consistent Access to Supports for Candidates</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>Job Market Perceptions and Realities</p>	<p>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.</p> <p>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.</p>

	<p>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.</p>
<p>School and District Culture</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>



Ingrid Ceballos, Bilingual Clinical Teacher,
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“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)*