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CHIEF EDUCATION OFFICE

2016 Oregon Educator Equity Report

In accordance with Senate Bill 755 and HB 3375

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2016 OREGON EDUCATOR EQUITY REPORT

July 1, 2016

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Executive Summary

Student diversity in 31 of Oregon's school districts—ranges between 40 to 82 percent of the K-12 student body.

Four school districts have a gap of more than 60 percentage points between the racial/ethnic diversity of student and that of teachers.

By law, the Chief Education Office (CEdO), the Higher Education Coordinating Commission (HECC), the Oregon Department of Education (ODE), and the Teacher Standards and Practices Commission (TSPC) are required to jointly create an annual report on the Educators Equity Act. During the 2016 session, the Legislature passed House Bill 4033 to advance the purposes of the Educators Equity Act, to improve the cultural competence of educators and to ensure educators are trained in culturally relevant educational practices.

The 2016 Educator Equity Report includes a summary of: most recently available data on diversity in Oregon's Educator workforce; promising practices for recruiting, preparing, hiring and retaining culturally and linguistically diverse educators; plans being implemented by public teacher education programs; and recommendations for achieving an educator workforce that more closely mirrors Oregon's K-12 student demographics.

In 2015-16 there were 576,407 K-12 students enrolled in Oregon's public schools. Of these students, 210,814 (36.6 percent) were students of color. However, student diversity in 31 of Oregon's school districts—ranges between 40 to 82 percent of the K-12 student body. Detailed analyses on data from each of the 31 districts are included in the report's appendices.

Nationally, less than one in five U.S. public school teachers—18 percent—are individuals of color, while approximately half—49 percent—of public elementary and secondary school students are individuals of color. In Oregon, less than one in ten public school teachers in Oregon—9.2 percent (3,059)—were individuals of color, while more than one third—36.6 percent (210,814) of Oregon public school students are individuals of color.

Significant disparities between the diversity of students and educators continue to exist in nearly all of the districts that have more than 40 percent students of color. Four school districts have a gap of more than 60 percentage points between the racial/ethnic diversity of student and that of teachers. The lowest disparities among the selected high-diversity districts are in Portland (25 percent), Forest Grove (30 percent), Tigard-Tualatin (30 percent), Dayton (32 percent), Phoenix-Talent (33 percent), Gresham-Barlow (34 percent), Beaverton (38 percent), Salem-Keizer (38 percent), and North Wasco County (39 percent).

2015-16	Number	Percent
Culturally and Linguistically Diverse Students	210,814	36.6 percent
Culturally and Linguistically Diverse Teachers	3,059	10.2 percent
Culturally and Linguistically Diverse Administrators	226	10.9 percent
Culturally and Linguistically Diverse Guidance Counselors	166	14 percent
Culturally and Linguistically Diverse Educational Assistants	2,260	16.98 percent

New to the report this year are data on the racial diversity of Oregon's educational assistants and guidance counselors. Of the 1,185 guidance counselors employed in Oregon public K-12 schools in 2015-16, 166 (14 percent) are racially/ethnically diverse. In 2015-16 there were 2,260 educational assistants of color in Oregon school districts, 16.98 percent of the 13,302 assistants employed. One out of every four educational assistants that a student encounters is a person of color; yet less than 1 in 10 of Oregon's teachers are likely to be a teacher of color. Although not all educational assistants desire to be teachers, these individuals represent an asset for schools and a potential talent pool of diverse individuals for future educators.

Educator Preparation

As of the most recent data collection, there were 386 racially diverse teacher candidates enrolled in Oregon's 17 teaching preparation programs, an increase for the second year (54 more than last year and 116 more than in 2012-13). While this increase is encouraging, it is a relatively small improvement relative to existing gaps between educators and students. Due to a number of new high school level teacher cadet programs, community college pathways, and district/university partnerships that have been initiated recently, an increase in racially diverse candidates enrolling and completing educator preparation programs is anticipated within the next one to three years.

If educator preparation programs were able to graduate candidates who mirrored the demographics of Oregon's graduating high school students, the pool of candidates for hire should be over 31 percent racially and linguistically diverse. However, the percent of 2014-15 teacher candidates completing a public, private non-profit or for-profit educator preparation programs is 10.34 percent, approximately one

third of that goal. Of the 257 candidates completing a public or private Commission-approved administrator preparation program, 22 or 8.56 percent are candidates of color.

Recruiting and preparing educators of color is only part of the equation. Hiring and retention of educators of color is equally important. This year the Educator Equity Advisory Group discussed typical educator hiring processes and researched various types of professional development focused on bias-awareness that have helped districts' hiring teams reduce both explicit and implicit sources of bias based on stereotypes and attitudes. Recommended resources are included in Appendix E.

Programs like the Aspiring Administrator Program co-sponsored by the Oregon Association of Latino Administrators and the Confederation of School Administrators are providing culturally diverse mentors and helping prepare the next generation of school leaders with skills needed to close opportunity gaps in schools and address the needs of English Language Learners. Programs like these also work with leaders to amplify the strengths of students and their communities.

Hiring Trends

The data show that Oregon has increased the number of racially and linguistically

One out of every four educational assistants that a student encounters is a person of color; yet less than 1 in 10 of Oregon's teachers are likely to be a teacher of color.

"Educational Assistants often bring decades of classroom experience; this career should be recognized as a stepping stone towards becoming a teacher."

Cecelia Monto, Dean, Education & Evening/Weekend Programs Chemeketa Commmunity College

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All educators must be prepared to effectively address issues of social justice, racism, and privilege and to embed culturally responsive curriculum into their lesson planning and discussions.

Racially and/or Linguistically Diverse Teachers Employed in Oregon Public Schools

	2011-12	2012-13	2013-14	2014-15
Teachers (Non-White)	2,392	2,344	2,403	3,059
All Teachers	26,873	26,442	26,749	30,059

Source: ODE Fall Staff Position Collection

Oregon saw an increase in the percentage of administrators of color in the state's Oregon Mentoring Program, suggesting that some districts are making progress in hiring and supporting administrators that better represent their student populations.

- *In 2013-2014 19 percent of the 103 administrators in the mentoring program were administrators of color, which is a higher percentage than administrators of color in the state (12 percent).*
- *In 2014-2015 18 percent of the 78 administrators in the mentoring program were administrators of color, which is a higher percentage than administrators of color in the state (10 percent).*

Promising Practices

Oregon is taking steps towards improving the diversity of its educator workforce. For example, the state's new TeachInOregon website is accessible in English and Spanish and offers clear information and resources about becoming a teacher and short videos featuring some of Oregon's teachers of color.

Cadet programs, designed to attract young people to the teacher profession, have continued to expand at the middle and high school levels. School districts, community colleges, and universities are partnering to offer early educational experiences and transferable dual credit courses accepted in an educator preparation program. Community colleges are creating pathways for individuals who intentionally start first at a two-year college before transferring to a four-year teacher preparation program. Within the partnerships developed through TeachOregon, 130 candidates (75 percent of whom are culturally diverse) are enrolled in teacher pathway programs at a community college level where they benefit from financial and advising support to ensure a smooth college transfer.

Alignment with State and Federal Plans

At the preparation level, per Senate Bill 3375, every public educator preparation program prepared a report this year for their respective institutional board that outlined goals, strategies and timelines for increasing the diversity of their education candidates. Highlights from these reports were also approved by the Higher Education Coordinating Commission and included in this report. The universities' plans demonstrate that a commitment to diversity is not only about recruiting more diverse educators to teach in schools but a commitment to refining the educator preparation curriculum and experiences so that all candidates are prepared to be culturally responsive. This is critical in Oregon, especially in light of disparity gaps related to discipline, achievement, attendance and other student measures.

The Educator Equity Advisory Group received updates this year from various workgroups that have similar goals, including those involved with the Oregon American Indian / Alaska Native Education State Plan, African American/Black Student Success Plan, English Learners State Strategic Plan, and Oregon's Federal Plan for Equitable Access to Excellent Educators to identify areas of alignment around educator diversity can result in systemic institutional change. The group sponsored an equity summit at which educator preparation faculty, staff, and students as well as school and district

staff, and policy leaders listened as culturally and linguistically diverse educators shared their experiences and highlighted needed changes.

A Potential Financial Assistance Mechanism for Undergraduate Teacher Candidates

One of the most persistent barriers for any student, and particularly first generation students, is the cost of a college degree. Research reviews and interviews were conducted to identify characteristics of five different state-funded scholarships that helped frame recommendations on how to leverage existing financial resources such as PELL Grants, Oregon Opportunity Grant, and the Oregon Promise. As shown below, a two-year scholarship for transfer students entering education preparation programs would help fill a key financial gap for many candidates for whom college is still an overwhelming financial burden.

Several districts are more intentionally networking with prospective candidates long before they graduate, making commitments to interview and even commitments to hire based on candidates successfully fulfilling all preparation program and licensure requirements.

Recommendations

Although the percentage of teachers of color has almost doubled since 2005 (4.8 percent), the gap is still not closing as the diversity of Oregon's student body increases at almost one percentage point each year. The Educator Equity Advisory Group has created a series of recommendations with significant stakeholder input in the form of an Educator Equity Statewide Plan (see page 9).

To achieve the strategic plan's objectives, the Educator Equity Advisory Group has provided recommendations for potential legislation to the Governor's Council for Educator Advancement that include the following:

1) State funded scholarships and stipends for culturally and linguistically diverse Oregon Promise students seeking to become teachers

2) State funded mentors for two years for every culturally and linguistically diverse teacher hired in an Oregon School

3) Seed funding for a phased-in expansion of university/district partnerships in communities where students of color exceed 40 percent of the student population

4) Coordination of plans with partners from each equity-focused state plan work group and regular reporting to the Legislature via future Educator Equity Reports.

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A full copy of the Report and Appendices can be accessed at:

education.oregon.gov/educator-diversity

2016 Oregon Educator Equity Statewide Plan

VISION

Oregon values the racial diversity of students in Oregon by creating pathways to increase cultural and linguistic diversity in the educator workforce employed in Oregon schools and by assisting all educators in becoming more culturally responsive.

GOAL

"Grow Your Own" partnerships involving districts and preparation programs are expanded with funding to focus first on districts serving 40 percent or higher students of color.

OBJECTIVES

1) Recruitment:

- **a.** Provide seed funding to grow and expand partnership models like the Portland Teacher Program, TeachOregon, and Chemeketa Community Bilingual Pathway Program to provide improved avenues for Oregon's culturally and linguistically diverse high school graduates and educational assistants to pursue careers in education. (Legislators, ODE, HECC,TSPC, COSA, OAESD, OSPA, OEA, and CEdO)

- **b.** Provide two-year scholarships and funding for test fees and clinical stipends to support up to 100 culturally linguistically diverse transfer students admitted to educator preparation program each year. (Legislators, HECC-OSAC, CEdO)

2) Preparation: Convene faculty to align coursework between community colleges and four-year educator preparation programs to help students save time and money as they pursue a teaching license. (HECC, TSPC, ODE, and CEdO)

3) Hiring: Annually collect and analyze data by race and gender on recruitment/applicant pools, interview pools, and hiring data from Oregon's public school districts to identify where racial disparities are occurring in the hiring stage. (ODE, OSPA, COSA, OEA, and CEdO)

4) Retention:

- **a.** Fund trained mentors for the first two years of employment for all culturally and linguistically diverse teachers and administrators in Oregon. (Legislators, ODE)

- **b.** Develop and use a statewide online survey to collect and analyze exit data for educators leaving the profession. (Legislators, ODE, OSPA, COSA, OEA, and CEdO)

5) To impact every stage—Ensure that all educators are supported in becoming more skilled in using culturally responsive curriculum and teaching practices.

- **a.** Provide matching funds to districts, education service districts, and educator preparation programs willing to offer professional learning based on Learning Forward Standards on Anti-Bias Training for Hiring, Culturally Responsive Curriculum, Pedagogy and Inclusive Practices offered by an approved provider, e.g. teacher leaders, districts, education service districts, universities, and community-based organizations whose work aligns with this objective. (Legislators, ODE, HECC, CEdO)

Introduction

Legislative Charge

With the passage of House Bill 3375, the Chief Education Office (CEdO), the Higher Education Coordinating Commission (HECC), the Oregon Department of Education (ODE), and the Teacher Standards and Practices Commission (TSPC) are required to create an annual report on the Educators Equity Act. The report is to include a summary of most recent data, plans being implemented by public teacher education programs, recommendations for achieving an educator workforce that more closely mirrors Oregon's K-12 student demographics and a description of best practices within Oregon and other states for recruiting, preparing, hiring and retaining culturally and linguistically diverse educators.

Terminology Used in the 2016 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 focused on individuals for whom their first language is not English.

Racially or ethnically 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.

History

In recognition of the disparity between Oregon's diverse student population and predominantly European-American teacher workforce, the Minority Teacher Act was passed by Oregon Legislators in 1991 and later codified as ORS 342.433. The goal set forth by the Act stated that by the year 2001, the number of minority teachers, including administrators, employed by school districts and education service districts should be approximately proportionate to the number of minority children enrolled in the public schools of this state.

Despite some growth, the proportion of minority teachers to minority children in public schools continued to fall far short of the goal set by the 1991 Act. In 2013, the Legislature reaffirmed the state's commitment to equity in education by setting new goals (ORS.342.437), adding persons whose first language is not English to the definition of minority (ORS 342.433), and amending language to require the Oregon Education Investment Board to report biennially on progress in meeting the intent of the Minority Teacher Act.

In 2015, HB 3375 revised and renamed the Minority Teacher Act of 1991 referring to it as the Oregon Educator Equity Act. The legislation also changed references to educator employment goals as relative to percentage of students in district, required annual legislative reports, mandated public teacher education programs to submit plans to promote diverse educator preparation to be reviewed by institutional and board and the Higher Education Coordinating Commission (HECC), and charged the Oregon Department of Education (ODE) to use federal reports on educator equity in certain monitoring activities.

Oregon Equity Lens

Oregon is unique among states in the nation with wide adoption of an Equity Lens with an explicitly stated equity stance to intentionally examine its policies and practices in order to identify institutional and systemic barriers and discriminatory practices that must be addressed.

The Equity Lens provides statewide guidance to "clearly articulate the shared goals we have for our state, the intentional investments we will need to make to reach our goal of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting instances in where there is no progress".

For the purposes of this report, the Equity Lens supports a further analysis of the racial and ethnic diversity among our education workforce serving Oregon students in the K-12 system and the introduction of positive, asset-based policies and practices that value and honor the circumstances, assets and contributions of students and their communities.

Oregon Educator Equity Advisory Group

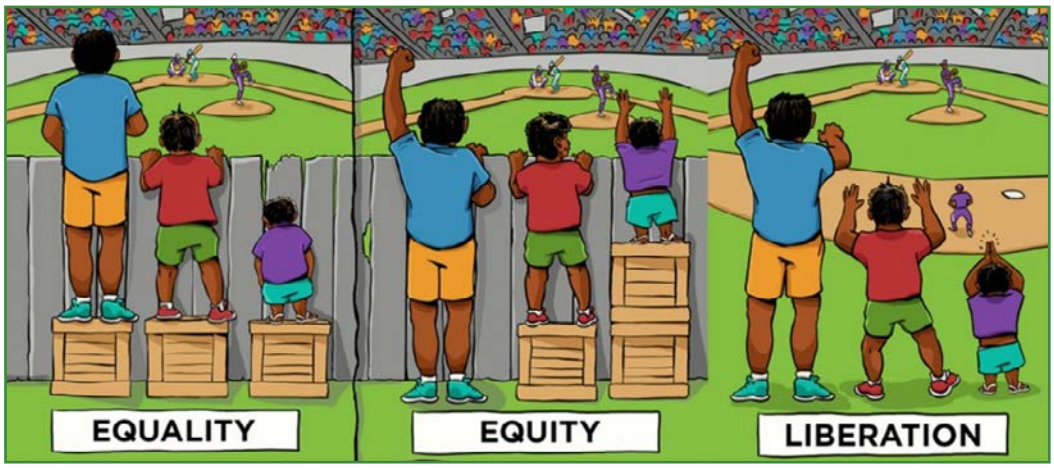
Appointed in 2014 by the Chief Education Officer, the Oregon Educator Equity Advisory Group (Appendix A) is comprised of building administrators, district administrators, faculty from public and private non-profit Educator Preparation Programs (EPPs), and representatives from communities of color, non-profits working in education reform, TSPC, ODE, Education Northwest, and the Chief Education Office.

The group's charge is to: "assess, evaluate, and advocate for statewide educational policy with legislators, state organizations, schools, and communities on promising practices prepare, recruit, and retain culturally and linguistically diverse educators who contribute to the continuing success of diverse students, teachers, families, and communities". Members of the Advisory Group meet monthly and shared results from the 2015 report with over 400 attendees at 15 meetings in the past 12 months. In

For the purposes of this report, the Equity Lens supports a further analysis of the racial and ethnic diversity among our education workforce serving Oregon students in the K-12 system and the introduction of positive, asset-based policies and practices that value and honor the circumstances, assets and contributions of students and their communities.

preparation for publishing the 2016 annual report, the Advisory Group applied Oregon's Equity Lens to data, policies, and practices that on the surface seem to reflect equality but not equity. The group hopes that through this report Oregon can mitigate inequities and improve access and opportunities for students and aspiring educators, as shown in this cartoon.

In order to identify promising practices in this report, Advisory Group members followed up on projects spotlighted in last year's report and identified new efforts underway.



In order to identify promising practices in this report, Advisory Group members followed up on projects spotlighted in last year's report and identified new efforts underway. They researched funding supports available in other states, and reviewed plans for each of Oregon's six public educator preparation programs that were submitted to the Higher Education Coordinating Commission. At their meetings, members engaged with stakeholders who helped identify additional barriers to a more culturally and linguistically diverse educator workforce and culturally responsive work environment.

It is hereby moved that the Educator Equity Advisory Group plan and initiate an advocacy strategy for the robust increase of culturally diverse and bilingual teacher candidates and certified teachers. The advocacy strategy shall address three areas:

1) New legislation that clarifies the long term interest and commitment of the state to equity in the increase of culturally diverse and bilingual teachers and the funding necessary to support its commitment.

2) Institutional commitment from the state teacher education institutions for the creation of culturally diverse and bilingual teacher programs that significantly increase the number of teacher candidates over time to close the gap between the percentage of minority students and teachers in the state, and

3) Support and participation for the state's ethnic/racial minority communities in the advocacy strategies created by the Educator Equity Advisory Group.

Motion passed May 19, 2016
Oregon Educator Equity Advisory

In April 2016, the Advisory Group hosted an Education Equity Teacher Preparation and Retention Summit. Over 100 representatives participated from Oregon's public and private non-profit educator preparation programs and administrators from over a dozen of the state's K-12 school districts that enroll over 40 percent students of color. After opening remarks from Governor Kate Brown, the attendees listened to perspectives from culturally and linguistically diverse Oregon educators and teacher candidates generated recommendations for improved policies and practices to help Oregon meet the intent of the Oregon Educators Equity Act.

Summit photo of Governor and Educators
From left to right: Jennifer Alonzo, Anselmo Villaneuva, Roshelle Nieto, Governor Kate Brown, Helen Ying, Alexis Braley-James, Jose Magana. Photo courtesy of Claire Meints, Oregon State University

Changes in this year's report

This year's report reflects several changes as a result of legislation passed in 2015 and recommendations from the Advisory Group. In addition to reporting the cultural diversity of teachers and administrators employed in Oregon school districts, data is provided on two additional groups of personnel: 1) guidance counselors and 2) educational assistants. For the first time, a summary is included of each Oregon public teacher education program plan as described in ORS 342.437 and approved by their respective institutional board and the Higher Education Coordinating Commission. House Bill 3375 removed several previously required data points determined to be less reliable across institutions, established a new state goal for school districts, and added Department of Education monitoring of progress towards the intended goal of the Educators Equity Act. Lastly, the Advisory Group provided guidance to the public educator preparation programs on an appropriate goal for the diversity of program completers based on the demographics of Oregon's five-year cohort of high school graduates.

National Focus on Educator Workforce Diversity

Within the last year, there has been renewed attention on the pending shortage of teachers in general and specifically, the dearth of teachers of color. In 2016, the United States Department of Education issued a report, The State of Racial Diversity in the Educator Workforce. The report noted that 82 percent of public school teachers identify as white. (In Oregon, the percentage of white teachers is 90 percent.) At the national level, there has been little change in diversity within an educator workforce that has remained relatively static but now every state has proportionally more students of color than teachers of color.[2]

In the report, U.S. Secretary of Education John B. King, Jr., a former teacher, reflected on the importance of a diverse educator workforce for all students:

"We've got to understand that all students benefit from teacher diversity. We have strong evidence that students of color benefit from having teachers and leaders who look like them as role models and also benefit from the classroom dynamics that diversity creates. But it is also important for our white students to see teachers of color in leadership roles in their classrooms and communities. The question for the nation is how do we address this quickly and thoughtfully?"

John B. King, Jr.,
U.S. Department of Education Secretary
The State of Racial Diversity in the Educator Workforce (p. 9)

Although the proportion of teachers of color has increased over time, this growth was not distributed equally over all non-white racial and ethnic categories. For example, the proportion of teachers who were black decreased slightly over this time period[2], a trend that is mirrored in Oregon as well. There are fewer administrators of color than white administrators in our nation's schools, although on average, the national percentage is twice what is found in Oregon.

The police shooting in Ferguson, Missouri of a young black man served as a catalyst for the mainstream press to refocus, increased attention on the role educators of color play in developing genuine cross-cultural relationships. Some describe this added benefit as a means of countering the predominantly restricted white worldview held by many white Americans who tend to have relatively white social networks without any minority presence. For example: 46 percent of Americans surveyed on the Racial Inequity Index (RII) developed as part of the 2015 American Values Survey believe people of color today have opportunities equal to whites.

Clearly, teachers of color should not be the sole adults in schools responsible for facilitating discussion on racial ideology and its manifestation in America. However, nonwhite educators offer new and valuable perspectives for students of all backgrounds, especially since many white students are developing their own ethnic identities and may have parents who stumble in communicating racial understanding to their own children. Educators of color highlighted in an article in The Atlantic shared how they are helping to change the stereotypes that white students may have about people of color.

"If they come into the class, feeling that black people are dumb, that's not going to survive contact with me or my black students for very long anyway...I want [white students] to know that we work hard—[that we have] intellectual curiosity."

In his day-to-day dealings with students, Kay also fights the widespread, centuries-old narrative that black men are driven by anger and frustration. "I am affectionate and caring...I think it's important that [the students] see we have the capacity to love."

Matthew Kay as quoted
by Melinda Anderson
The Atlantic, August 6, 2016

All educators must be prepared to effectively address issues of social justice, institutional racism, and privilege, and to embed culturally responsive curriculum into their lesson

planning and discussions. This is critical in Oregon, especially in light of disparity gaps related to discipline, achievement, attendance, and other student measures.

"The solution to achievement disparities is multi-faceted and complex--the skin color of the teacher alone is not the answer. However, increasing the number of black teachers may address some other issues.

...It is important for white students to encounter black people who are knowledgeable. What opportunities do white students have to see and experience black competence?"

Gloria Ladson-Billings, Education Week, January 6, 2015

Data Findings

School District Demographics

In 2015-16 there were 576,407 K-12 students enrolled in Oregon's public schools. Of these students, 210,814 (36.6 percent) were students of color. This represents less than a 1 percent increase from last year's state average of 36.4 percent. Appendix B shows these demographics by race and grade level. Of particular interest for this report is the fact student diversity is much higher in 31 districts, between 40 to 82 percent of the K-12 student body, as shown in Table 1.

In 2015-16 there were 576,407 K-12 students enrolled in Oregon's public schools. Of these students, 210,814 (36.6 percent) were students of color. This represents less than a 1 percent increase from last year's state average of 36.4 percent.

Table 1. Demographics for Oregon School Districts with 40 percent or More Students of Color

School District	2015-16 Total Enrollment	Percent White & Non-Hispanic Students	Percent Students of Color	Percent Teachers of Color	Percent Administrators of Color
Woodburn SD 103	5,716	18%	82%	27%	30%
Gervais SD 1	1,068	27%	73%	5%	40%
Umatilla SD 6R	1,372	29%	71%	8%	0%
Jefferson County SD 509J	2,921	29%	71%	8%	7%
Nyssa SD 26	1,147	30%	70%	11%	13%
Ontario SD 8C	2,407	33%	67%	10%	33%
Parkrose SD 3	3,328	34%	66%	7%	8%
Reynolds SD 7	11,553	35%	65%	5%	10%
Milton-Freewater Unified SD 7	1,733	40%	60%	11%	0%
David Douglas SD 40	10,849	41%	59%	8%	17%
Morrow SD 1	2,171	41%	59%	3%	8%
Forest Grove SD 15	6,183	44%	56%	26%	33%
Mt Angel SD 91	707	44%	56%	7%	0%
Hermiston SD 8	5,501	46%	54%	8%	12%
Centennial SD 28J	6,321	47%	53%	6%	24%
Hillsboro SD 1J	20,836	48%	52%	11%	28%
North Marion SD 15	1,979	49%	51%	6%	0%
Beaverton SD 48J	40,568	50%	50%	12%	20%
Hood River County SD	4,150	50%	50%	8%	13%
Central SD 13J	3,250	50%	50%	3%	9%

School District	2015-16 Total Enrollment	Percent White & Non-Hispanic Students	Percent Students of Color	Percent Teachers of Color	Percent Administrators of Color
Salem-Keizer SD 24J	41,100	52%	48%	10%	13%
Stanfield SD 61	491	52%	48%	6%	0%
Dayton SD 8	980	55%	45%	13%	0%
Annex SD 29	92	55%	45%	0%	0%
Portland Public Schools SD 1J	48,383	57%	43%	18%	32%
Powers SD 31	118	59%	42%	0%	100%
North Wasco County SD 21	3,108	59%	41%	2%	0%
Tigard-Tualatin SD 23J	12,799	59%	41%	11%	21%
Phoenix-Talent SD 4	2,675	59%	41%	8%	10%
Brookings-Harbor SD 17C	1,653	59%	41%	11%	0%
Gresham-Barlow SD 10J	12,141	60%	40%	6%	0%

Eleven of these districts saw an increase of 2-3 percentage points in student diversity from last year and two additional districts, Gresham-Barlow and Phoenix-Talent, were added to this year's list. Only one district (Tigard-Tualatin) had fewer students of color this year compared to 2014-15. Data tables for each of the 31 districts in Appendix C depict the race/ethnicities of students, teachers, and administrators for the 2015-16 school year as well as the percentages of students, teachers, and administrators of color in each of these districts over the past five years. The Educator Equity Advisory Group believes highlighting these statistics is an essential step in communicating the urgency of the situation and advocating for policies and support critical to increasing the diversity in Oregon's educator workforce.

Among the 31 districts analyzed, the percentage of teachers of color range from zero in Annex and Powers School Districts to 27 percent in Woodburn School District. Nine districts saw an increase in the percentage of teachers of color since 2014-15 with the largest increase (5 percentage points) occurring in the teacher workforce in the Forest Grove School District. Nine districts saw a decrease in the percentage of teachers of color over the past year and the remaining districts held constant.

With 26 percent teachers of color, Forest Grove School District has the second highest percentage (N = 75) in the state serving 56 percent students of color. Woodburn School District still has the highest percentage of teachers of color (27 percent) serving the most

students of color in the state (82 percent). Eleven districts of the 31 have 10 percent or higher teacher diversity while two districts, Annex and Powers, employ no teachers of color. In terms of numbers of teachers of color, Portland Public Schools is highest with 506 and Salem-Keizer School District is the second highest with 203.

Significant disparities between the diversity of students and educators continue to exist in nearly all of the districts that have over 40 percent students of color.

The percentage of racially diverse educators has almost doubled since 2005 (4.8 percent), the gap is still not closing as the diversity of Oregon's student body increases at almost one percentage point each year.

Even with a 3 percent decrease from last year, Portland Public Schools continues to have the largest number of administrators of color (N = 58) in the state. Although they have the largest number of administrators in the state, Portland Public Schools is also among the districts with the highest percentage of administrators of color. Of districts with over 20 administrators Forest Grove has the highest percentage (33 percent) of administrators of color (N = 12). Six districts increased the percentage of administrators of color since 2014-15. Readers are cautioned to view these increases carefully, as in the case of small districts like Gervais, a 20 percent increase in may actually translate to only one additional hire. Six districts decreased the percentage of administrators of color over the past year and the remaining districts remained the same.

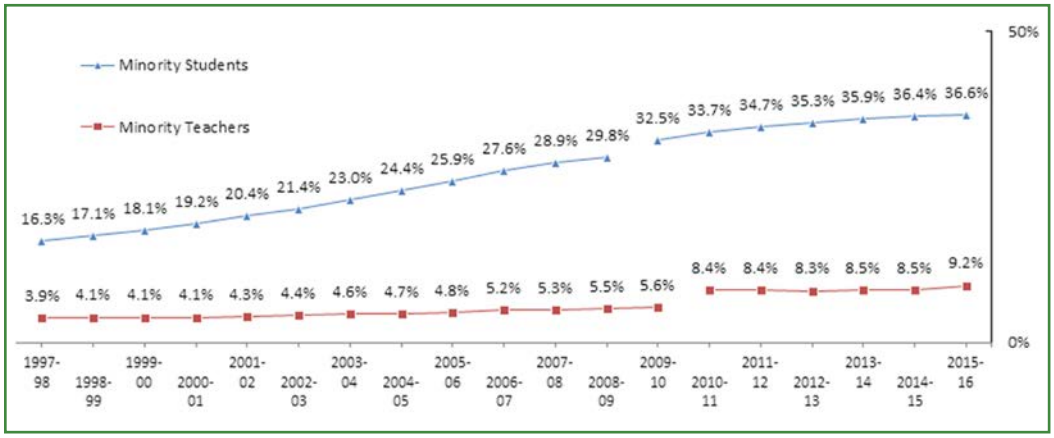
Although no school district has shown consistent increases in the diversity of their teaching workforce at significant level, three school districts had interesting trends in the diversity of their administrative workforce:

- Centennial School District: the percentage of administrators of color has increased to 24 percent (N = 4) since 2012-13.
- David Douglas School District: the percentage of administrators of color has doubled since 2013-14 since 2013-14 from 8 percent to 17 percent (N = 5).
- Tigard-Tualatin School District: the percentage of administrators of color almost doubled from 11 percent in 2012-13 to 21 percent (N = 6) in 2015-2016.

Significant disparities between the diversity of students and educators continue to exist in nearly all of the districts that have over 40 percent students of color. Four school districts have a gap of more than 60 percentage points between the racial/ethnic diversity of student and that of teachers: Gervais (68 percent), Jefferson County (62 percent), Reynolds (60 percent), Umatilla (63 percent). The lowest disparities among the selected high-diversity districts are in Portland (25 percent), Forest Grove (30 percent), Tigard-Tualatin (30 percent), Dayton (32 percent), Phoenix-Talent (33 percent), Gresham-Barlow (34 percent), Beaverton (38 percent), Salem-Keizer (38 percent), and North Wasco County (39 percent).

In terms of Oregon's overall progress in closing the disparities between the demographics of K-12 students and the educator workforce, the Oregon Department of Education uses a state average in Figure 2 which shows that the percentage of racially diverse teachers increased from 8.5 percent in 2014-15 to 9.2 percent in 2015-16. Although the percentage has almost doubled since 2005 (4.8 percent), the gap is still not closing as the diversity of Oregon's student body increases at almost one percentage point each year.

Figure 2. Oregon Students of Color and Teachers of Color



Source: Oregon Department of Education 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.edo.state.or.us/news/announcements/announcemenet.aspx?=4630 for details. These data may not be comparable to prior years and do not include non-English language of origin teachers.*

At the request of the Advisory Group, comparable data on counselors in Oregon K-12 school districts are included as they play an important role in students' school experiences and are often a source of guidance and support for students. Of the 1,185 guidance counselors employed in Oregon public K-12 schools in 2015-16, 166 (14 percent) are racially/ethnically diverse. Portland Public Schools employ the largest number of counselors of color (N = 36) while the highest percent of counselors of color are employed in Woodburn School District (57 percent).

Educational assistants are frequently more diverse than a district's teachers or administrators. They are often bilingual, have deep roots in the local community, and already play an important connecting role with students and their families. In 2015-16 there were 2,260 educational assistants of color in Oregon school districts, 16.98 percent of the 13,302 assistants employed. Although not all educational assistants desire to be teachers, these individuals represent an asset for diverse communities and potential source of future educators.

Of the 1,185 guidance counselors employed in Oregon public K-12 schools in 2015-16, 166 (14 percent) are racially/ethnically diverse.

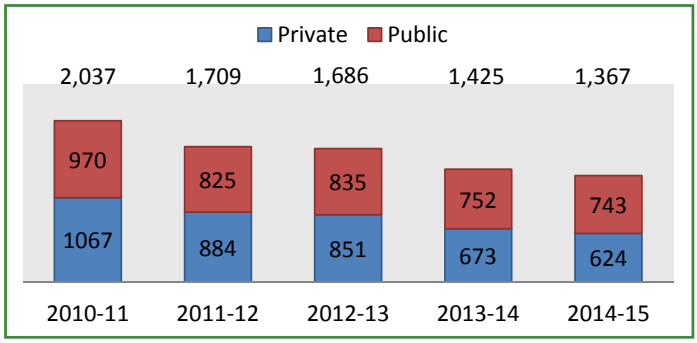
Educational assistants are frequently more diverse than a district's teachers or administrators. They are often bilingual, have deep roots in the local community, and already play an important connecting role with students and their families.

One out of every 4 educational assistants that a student encounters is a person of color; yet less than 1 in 10 of Oregon's teachers are likely to be a teacher of color.

Who is Preparing to Become a Teacher in Oregon?

There have been considerable efforts in Oregon focused on increasing the diversity of the teacher candidate pool. Although Oregon legislation only requires data on the state's six public universities who prepare teachers, the contribution of private non-profit universities and for-profit universities to the diversity of a candidate pool for teaching positions in Oregon is significant; thus, data for public, private non-profit, and private for-profit (EPPs) are included in this report. Figure 3 shows the relative contribution of both public and private non-profit/for-profit programs over the past five years in terms of preparing new teachers.

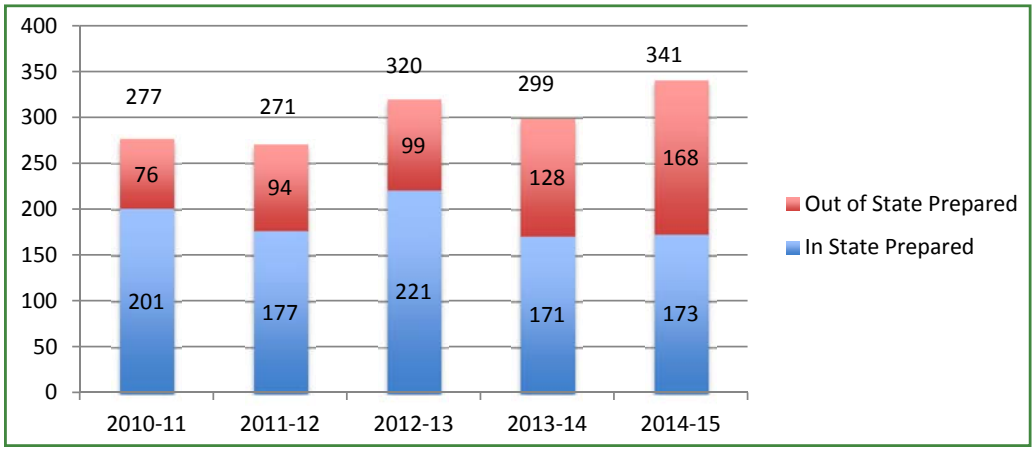
Figure 3: Public versus Private Non-profit and For-Profit University Initial/Preliminary Teacher[6] Licensure Completers



Source: Teacher Standards and Practices licensure data system

The number of teacher candidates of color prepared in other states who seek an Oregon teaching license has increased steadily each year as shown in Figure 4. Some of these individuals may be the result of targeted out-of-state recruiting by specific school districts seeking to hire a more diverse workforce.

Figure 4: Out of State Compared to In State Prepared Racially Diverse Teacher Candidates



Source: Teacher Standards and Practices licensure data system

The number of teacher candidates of color prepared in other states who seek an Oregon teaching license has increased steadily each year.

In 2014-15, there were 386 racially diverse teacher candidates enrolled in Oregon's 17 teaching preparation programs, an increase for the second year (54 more than last year and 116 more than in 2012-13).

Enrollment in Teacher Preparation Programs

Formally, state efforts to track candidates starts during enrollment in an educator preparation program, defined as when a candidate submits an application for finger-printing required prior to first placement in a field experience after admission to an Oregon-approved educator preparation program. This serves as a proxy for enrollment data and distinguishes between teacher candidates and those who may be taking an education course but not pursuing a preliminary license.

In 2014-15, there were 386 racially diverse teacher candidates enrolled in Oregon's 17 teaching preparation programs, an increase for the second year (54 more than last year and 116 more than in 2012-13). Although it is premature to see a significant impact on program completers (new graduates who have been awarded a preliminary teaching license), these candidates represent a more diverse "pipeline" of candidates who should be eligible for licenses and jobs in the next one to three years.

Table 2: Demographics of Candidates Enrolled in Oregon Teacher Preparation in 2014-15

Institution	Total	Hispanic or Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or more races
Public Institutions								
Eastern Oregon University	146	8	4	0	0	3	124	0
Oregon State University	147	8	0	1	0	1	123	7
Portland State University	387	62	4	17	11	1	254	22
Southern Oregon University	107	1	2	3	0	0	78	1
University of Oregon	159	11	4	8	1	2	121	2
Western Oregon University	153	11	1	2	2	0	131	0
Private Institutions								
Concordia University-Oregon	299	15	2	6	8	1	234	15
Corban University	46	4	0	0	1	0	37	3
George Fox University	178	13	3	5	0	2	145	10
Lewis and Clark College	89	6	0	2	3	0	69	2
Linfield College	41	4	0	1	1	5	26	0
Marylhurst University	25	1	0	0	1	1	21	0
Multnomah University	22	1	0	1	0	1	19	0
Northwest Christian University	52	2	0	0	0	0	50	0
Pacific University	77	5	3	5	0	0	44	4
University of Phoenix	3	1	0	0	0	0	2	0
University of Portland	139	11	1	15	2	1	104	5
Warner Pacific College	67	7	0	2	1	0	54	3
Totals	**2,137**	**171**	**24**	**68**	**31**	**18**	**1,636**	**74**

Source: Teacher Standards and Practices Commission

Compared to 2012-13, the number of enrolled teacher candidates of color increased by 142 Hispanic/Latino students with a decrease of 59 American Indian/Native Alaskan teachers, likely impacted by the cycle of grant funding for the Sapsik'ʷałá program at the University of Oregon and the American Indian Teacher Program at Portland State University, two federally funded projects.

The Educator Equity Advisory Group provided guidance on an annual goal for teacher preparation programs based on the demographics of Oregon's five-year cohort of high school graduates, rather than on the diversity of the K-12 student population.

Teacher Completers

Another key data point for the state occurs when candidates have been recommended for licensure by a Commission-approved educator preparation program. This data point represents a proxy of newly prepared teacher candidates who have completed teacher licensure program requirements and are ready to seek a teaching license. However, this can be a slightly inflated indicator of teacher supply, as some candidates apply for teaching positions in other states, some may not seek or be denied a license, and others complete and obtain a license but do not seek employment.

The Educator Equity Advisory Group provided guidance on an annual goal for teacher preparation programs based on the demographics of Oregon's five-year cohort of high school graduates, rather than on the diversity of the K-12 student population. Using 2014-15 data, that would mean it would be aspirational to have a pool of candidates that was over 31 percent culturally and linguistically diverse and roughly mirroring Table 3:

Table 3: Goal for Oregon Teacher Completers to Mirror HS Graduating Class Student Demographics

	White	Native Hawaiian/ Pacific Islander	Hispanic/ Latino	Black/ African American	Asian	American Indian/ Alaskan Native	Multi-Racial
2014-15 Five Year Cohort	68.7%	0.6%	17.5%	2.2%	4.7%	1.4%	4.8%

Source: Oregon 2014-15 Five-Year Graduation Cohort

Of the 1,730 teacher candidates who completed a public, private non-profit or for-profit Commission-approved teacher preparation program in 2014-15, 10.34 percent were candidates of color (N = 179). This number may actually be higher given that 67 candidates declined to report their racial/ethnic identity. In the public university programs, 104 of the 827 candidates (12.5 percent) completing in 2014-15 were racially/ethnically diverse and 75 of the 903 candidates (8.3 percent) completing private non-profit preparation programs were racially/ethnically diverse.

In 2014-15, Portland State University continued to have the largest number of racially

diverse candidate completers (N = 32) or 15 percent of its total completers). University of Oregon graduated the second largest number of diverse candidates (N = 24) or 19.8 percent of its total completers. Among the private non-profit institutions, George Fox University had the largest number of racially diverse candidate completers (N = 13) or 12.2 percent of its total completers. Lewis and Clark College had 11 completers or 10.3 percent of its total completers.

Table 4. Demographics of 2014-15 Program Completers in Oregon Teacher Preparation Programs

Institution	Total	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Black or African Amer-ican	Native Hawaiian or Pacific Islander	White	Two or more races	Not Spec-ified	Other
Public Institutions	**827**	**34**	**9**	**30**	**6**	**4**	**684**	**21**	**35**	**4**
Eastern Oregon University	94	3	0	0	0	1	82	3	5	0
Oregon State University	125	3	2	3	0	2	111	1	3	0
Portland State University	213	9	2	12	6	0	170	3	10	1
Southern Oregon University	95	5	0	1	0	0	78	4	6	1
University of Oregon	121	5	3	8	0	1	88	7	7	2
Western Oregon University	179	9	2	6	0	0	155	3	4	0
Private Institutions	**903**	**20**	**6**	**28**	**3**	**3**	**790**	**15**	**32**	**6**
Concordia Universi-ty-Oregon	164	3	1	2	1	1	149	1	5	1
Corban University	35	0	0	0	0	0	35	0	0	0
George Fox University	139	3	0	6	0	0	119	4	6	1
Lewis and Clark College	106	0	2	5	0	0	86	4	8	1

Institution	Total	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Black or African Amer-ican	Native Hawaiian or Pacific Islander	White	Two or more races	Not Spec-ified	Other
Linfield College	19	0	2	1	0	0	15	0	1	0
Marylhurst University	35	1	0	0	1	1	29	1	2	0
Multnomah University	22	0	0	1	0	0	21	0	0	0
Northwest Christian University	20	0	0	0	1	0	19	0	0	0
Pacific University	113	3	0	4	0	1	99	1	5	0
University of Phoenix	28	2	0	0	0	0	24	2	0	0
University of Portland	90	4	0	1	0	0	83	2	0	0
Warner Pacific College	45	1	0	2	0	0	40	0	0	2
Willamette University	87	3	1	6	0	0	71	0	5	1
Totals	**1,730**	**54**	**15**	**58**	**9**	**7**	**1,474**	**36**	**67**	**10**

Source: Teacher Standards and Practices Commission

Who is Preparing to Become a School Administrator in Oregon?

Only eight Commission-approved administrator preparation programs were in operation during the 2015-16 school year. All programs are located in Oregon except for COSA/ Concordia of Chicago, a program run in coordination with the Confederation of Oregon School Administrators (COSA).

A new partnership, Leading for Learning: The Aspiring Leaders program, involving PSU and COSA was launched by the Chalkboard Project this year centered on rethinking principal preparation programs with a strong focus on increasing and retaining a diverse pipeline of principal preparation candidates including people of color, women, and other individuals from historically underrepresented communities. The goal of both PSU and COSA AspiringLeaders Program is to prepare at least 120 highly effective new school principals by the 2018-19 school year.

Enrollment in Administrator Preparation Programs

Available enrollment data for Oregon's nine administrator preparation programs show that only 44 of the 383 (11.5 percent) candidates enrolled in 2014-15 were culturally diverse.

Table 5. Demographics of Candidates Enrolled in Administrator Preparation Programs in 2014-15

Institution	Total	Male	Female	Hispanic/ Latino	American Indian / Native Alaskan	Asian	Black / African American	Native Hawaiian / Pacific Islander	Multi Racial	White
Public Institutions										
Portland State University	65	22	43	3	0	0	4	0	2	52
Southern Oregon University	14	6	8	2	0	0	0	0	0	10
University of Oregon	51	20	31	*ds	*ds	*ds	*ds	*ds	*ds	37
Private Institutions										
Concordia Portland	145	51	94	3	1	1	5	0	3	111
COSA/ Concordia of Chicago	No data provided									
George Fox University	24	11	13	1	0	1	0	9	1	17
Lewis and Clark College	82	29	53	1	0	1	2	0	5	69
University of Phoenix	2	0	2	0	0	0	0	0	1	1
University of Portland	No data provided									
Totals	**187**	**68**	**119**	**7**	**0**	**2**	**6**	**9**	**9**	**149**

Source: Teachers Standards and Practices

Administrator Completers

Of the 257 candidates completing a public or private Commission-approved administrator preparation program in 2014-15, 8.56 percent were candidates of color (N = 22). Three candidates declined to self-identify their racial ethnicity. Ten of the 133 2014-15 new administrators graduating from the three public university programs were administrators of color (9.02 percent) and 10 of the 124 were from the five private non-profit university programs (8.0 percent).

Table 6: Demographics of 2014-15 Program Completers in Oregon Administrator Preparation Programs

Institution	Total	Hispanic/ Latino	American Indian/ Native Alaskan	Asian	Black / African American	Native Hawaiian / Pacific Islander	Multi Racial	White
Public Institutions	**133**	**1**		**2**	**5**		**4**	**118**
Portland State University	72*			1	4		3	63
Southern Oregon University	14*							13
University of Oregon*	47	1		1	1		1	42
Private Institutions	**124**	**3**	**2**	**1**	**3**		**1**	**110**
Concordia Portland	53	1		1	3			48
COSA/Concordia of Chicago								
George Fox University	26	2						24
Lewis and Clark College	32		1				1	30
University of Phoenix								
University of Portland	13*		1		1			8
Totals:	**257**	**4**	**2**	**3**	**8**		**5**	**228**

Source: Teachers Standards and Practices
*Not specified included in the total count
**Dates of completion between 9/1/14 -8/31/2015
***Includes Initial & Continuing Recommendations

Effective July 1, 2015, the Oregon Teacher and Standards Practices Commission voted to eliminate the basic skills test as a requirement for initial teacher education licensing.

The issue of added cost for edTPA is compounded by concerns that this assessment could pose another barrier to culturally and linguistically diverse candidates in Oregon.

Licensure Test Results for Oregon Teacher Candidates

Oregon legislation requires the annual Educator Equity Report to include "comparisons between 'minorities'[7] and 'non-minorities' scores on basic skills, pedagogy and subject matter tests". Highlights on any notable data trends are provided in this document with full data table included in the Appendix D.

Data for the 2014-15 full year and year to date for 2015-16 showed that there were higher percentages of candidates of color who did not pass the Basic Skills Reading Test than students who identified as white (non-Hispanic). This confirmed observations and testimony from faculty and staff from educator preparation programs and Chalkboard partnership work groups who urged TSPC Commissioners to consider what steps could be taken to eliminate this potential barrier for candidates. An argument was posed that other existing indicators could serve as legitimate proxies for basic skills knowledge such as the state's approved achievement test, SAT, ACT, and GRE tests or completion of an associate's degree or bachelor's degree prior to admission to the educator preparation program. Effective July 1, 2015, the Oregon Teacher Standards and Practices Commission voted to eliminate the basic skills test as a requirement for teacher education licensing.

With regards to subject area tests required of all candidates, disaggregated results by demographics were suppressed when the number of test takers was fewer than 10 in order to protect the identity, privacy, and personal information of individual candidates. In 2014-15 a lower percentage of African American/Black, Asian/Pacific Islander, and Hispanic test takers passed the Elementary Education I test (Language Arts, Reading, and Social Studies) compared to white (non-Hispanic) test takers. Multiracial test takers scored higher than white test takers on the Elementary Education I test in 2015-16 YTD and in 2014-15 and 2015-16 YTD on the Elementary Education II test. On the Elementary Education II test(Math and Science), a lower percentage of African American/Black, Asian/Pacific Islander, and Hispanic test takers passed compared to white (non-Hispanic) test takers.

All secondary content test areas included too much suppressed data to be useful for analysis. However, it is interesting to note that a higher percentage of students who identified as Latino/Hispanic passed the Spanish subject area exam than did students who identified as white (non-Hispanic), supporting the argument that taking a high stakes exam in one's second language is challenging.

Conversations continue as to the role that remaining licensure tests play in predicting success for new educators and concerns have been voiced regarding cost to candidates, particularly with the addition of edTPA, a new Teacher Performance Assessment that will cost candidates at least $300 per single administration and scoring. The issue of added cost for edTPA is compounded by concerns that this assessment could pose another barrier to culturally and linguistically diverse candidates in Oregon. The Educator Equity Advisory Group intends to monitor the implementation of edTPA carefully to see if, in fact, this plays out in Oregon.

Protecting Student and Civil Rights in the Educational Environment Exam

Since its development, 20,679 candidates seeking initial teacher licensure have taken the Protecting Students and Civil Environment Test required by TSPC per ORS 342.123. Oregon is the only state that requires a specific test on civil rights and cultural competence and it consists of a 60-item multiple-choice test for Oregon, customized and offered through Pearson, with a cost of $95 to candidates. Based on data provided by TSPC in Appendix D, only 63 individuals have failed the test out of the 20,679 who have taken the test since 2010. For 2014-15, passage rates for all student groups ranged from 97 percent to 100 percent. This calls 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.

in 2015-16, 59 new racially and/or linguistically diverse teachers new to public school teaching in Oregon were hired bringing the current total of new and already employed racially and/or linguistically diverse teachers to 3,059.

Who is Being Employed in Oregon Public Schools?

Data compiled and verified by ODE in the fall staff position collection report are used to track racially diverse teachers and administrators as well as those whose first language is not English employed in Oregon public schools. Table 7 shows that in 2015-16, 59 new racially and/or linguistically diverse teachers new to public school teaching in Oregon were hired bringing the current total of new and already employed racially and/or linguistically diverse teachers to 3,059. Oregon has increased the number of racially and linguistically diverse teachers hired in Oregon public schools by 667 since 2011-12. However, as districts hire more teachers in general, this represents only a 1.27 percentage point gain (from 8.9 percent to 10.17 percent) in the percentage of teachers of color within the workforce.

Table 7: Racially and/or Linguistically Diverse Teachers Employed in Oregon Public Schools

	2011-12	2012-13	2013-14	2014-15*	2015-16*
Teachers (Non-White)	**2,392**	**2,344**	**2,403**	**2,623**	**3,059**

Source: ODE Fall Staff Position Collection
* Data from 2014-15 include white non-English-language-of-origin staff now eligible to be counted per SB 755.

Eleven culturally and/or linguistically diverse new administrators[8] were hired this year bringing the total, both new and currently employed to 226 as shown in Table 8.

Principals play a critical role in creating a welcoming and inclusive environment in schools and the presence of administrators of color, particularly in schools serving communities of color, can add to a school's efforts to create strong connections with students, their families, and communities.

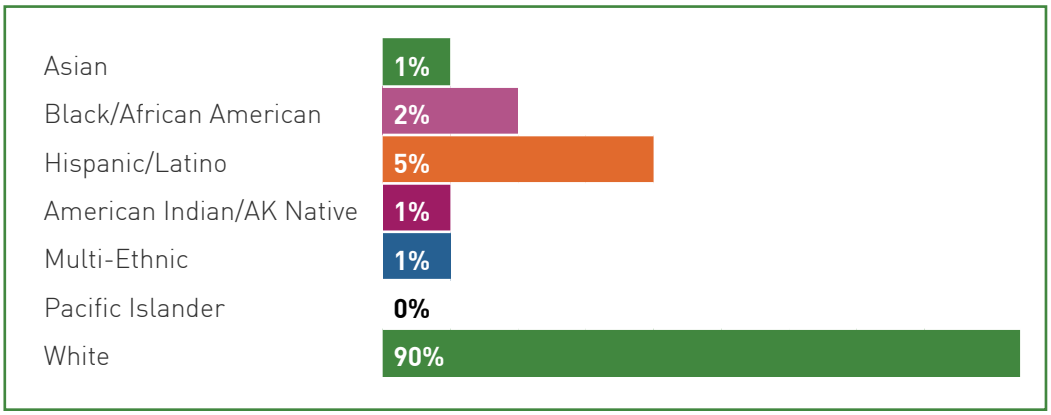
Table 8: Racially Diverse Administrators Employed in Oregon Public Schools

	2011-12	2012-13	2013-14	2014-15	2015-16
Superintendents	6	6	5	6	5
Assistant Superintendents	5	6	7	7	8
Principals	112	109	128	124	119
Assistant Principals	64	65	67	80	89
Special Education Directors	12	13	11	12	8
TOTAL	**199**	**199**	**218**	**219**	**226**

Source: ODE Fall Staff Position Collection
* Data from 2014-15 include white non-English language of origin staff now eligible to be counted per SB 755.
* An additional 15 administrators were added to the total in 2014-15 and 12 additional administrators in 2015-16.

Principals play a critical role in creating a welcoming and inclusive environment in schools[9] and the presence of administrators of color, particularly in schools serving communities of color, can add to a school's efforts to create strong connections with students, their families, and communities. However, in 2015-16, 90 percent of the principals in Oregon are white according to Figure 5.

Figure 5: Racial Diversity of Principals Employed in 2015-16 in Oregon Public Schools



Educator Retention Data

"I was the only person of color in a cohort of 76. The other students in the cohort talked about students of color like they were the problem."

Panelist, Education Equity Teacher Preparation and Retention Summit

Recruitment, preparation, and hiring efforts are less effective when there are not commensurate retention efforts in place. For this report, employment snapshots taken each December by ODE are used to examine year-to-year employment. An analysis of return rates of first and second year teachers shows that in six out of the nine years of available data, teachers of color were less likely to return when compared to all teachers as a group as show in Table 9.

Table 9: Return Rates of First and Second-Year Teachers

Year	Teachers of Color			All Teachers		
	First and Second-Year Teachers*	Number Returning the Following Year	Return Rate	First and Second-Year Teachers*	Number Returning the Following Year	Return Rate
2006-07	348	286	82.2%	5,206	4,176	80.2%
2007-08	363	307	84.6%	5,260	4,380	83.3%
2008-09	329	262	79.6%	4,655	3,724	80.0%
2009-10	212	161	75.9%	2,751	2,256	82.0%
2010-11	277	199	71.8%	2,843	1,832	64.4%
2011-12	253	202	79.8%	2,405	1,928	80.2%
2012-13	249	195	78.3%	2,495	2,035	81.6%
2013-14	370	293	79.2%	3,362	2,853	84.9%
2014-15	536	448	83.6%	4,733	4,190	88.5%

Source: Oregon Department of Education
* First or second year of teaching in Oregon. May have taught elsewhere prior to teaching in Oregon.

However, without systematic exit interview data collected and analyzed in ways that do not put candidates at greater risk for future employment, it is hard to estimate how many educators leave because they lack a connected social network, a network of professional colleagues or because they experience racism in the workplace or a school climate that is unwelcoming. Further investigation into state level exit interview processes in Ohio, Delaware, and the District of Columbia may be warranted.

Understanding the Extent of Effort Needed

When we do the math, we see that the diversity gap is not going to close in one year, or perhaps even 5 years. Recruitment of diverse educators must be aggressive and will need more resources than previously allocated.

It is clear, despite current Oregon educator preparation program efforts to increase diversity in the pool of qualified educators for hire, more work is needed. The work must be intentional, sustained, and will require more dedicated resources than previously allocated. To better understand this, a scenario requested by the Educator Equity Advisory Group explored what a conservative 6 percent increase in Oregon's educator workforce diversity would require assuming the following:

- Every Oregon educator preparation program (public and private non-profit) were able to increase and maintain the percent of new teacher candidates of color prepared by 35 percent over 2014-15 levels (approximately 58 more graduates of color resulting in a total of 361 per year) AND
- The number of out of state prepared new teachers of color stayed the same as 2014-15 AND
- Both pools of new teacher candidates were all hired, AND
- Districts were able to retain all new hires of color AND not have any teachers of color resign or retire.

Essentially it would still take Oregon almost five years to make a modest increase from 9 to 15 percent teachers of color.

Spotlight on Promising Practices

Thanks to the efforts of many partners, Oregon is taking steps towards improving the diversity of its educator workforce. Some efforts span multiple career stages outlined in Figure 6, while others are focused on primarily one or two stages of a teacher's career path.

Figure 6: Stages of a Teacher's Career Path

Recruitment Efforts

In 2015, the Chief Education Office collaborated with ODE and partners to launch a one-stop website called TeachInOregon. The site helps elevate the perception of teaching in Oregon as a career and provides easy to understand information and resources about becoming a teacher in both English and Spanish. Users can easily locate links to every educator preparation program in Oregon, find answers to questions about teacher licensure, fingerprinting, testing, and fees, and listen firsthand to Oregon teachers talking about the profession.

The important role of bilingual educators

Why Oregon's students of color need you

The website provides access to every teacher education program website, compares average tuition costs and fees in teacher education programs, and lists teaching positions available in Oregon districts. The site is customized based on users' needs as shown below:

TEACH IN OREGON

There are many exceptional reasons to teach. Let's find YOUR path and get you there. Are you a:

- Middle or High school student looking for guidance on a future as an educator Before College
- College student or graduate planning to teach in Oregon? During College
- Employee in a school or district seeking to earn an initial teaching license? Current School Employee
- Licensed educator from another state seeking to teach in Oregon? Out of State Applicant
- Career changer or someone with industry credentials interested in becoming a teacher? Career Changer
- Holder of a non-U.S. teaching credential seeking to teach in Oregon? Out of Country License

Cadet programs at the middle and high school levels have continued to expand, involving partnerships between school districts, community colleges, and universities. In Springfield, cadets examine their own strengths and areas for improvement as learners. They examine the styles and needs of learners and the growth and development of students. The following term they learn about the history of education in the United States, certification requirements, and professional ethics. Courses are paired with observations in elementary and middle level classroom where the cadets work with students and observe teachers.

Pathways in Education

is a collaborative effort!

The Pathways in Education program is collaboratively funded by seven local educational institutions: Bethel, Eugene, and Springfield Public Schools along with Lane Community College, the University of Oregon, Pacific University, and Northwest Christian University. Together we are committed to supporting local residents as they pursue a career in the field of education.

Open to all high school graduates, Pathways in Education provides scholarships based on educational need. Our goal is to increase the cultural, linguistic, and socio-economic diversity of our workforce.

PATHWAYS IN EDUCATION
Teaching Tomorrow's Teachers

Recruitment & Selection

Use the links below to learn more about the program.

Financial Assistance
Eligibility
Application
Interviews
Orientation and Support

For more information, please contact Nicole Reyes: 541-726-3207, nicole.reyes@springfield.k12.or.us

Springfield Public Schools
Eugene School District 4J
BETHEL SCHOOL DISTRICT
Lane Community College ACHIEVING DREAMS
Pacific University Oregon
NORTHWEST CHRISTIAN UNIVERSITY
UNIVERSITY OF OREGON College of Education

The IGNiTE initiative seeks to:

- Recruit and increase by 50 percent, the number of high school Latino students joining IGNiTE, a program that ensures students gain hands-on experience while in high school. Students in the program spend 90 minutes every other day tutoring in Title I elementary schools, are assigned an adult mentor who meets with them once a trimester during the student's freshman year and twice a year thereafter, and meets bi-monthly for additional career and college readiness support.
- Retain 100 percent of Western Oregon University (WOU) Scholars throughout their four years of college (20 HSD bilingual Latino students per year).
- Hire at least 90 percent of students successfully completing the WOU Scholars program by spring 2019.

A similar early recruitment program in Hillsboro School District called the IGNiTE Program was one of 100 projects to receive official recognition as part of the White House Initiative on Educational Excellence for Latinos in October 2015.

Preparation Efforts

TeachOregon

TeachOregon is a Chalkboard Project initiative that gives school districts and universities the opportunity to design innovative models to prepare the next generation of diverse and effective Oregon teachers. The partners have impact on over 65 percent of future teachers in Oregon.

500+
...cooperating teacher's trained to provide supervision, coaching, training and mentoring to teacher candidates

1,079
...beginning teachers received mentoring services through district or regional mentoring programs

For the second biennium, the State Legislature appropriated funds through the Network for Quality Teaching and Learning and Foundations for a Better Oregon (Chalkboard Project) for TeachOregon, to improve the training of teacher candidates while increasing the diversity of future teachers. Five projects teams involving 13 school districts and 11 higher education institutions completed their third year of partnerships. While the project teams have unique approaches to their focus and timelines, there are four characteristics that remain consistent:

1) School districts, community colleges, and universities work collaboratively to improve teacher preparation. This practice is breaking down organizational silos and encouraging unified priorities and practices.
2) Honest conversations occur around the lack of culturally diverse teachers currently employed in Oregon and efforts are being made to recruit, support, and retain a more diverse teacher workforce.
3) There is a focus on clinical practice (student teaching) and mentoring beginning teachers to provide teacher candidates with a well-rounded classroom experience, one where they feel supported during teacher training as well as during the first years of a teaching career.
4) TeachOregon partner districts have worked to revise their hiring and interview practices to reduce implicit bias and improve induction programs and support for newly hired teachers.

The program is making a notable positive impact starting with 147 middle school students, 79 percent of whom are culturally and linguistically diverse and considering education as a profession. At the high school level, 464 students (62 percent of whom are culturally and linguistically diverse) are enrolled in one of two cadet type programs, earning dual credits that can apply towards a college degree in teacher education. At the community college level, 130 candidates (75 percent culturally and linguistically diverse) are enrolled in teacher pathway programs. Collectively across the TeachOregon sites, a variety of 80+ scholarships have been provided for teacher candidates as they move through various stages of their pathways towards teacher licensure with the vast majority of these scholarships earmarked for teacher candidates who are

culturally and linguistically diverse. One of these partnerships called the Prepare, Achieve, Collaborate (PAC) is highlighted for this year's report.

The central goal of the TeachOregon PAC as explained in a project video is to prepare teachers who deeply understand the communities in which they teach and to intentionally increase the number of diverse teachers in the state of Oregon. The TeachOregon PAC 4-year and 2-year colleges deliver a community-based "Grow Your Own Teacher" preparation programs that starts with mentoring and support in middle school, and extends to induction and early career mentoring. The TeachOregon PAC "Grow Your Own" programs in Woodburn and Tillamook promise to recruit, prepare and support excellent teachers uniquely qualified to help students learn and succeed.

In the PAC project, recruitment starts as early as middle school and puts particular emphasis on minority students during a time when students first get excited about college and teaching by providing culturally diverse mentors from Chemeketa Community College. Universities then collaborate with community colleges and school districts to create multiple entry points and smooth transitions between programs and institutions.

In the case of Chemeketa Community College, TeachOregon PAC Project supported a bilingual faculty position to jumpstart a program for culturally diverse students interested in becoming teachers. In addition the project has support scholarships for culturally diverse students at the Pacific University Woodburn campus and George Fox University. Partners include Pacific University, George Fox University, Western Oregon University, Tillamook Bay Community College, and Chemeketa Community College all partnering with Woodburn, Newburg, Tillamook, and Sherwood school districts.

Community College Role in Teacher Preparation

Community colleges have a higher percentage of diverse, bi-lingual and first-generation college students; thus, providing a critical pipeline of future teachers. Community colleges are also in a unique position to serve as a bridge for diverse students to move from high school to university in pursuit of a 4-year ED degree. Community colleges could offer a 2-year "ED Major" that combines required lower division general education transfer courses with 5-8 transferable ED courses, culminating in a transferable bundle that contributes to a 4-year university degree in education. Once hired and working as a teacher, students can continue their studies and earn a Master's degree linking their learning to relevant experience in the classroom. Some school districts may also be able

to contribute to their tuition as they add endorsements or degrees in high need areas. To make this work, community colleges must be willing to adapt curriculum and assure academic integrity at the lower division level and 4-year universities must accept 5-8 community college ED classes as major core credits for an ED degree that help students maintain motivation and compete their degree programs.

At Chemeketa Community College, the Associate of Arts Transfer dovetails with pre-education course requirements and helps students maintain motivation by including courses in the education major that are accepted at a partnering university towards an education degree. Figure 7 provides an example of such an articulation agreement that reflects hours of meetings involving faculty and administrators from both campuses to align course outcomes, credit, and equivalencies.

Figure 7: Sample Articulation Agreement between Chemeketa Community College and Western Oregon University

Chemeketa Community College			Western Oregon University Equivalents		
Course Name	Course #	Credits	Course Name	Course #	Credits
Foundations of Education	ED200	3	Foundations of Education	ED200	3
Children's Learning and Development	ED229	3	Children's Learning & Development	ED242	3
Adolescent Learning and Development	ED233	3	Adolescent Learning and Development	ED233	3
Children Literature and Literacy	ED230	3	Children's Literature in Diverse Classrooms	ED230	3
Inclusion and Special Education	ED265	3	Special Education and Inclusive Communities	ED259	3

An early practicum course at the community college that also transfers to the university would help students clarify if they want to teach and what grade levels they feel most comfortable in, such that they can begin to develop a teacher identity.

Special funding is needed to establish financial resources for students while they are in this stage of their programs. This should be accompanied by systemic changes within institutions to identify and remove barriers for students. This may include at least one full time faculty member (ideally) with dedicated FTE to coordinate the partnership efforts and eliminate obstacles around transfer to the receiving universities. This may require additional faculty, administrative support (ideally bilingual), and additional resources to expand community outreach activities, conduct staff and faculty training activities, and to revise instructional materials that reflect the assets of students.

"My name is Lory Cruz and I am part of the new Chemeketa Bilingual Education Program. I've had some amazing classes and experiences in the program and will start Western Oregon University in the fall, so in 2 years I will be a professional teacher!

I started my degree at Chemeketa 2 years ago. Back then, there was less guidance and no tuition help. I started taking classes without a complete pathway. Then luckily this year a real Education department was established. I started taking Education classes with the new bilingual teacher Sara Csaky, and she had so much information about which classes I need and a really clear path for me to reach my goal. I realize what an asset my bilingual skills are! I also did community service and I got to work with the dean and the department to present information about Chemeketa to the public. I used to be shy, but now that I have spoken in front of groups about the program, I have become pretty good at public speaking.

I also liked that at Chemeketa we had a lot of contact with all the colleges in the area. With all the visits and events, I got good information about how to transfer. It really helped me make my decision about transferring to WOU. I also talked with the people from the school districts who do the hiring, which will help when I graduate."

Lory Cruz, Bilingual Education Student, Chemeketa Community College

For more on Chemeketa's program, watch the online video entitled Improving Diversity in Teacher Candidates.

Institutional Board and HECC Review of Public Educator Preparation Program Equity Plans

Per HB 3375, Section 6, the HECC staff coordinated the preparation of reports that detail recruitment, selection, retention, and graduation goals and plans for each of Oregon's six public university teacher preparation programs. The plans were individually reviewed and approved by each respective institution's Board of Trustees, then refined and sent to the HECC Student Success and Institutional Collaboration Committee, which in turn reviewed and approved the plans and forwarded them to the full HECC for approval at the June 9, 2016 meeting.

The plans were also shared with other stakeholder groups in Oregon. The African American/Black Student Success Plan committee co-chairs reviewed the HECC guidance documents and provided valuable feedback on the process and content of the plans. They

recommended more focus on relationships between university programs and community-based organizations in future plans. The Educator Equity Advisory Group provided feedback on the importance of curricular audits using an equity lens. Both stakeholder groups reminded deans that both political will and resources are needed to implement and focus resources on educator equity. During a discussion at a Government-to-Government Education Cluster meeting this year, tribal leaders reinforced the need for educators prepared to teach using historically accurate and culturally embedded American Indian/Alaska Native curriculum, assessment tools, and instructional materials, an area of intentional focus in the Oregon American Indian/Alaskan Native Education State Plan.

An analysis of the plans submitted to HECC showed a variety of practices (Figure 8) that, if expanded to both public and private non-profit educator preparation programs, could have a positive impact the pipeline of culturally and linguistically diverse teachers in Oregon.

Figure 8: Promising Practices from Public University Equity Plans

Overarching

- A staff/faculty position is essential with full or partial FTE dedicated to this important work, e.g. navigator, coach, assistant dean, or recruiter
- Bias review of applications, curriculum, and assessments is a critical step in creating an inclusive and culturally responsive environment that helps retain candidates of color.
- Simultaneous professional learning can be offered by universities for both pre-service and in-service professional development on culturally responsive pedagogies and practices.

Recruitment

- Start early in middle school with non-credit bearing activities and campus visits
- Create partnerships between the universities and school districts and/or community colleges
- Work closely with communities and families to help them understand what to expect once entering a teacher educator program
- Offer dedicated scholarships funds that extend beyond just the cost of tuition

Selection

- Consider admission deadlines that are rolling rather than annual
- Leverage opportunities to partner with school districts to select and provide partial funding for candidates

Retention

- Provide fiscal supports to help with licensure costs, room and board costs
- Provide academic/social emotional/cultural supports and networks that provide peer support
- Diversify the faculty and staff and provide professional learning to foster an inclusive climate campus wide, and specifically within education schools
- Provide meaningful clinical experiences for teacher candidates in schools that are welcoming and eager to hire the candidates upon graduation

Graduation

- Develop intentional hand-offs to hiring school with supportive relationships and ties to program, e.g. district guarantees an interview and stays connected to the candidate throughout program
- Ensure that each new candidate prepared and hired is provided a mentor when hired

Source: Chief Education Office and Higher Education Coordinating Commission staff analysis

No one solution is the answer. Some of the university plans outlined detailed career pathways that start as early as middle school and leverage other university/community partnerships to provide engagement, supports, and incentives at each step along a future teacher's path. For example, Southern Oregon University's plan included four core strategies: 1. Start early, 2. Articulate a career pathway including dual credit, 3. Incentivize participation, and 4. Bridge the systems to better support students' post-secondary and career aspirations.

Partnerships led to significant resource contributions including:

- Southern Oregon University agreed to earmark state funding to support "historically underserved student populations" via students participating in the Pathway to support tuition remissions during their MAT or Elementary Education licensure track program;
- Medford and Phoenix-Talent school districts agreed to award paid fellowships for students from their district participating in the Pathway during their MAT or EE licensure track program;
- Southern Oregon Educational Services District (SOESD) Migrant Education agreed to fund instructor Professional Learning Communities (PLCs) to develop and articulate courses in the Pre-Education Pathway.

From a student's perspective, the pathway then is seamlessly supported as shown below:

Medford Schools Pathway to Teaching

Middle School	→	**High School**	→	**College**	→	**Career**
McLoughlin or Hedrick MS		*North or South Medford HS*		*Guaranteed admission to SOU Free MAT degree*		*Teach in Medford Schools*

Middle School: Participate in the Bulldogs to Raiders program

- After school mentoring
- Family outreach and community events
- Academia Latina summer program

High School: Earn 15 credits of college level coursework while still in high school.

FREE TUITION for college credits earned through the Pre-Education Pathway. Graduate high school with an "Intent to Employ" letter guaranteeing a future job to teach in Medford schools.

- ED 251 Introduction to Teaching, 3 credits
- ED 252 Social Foundations of Education, 3 credits
- ED 340 Child and Adolescent Development, 3 credits (redesign to offer at 200 level)
- ED 365 Children at Risk, 3 credits (redesign to offer at 200 level)
- ED 209 Practicum, 3 credits
- Additional features of the Bulldogs to Raiders program include assistance with:
  - Visits to the Southern Oregon University campus
  - Applying for college admission
  - Applying for university financial aid
  - Cesar Chavez Conference

Students who complete the Bulldogs to Raiders program and complete the Pre-Education Pathway with a GPA of 3.0 or above will be offered an "Intent to Employ" letter guaranteeing a teaching position within the Medford School District upon graduation from college and qualifying for an Oregon Teaching License.

College: Earn your college degree from SOU and qualify for an Oregon Teaching License.

- Students who wish to teach at the elementary should major in Elementary Education.
- Students who wish to teach at the high school level should major in the subject area they wish to teach and then apply to the Master's in Teaching (MAT) program.

Students who complete the Bulldogs to Raiders program and the Pre-Education Pathway, earn their bachelor's degree at SOU, and meet all program entrance requirements will be offered FREE TUITION in the Two-Year MAT program and a PAID INTERNSHIP through the Medford Pre-Service Teacher Residency Program.

Career: GUARANTEED job teaching in Medford School

The universities' plans demonstrate that a commitment to diversity is not only about recruiting more diverse educators to teach in schools, but a commitment to re-evaluating their educator preparation curriculum and experiences so that all candidates are prepared to be culturally responsive. Furthermore, the requirements of the bill afforded educator preparation programs opportunities to share their work around educator equity with institutional boards, presidents, and with important stakeholder groups whose continued attention and commitment to the work can help support and expand future implementation.

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The Higher Education Coordinating Commission reviewed testimony from each of the deans from Oregon's public university educator preparation programs and discussed a summary of requests for state support/coordination to assist individual campus efforts as outlined below.

Data Needs - As university preparation programs in Oregon shift to accreditation through the Council for the Accreditation of Educator Preparation (CAEP), leaders at the universities have expressed clear need for data that connects their graduates to the local and national teacher workforce. Few institutions have the resources to follow up with graduates about their career paths but all agree that this would be valuable information and are ready to collaborate in order to obtain access.

Financial Resources - Scholarships to attract and retain diverse teacher candidates are a key component within every public university educator equity plan as are the supports needed to help establish pipeline partnerships and successes. The HECC Student Success and Completion funding model does have incentives for public institutions to graduate students from under-represented populations and bilingual teacher educators in particular, but the institutional direction of these premiums back to supporting students in those programs has varied. These funds could be used to seed efforts by colleges to develop early pathways and to help fund dedicated FTE for faculty/staff and the costs for partnership activities needed to sustain a teacher candidate pipeline.

Faculty Recruitment - State support funding used to be available to help recruit and retain faculty of color. This is particularly challenging for institutions in their efforts to match competitive market salaries both within the state and with universities in other states. Another option would be to establish and fund a Grow Your Own doctoral program fellowship to prepare faculty of color who commit to teaching in an educator preparation program in an Oregon university.

Professional Development - As was noted in the workgroup findings from HB 3308, there is a need for coordinated faculty and staff professional development on Culturally Responsive Pedagogies and Practices, cultural climate and processes for bias reviews of application process/curriculum/student assessment.

Preparation Program Efforts in Private Non-profit Universities

One of the most innovative university/district partnerships in Oregon that will change the manner in which educators are prepared to work with students reflective of the state's changing demographics is the 3 to PhD™ [10] partnership involving Concordia University and Faubion PK-8 school. A new 138,827 square-foot three-story building is under construction and will house both a K-8 school and the College of Education. Educators prepared in this rich environment will be highly sought after to work in schools and they will graduate knowing the importance of collaboration and partnership to support students and their families. Although often described as Portland Public Schools' most racially diverse school with 100 percent of the student qualify for free breakfast/lunch programs, Principal LaShawn Lee describes the proposed facility as "a treasure chest of hope and opportunity for generations to come." The 3 to PhD Initiative takes this to heart as it helps students channel their spirit, motivation, and creativity to achieve academic success.

"The facility is described as poor. But our children are not poor in spirit. They're not poor in motivation. And they're not poor in creativity."

LaShawn Lee, Principal of Faubion
National Board Teacher
and former astronaut

In the master plan for 3 to PhD, the College of Education will co-locate with Faubion, operating on-site. By doing so, Concordia education majors will work daily with Faubion students. This practical model of integrated education rigorously challenges both schools – providing years of hands-on training for Concordia students and a willing battalion of extra educators-in-training to serve as mentors, tutors, and one-on-one literacy coaches.

The master plan for 3 to PhD™ includes a new facility for Faubion K-8 School where the original facility once stood near Concordia University. The new facility will also include:

- A state of the art K-8 public school
- A new home for Concordia University's College of Education
- A comprehensive Early Childhood Development Center
- A community health clinic and wellness center
- A STEM/STEAM lab for both college and K-8 students
- Mental health services provided by Trillium Family Services
- A food pantry provided by Pacific Food and staffed by Concordia students to provide nutritious food to Faubion families

Another example of a private non-profit university's campus-wide commitment is seen in one of three goals in Linfield College's Strategic Plan:

Improve Access - In order to serve qualified students from diverse socio-economic backgrounds, access and affordability are more important than ever. Graduating with a personalized education for personal and professional success must be economically feasible for our students and their families. Admitting students and hiring faculty and staff from historically underrepresented groups will improve campus diversity and enhance multicultural competencies in our students. We will continue our commitment to financially support the recruitment, retention and success of students from all populations.

Specific steps toward achieving this goal include the following and are updated annually and shared on the Linfield College's website:

- Increasing the financial resources available for student scholarships and program support through philanthropy
- Identifying methods for faculty and staff hiring and student recruitment from historically underserved communities to increase diversity
- Increasing support for efforts to further develop multicultural responsiveness in students, faculty and staff
- Implementing efforts to aid in retaining students, faculty and staff from underrepresented groups
- Streamlining transfer credit determination and developing community college articulation agreements

Hiring Practices

"I came out of my Internship year a super star teacher. My professors, mentor, and my fellow colleagues where I interned said I was great! The Principal ended up hiring a student he knew in High School as his new teacher instead. I spent the entire summer of 2004 faxing resumes into schools around Beaverton and Portland and even quickly got my license in the state of Washington. I wanted my dream of becoming a teacher to transpire! I am a first generation Indian American and it was hard getting my foot in the door. I dropped off my resume at a school, after my Lewis and Clark ESL professor said there might be an ESL opening. I landed the job two weeks after school had started and began my ESL Endorsement over a series of weekends."

Sarika Mosley, Beaverton School District, Oak Hills Elementary 5th Grade

The 2015 Educator Equity Report reported that a considerable number of educators of color were maintaining a current teaching license with TSPC but they were not currently employed in an Oregon public school district. Recent data retrieved by TSPC staff show that 7.25 percent (N = 1,686) of Oregon's licensed educators who are not currently employed in a public school district within the state are educators of color as shown in Table 10. There may be legitimate reasons for individuals to retain a current teaching license while working in a related field, working in a private school, working in a neighboring state, pursuing extended college coursework/degrees, or taking time for family or personal reasons. Regardless, a systematic networking between districts seeking to hire teachers

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This year the Educator Equity Advisory Group discussed the typical educator hiring process and researched various types of bias awareness training that have successfully helped districts hiring teams reduce both explicit and implicit sources of bias based on stereotypes and attitudes.

Several districts now are partnering with universities and networking with prospective candidates long before they graduate.

One of the first steps towards retaining a new teacher is to provide a strong mentoring and induction process.

of color and those in the TSPC database who may be interested in employment could impact the diversity of Oregon's employed educator workforce.

Table 10: 2016 Currently Licensed Educators in TSPC Database Who Are Not Employed in an Oregon Public School District

Ethnicity	Number Unemployed
White	20,359
Black/African American	195
American Indian/ Alaskan Native	177
Asian	442
Not Specified	1,117
Native Hawaiian/ Pacific Islander	71
Hispanic/Latino	451
Multiethnic	350
Other	86
Total	**23,248**

Data pulled by TSPC May 2016

This year the Educator Equity Advisory Group discussed the typical educator hiring process and researched various types of bias awareness training that have successfully helped district hiring teams reduce both explicit and implicit sources of bias based on stereotypes and attitudes. Although voluntary, a number of Oregon school districts are offering anti-bias interview training for faculty staff. Appendix E includes a sample of available resources that can help with this process.

Several districts now are partnering with universities and networking with prospective candidates long before they graduate and are at the Oregon Job Fair. Some have made commitments to interview and even commitments to hire based on candidates successfully fulfilling all preparation program and licensure requirements. This early interest on the part of districts helps make the pathway from teacher preparation to employment even smoother.

Retention Efforts

One of the first steps towards retaining a new teacher is to provide a strong mentoring and induction process. Changes in Oregon's student populations resulted in ODE establishing a new priority for the state's mentoring project (OAR 581-018-0010). In order to assess the Oregon Mentoring Program's role in helping to meet this priority the Mentoring Evaluation Team looked at the number of beginning teachers and administrators of color being mentored in the funded projects across the last four years. Previous to 2011 ethnicity of beginning teachers being mentored was not consistently captured in the demographics.

"A number of years ago, I started keeping track of colleagues of color leaving the profession. Many left for valid reasons, but many left due to issues like hostility, discrimination, and harassment. Others left because they saw no room for advancement. In talking with many of these professionals, I have compiled a list of over 30 reasons why they left."

Anselmo Villanueva, Ph.D., Chairperson, Board of Directors, Lane ESD

Figure 9 shows the percentage of beginning teachers of color who were mentored in the ODE Mentoring Program in the past four years. Each of the four years shows an increase in the number of beginning teachers of color: 2011-2012, 50 of the 364; 2012-2013, 71 of the 410; 2013-2014, 114 of the 963; and 2014-2015, 169 of the 1189. Figure 9 compares these percentages to the 8.3 percent of all teachers of color in Oregon.

Figure 9: Mentoring for Teachers of Color from the Oregon Mentor Project

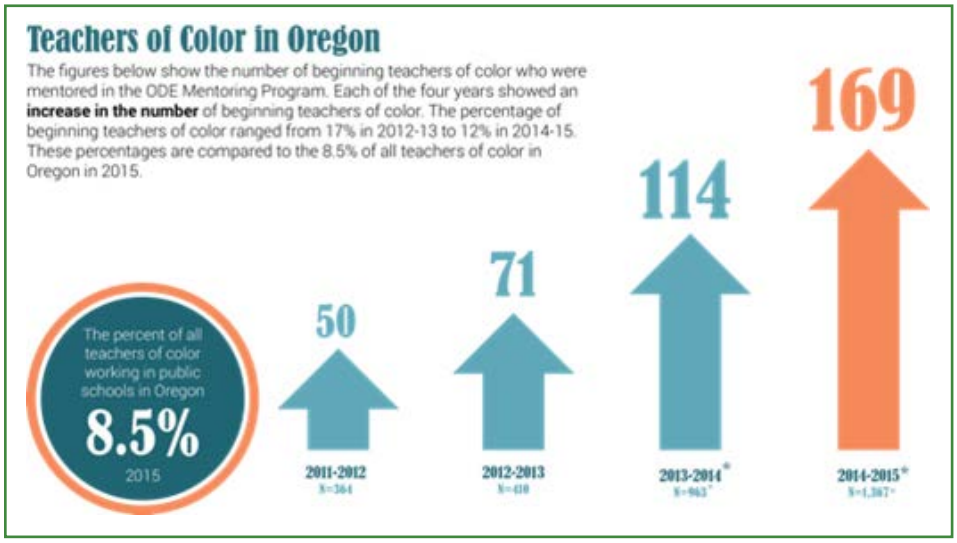
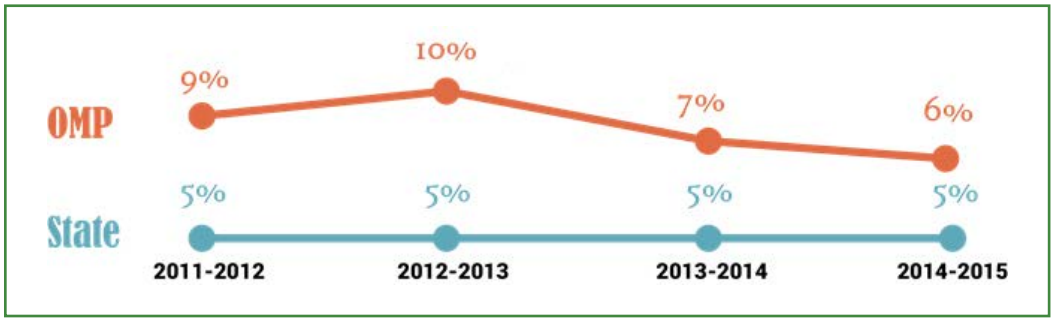


Figure 10 shows the numbers of beginning teachers in the Oregon Mentoring Program (OMP) who are Hispanic/Latino across three years were: 33 in 2011-2012; 40 in 2012-2013; 65 in 2013-2014; and 64 in 2014-2015. These percentages shown in the graph below are higher than the percentage of Hispanic/Latino beginning teachers across the state (5 percent each of those years).

Figure 10. Percentages of Hispanic/Latino Beginning Teachers in Oregon Mentor



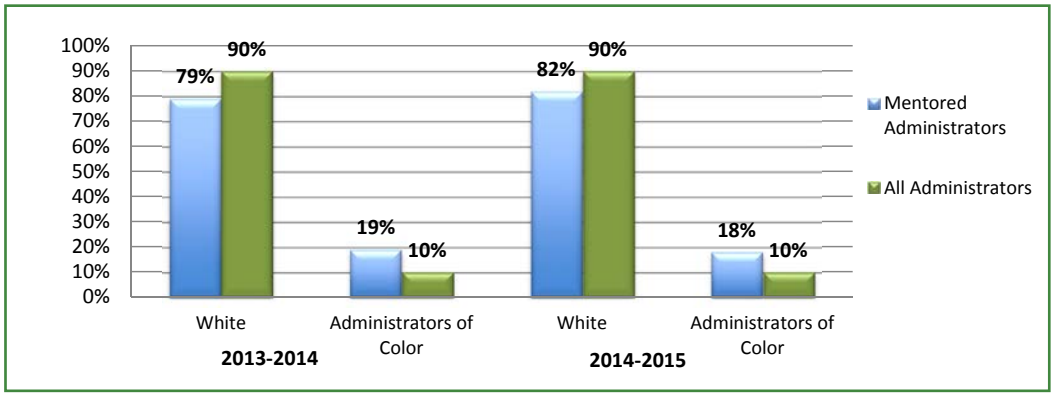
Source: Center on Educator Preparation & Effectiveness, The Research Institute at Western Oregon University
NOTE: Data for 2015-16 is not yet released.

Across the biennium, the data in Figure 11 shows an increase in the percentage of administrators of color in the Oregon Mentoring Program. This suggests that districts in the mentoring program are making progress in hiring and supporting administrators that better represent their student populations.

- In 2013-2014 19 percent of the 103 administrators in the mentoring program were administrators of color, which is a higher percentage than administrators of color in the state (12 percent).
- In 2014-2015 18 percent of the 78 administrators in the mentoring program were administrators of color, which is a higher percentage than administrators of color in the state (10 percent).

This suggests that districts in the mentoring program are making progress in hiring and supporting administrators that better represent their student populations.

Figure 11. Ethnicity of Beginning Administrators 2013-2015



Source: Center on Educator Preparation & Effectiveness, The Research Institute at Western Oregon University
NOTE: Data for 2015-16 is not yet released.

Budget fluctuations that result in job reductions or larger class sizes all play a part in retention of teachers. And quite often those most likely to be impacted by reduction in force measures are those who have the least seniority. In Oregon, this can means that newly hired teachers of color may not be able to retain their employment, due to no fault of their preparation, skill level, or interest. Continued dialogue around protected status is occurring in some districts during contract negotiations. In Salem-Keizer contract language in Figure V helps the district retain bilingual teachers during reduction in force. In 2014-15, 25 of 37 school districts responding to an informal survey from the Oregon Department of Education indicated they had bilingual teacher openings and 22 reported difficulty filling these vacancies. Among respondents with dual language programs, more than 80 percent indicated they had difficulty hiring bilingual teachers. They reported many candidates were either not proficient enough in the desired second language or accepted a teaching position in another state.

The District shall determine when reductions in force are necessary and which program areas shall be affected. If the District determines that a reduction in force is necessary, it will immediately notify the Association. Such notice will be in writing and will indicate the programs which may be affected. The District's overall instructional program will be given priority consideration. Teachers shall be considered for retention on the basis of related experience and education. When two or more teachers are considered equally qualified for retention, seniority with the District shall be the determining factor.

Salem-Keizer Reduction in Force Contract Language

Professional Development Needs

Of particular interest this year to the Educator Equity Advisory Group were efforts related to professional learning around culturally responsive curriculum and pedagogy. With a primarily white, middle class, female teaching force, the challenge becomes not only recruiting and retaining a diverse teaching force, but to also better prepare all teachers and administrators to use culturally relevant curriculum and to engage in culturally responsive practices and approaches that value and respect the assets of Oregon's diverse students and their families. Culturally responsive teaching essentially means that teachers create a bridge between students' home and school lives, while still meeting the expectations of the district and state curricular requirements. Culturally relevant curriculum utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher's lessons and methodology.

Culturally responsive teaching means I first must know my students; next I must incorporate my students' cultural experiences into the learning process.

If successful, I will have connected new knowledge to previous knowledge, with the bonus of making my students feel valued

What is Culturally Responsive Teaching?

- Culturally responsive teaching means I first must know my students; next I must incorporate my students' cultural experiences into the learning process. If successful, I will have connected new knowledge to previous knowledge, with the bonus of making my students feel valued.
- Being aware of where students come from and teaching using the information about their cultures. This could include race, family type, socio economic status, family history, etc. To truly reach a child and be able to reach effectively, one needs to connect culture to content.
- Understanding the backgrounds of my students and scaffolding lessons to build their language and experiences to strengthen their knowledge and understanding.
- The demands of our diverse classrooms are constantly increasing. Co-teaching builds in more supports and interventions for all of our students. It provides the opportunity to better differentiate for all levels.
- I feel more confident in my ability to plan multicultural instruction and recognize prejudice in curriculum and society. I am least confident in being able to solve racial/sexual/etc. problems with my students.

Comments from teachers in Oregon High Five Project

Culturally Responsive Pedagogy and Practice Grants

A strategic investment funded in 2013 within the Network for Quality Teaching and Learning included $1.3 million dollars to boost, connect, and learn from Culturally Responsive Pedagogy and Practices (CRPP) across the State of Oregon. Nine projects were funded for school districts, educator preparation programs, and community based organizations with technical assistance provided by the Oregon Center for Educational Equity. Outcome Mapping[11], a methodology for evaluation and learning in capacity building efforts, was selected by ODE and OCEE for use in understanding the impact of the investments. Readers are encouraged to review the full report as only selected outcomes from the nine projects are featured in Figure 12.

Figure 12: Selected Highlights from Culturally Responsive Pedagogy and Practice Grants

CENTER FOR CULTURALLY RESPONSIVE PRACTICES Eastern Oregon University	Eastern Oregon University (EOU) designed and launched a Center for Culturally Responsive Practices that has created a network of K-12 educators committed to culturally responsive practices in the region. A center website includes references to relevant articles and books, video clips from national speakers who facilitated professional development workshops, and identifies current staff, partners, and upcoming events in the region.
	KairosPDX supported a cohort of twenty K-1 teachers and pre-service teachers to learn and develop teaching practices that are culturally responsive and engage with families while building cultural identity and literacy.
	Project High Five sponsored three professional development sessions on service learning and culturally responsive practices for all undergraduate teacher candidates at Western Oregon Unviersity. A capstone project in their clinical teaching seminar included completion of a service learning project that tied together academic learning and community outreach and culturally responsive practices.
Teaching With Purpose Leadership Institute	In addition to supporting participation at the annual Teaching with Purpose Conference, the project also sponsored a Town Hall session on Equity and Policy, attended by almost 300 participants who were exposure to policy issues and updates as it relates to advancing equity across Oregon. Partnerships with the Oregon Education Association (OEA) and the Portland Association of Teachers (PAT) supported three additional town halls in November, December, and January.
Portland State UNIVERSITY	A PSU-PPS Equity Research Project used a qualitative approach to studying schools that have effectively closed achievement gaps in order to identify which culturally responsive practices are particularly effective. This also laid groundwork for the development and adoption of a statewide instrument that might eventually provide important learning opportunities for other schools and academic researchers, illuminating lessons of contextualized practices and the development of continuous improvement mechanisms.

OPEN SCHOOL	Open Meadow developed and launched the Open School Masters of Art in Teaching (OMAT) program in partnership with the University of Portland that has a specific series of classes focused on racial equity in teaching in school systems. An equity certification process was developed for preservice teachers enrolled in the OMAT program as well as for in-service teachers from partnering school districts.
Portland State UNIVERSITY	The Culturally Responsive Elementary Mathematics Education project at Portland State University hosted a year-long professional development course for teachers at Rosa Parks Elementary School and Trillium Charter School. Throughout the course, they discussed instructional practices, shared student work, identified and discussed dilemmas of practice, examined research from experts in mathematics education, and constructed a community of practice spanning the two schools.
WISDOM OF THE ELDERS, INC	Teachers in Beaverton School District focused on teaching about Native Americans through five days of supported professional development workshops. A curriculum model was created over the summer in the offering of the Native American Enrichment Camp in collaboration with the Wisdom of the Elders using Native science to study the importance of water, salmon, game, roots, and berries - including the use of oral stories from NW Tribes. Teachers uploaded 26 culturally specific lessons into BSD's online lesson repository, TeacherSource.
Lewis & Clark Graduate School of Education and Counseling	Lewis & Clark College and three PPS high schools adapted the "strategic inquiry" approach from NYC Schools to focus on identifying, articulating, developing, and enacting culturally responsive pedagogy, policy, and practice engaging teachers, student-teachers, staff, administrators and students across three local high schools. Over the course of the year, three distinct teams identified a specific inequity or gap they sought to close; gathered and utilized data to understand who is most affected by the inequity; and articulated ways to implement culturally responsive pedagogy and practices to redress the inequity.

During the 2016 session, the Legislature passed HB 4033 (Appendix F) to advance the purposes of the Educators Equity Act, to improve the cultural competence[12] of educators and to ensure educators are trained in culturally relevant educational practices. The Legislature appropriated $400 K to be awarded by the Oregon Department of Education to Eastern Oregon University's Center for Culturally Responsive Practices and to Teaching with Purpose to support activities that meet the intent of the legislation.

2015 Quality Teaching and Learning Educator Preparation Program (EPP) Professional Development Series

Another investment funded during the 2013-15 biennium supported educator preparation faculty member participation in professional development meetings where they could learn together with educators from the school districts. During the spring and summer of 2015, teams from 13 Oregon educator preparation programs met five times in different venues to discuss culturally responsive teaching, share current practices, and develop plans for helping all of their students value differences and promote educational equity and community. After working with experts like Dr. Geneva Gay, they developed a common definition to guide the collective work: *Culturally responsive teaching uses students' cultures to help them learn and work toward social justice.*

The gatherings stimulated action plans by the institutions that included:

- Requiring student teachers to include an analysis on their students' assets and cultural backgrounds;
- Assessing students' experiences and challenges and how they feel in terms of the inclusive nature of relationships, inclusion within the cohort, what they feel like as a person of color walking in schools, field experiences, and student teaching, what they are experiencing in the K-12 classroom, experiences in our classes, programming, missed opportunities in class, etc.;
- Helping all teacher candidates develop a growth mindset;
- Ensuring that student teachers can describe what the school's community looks like using culturally responsive concepts;
- Helping candidates use reflective journals to document, collect artifacts & critically reflect on experiences related to diverse experiences;
- Emphasizing that multiple stories co-exist and intersect which we must explore through dialogue so that one story does not eclipse or shut down another's story;
- Creating events in which School of Education faculty and faculty across campus share information about culturally responsive practices;
- Sponsoring book talks featuring titles like:
  - Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do, by Claude M. Steele
  - Unequal Childhoods: Class, Race, and Family Life, With an Update a Decade Later, by Annette Laraux
  - Blindspot: Hidden Biases of Good People, by Mahzarin R. Banaji
  - This Side of Home, by Renee Watson

Another investment funded during the 2013-15 biennium supported educator preparation faculty member participation in professional development meetings where they could learn together with educators from the school districts.

Culturally responsive practices are an important need for all levels of education from Pre-Kindergarten through advanced university graduate studies.

Evaluations from participants showed that:

- The most highly attended event was the Culturally Responsive Practices Workshop, which was also one of the highest rated events.
- While few people actually attended the EL Alliance Conference, those who did found it very valuable.
- The majority of people who attended the Capstone Event and ORATE found these events valuable for their learning.
- Many stated the Common Core Professional Learning Team events were not as valuable to them because of the focus on K-12 learning and no explicit strand for EPP faculty.
- Many commented on the importance of the team-time at the events, as this was valuable for considering how to shift practices internally.
- Many noted a frustration with not having a consistent team across all events, but the power of the transformational team concept was validated by many of these responses.
- Those who attended more of the events, rather than just one or two, seemed to get more out of the series as a whole and saw how all the events connected.

The opportunity to bring a team including key P-12 partners to a two day conference to think and plan together was incredibly valuable for our clinical practice placements. Can't thank you enough for making that happen.

The most useful parts of this experience were 1) time to work with colleagues from my own institution on plans to enhance our work around CRT with our candidates, mentors, other faculty, and supervisors; and 2) opportunities to hear from faculty at other institutions about what they are doing (or are planning to do).

The EL Alliance Conference and the CRP Workshop were both incredibly valuable. I had not considered how marginalized a student lacking fluency could feel, and I experienced that at the ELA.

There is a need for funding to continue this type of work between EPPs and their district partners.

We need opportunities and time to work with districts and other stakeholders - i.e. a diverse and extensive PLC.

However, the grant ended at the end of the 2013-15 biennium and there is no follow up or ongoing technical assistance to help institutions implement their plans. Without sustained convening and coordination, the impact of state investments may have limited impact on the more complex systemic changes that are needed.

Culturally responsive practices are an important need for all levels of education from pre-kindergarten through advanced university graduate studies. House Bill 3308 authorized the Higher Education Coordinating Commission to convene a workgroup to analyze and develop

recommendations pertaining to disparities in higher education. University student testimonies gathered by a HECC workgroup recently point to:

- Faculty members' inability to appropriately direct classroom discussions or interactions due to lack of resources/training on cultural responsiveness
- Faculty inability to redirect classroom micro- aggressions
- Negative impact on student learning environment and class attendance
- Feelings of isolation, fear, being overwhelmed, and lack of self-confidence

The report found that although some universities include cultural competency training as a component of new employee/student orientation, five of the six universities responding to work group inquiries report offering cultural competency courses, and seven of the nine community colleges offer cultural competency/fluency training. However, it was felt that barriers to full maximize these efforts still exist and include:

- Message and momentum fatigue is highly likely if just one individual leads the work.
- Rural community colleges struggle to obtain trainers.
- Trainings are not mandated.
- The most common obstacle for universities is scheduling training with minimal burden on faculty and departments.
- There is an overall lack of understanding regarding the importance of equity, diversity and inclusion training.

The full report is available on the HECC website but the recommendations from the workgroup are outlined in Figure 13.

Figure 13: Recommendations from HB 3308 Workgroup

Recommendations from HB 3308 Workgroup

- Adopt Cultural Fluency and Competency Standards for all employees of Oregon's public colleges and universities as presented in this report;
- Expect each college and university to provide on-going training and development opportunities that foster the cultural fluency and competency of campus staff, faculty, and administration;
- Create a mechanism for assessing the cultural fluency and competency of all employees;
- Add cultural fluency and competency measures in staff, faculty and administration performance appraisals and self-evaluations;
- Include an assessment of the cultural fluency and competence of all applicants during the hiring process;
- Create mechanisms for assessing the level of safety, respect, and inclusion in all classroom learning environments;
- Provide rewards and other incentives for employees who advance their campus' efforts in diversity, inclusion, and equity efforts;
- Access resources from the Center for Organizational Responsibility and Advancement that offers courses for community college instructional faculty and staff on strategies and approaches that may be utilized to foster enhanced learning among people of color
- Increase funding allocation to student groups and departments promoting diversity and inclusion; and
- Staff a Diversity and Inclusion director in all colleges and departments.

Alignment with State and Federal Plans

Throughout the past year, the Educator Equity Advisory Group received updates from various workgroups that have similar goals, including those involved with the Oregon American Indian / Alaska Native Education State Plan, African American Student Success Plan, English Learners State Strategic Plan, and Oregon's Federal Plan for Equitable Access to Excellent Educators. Although some of the plans were still early in the development phase, the Educator Equity Advisory Group analyzed each of the plans for alignment of activities and plans to diversify Oregon's educator workforce and develop a more culturally responsive learning environments for Oregon students.

Oregon English Learner Statewide Strategic Plan

Goal #7 of the English Learner Statewide Strategic Plan focuses on the creation of policies by Oregon Teaching Standards and Practices Commission and the Oregon Department of Education to enhance the knowledge and skills that educators need to address the academic, social, and emotional needs of English Learners. While much of the work specific to English Learners in preparing candidates in teacher preparation programs is moving forward, there is still major work to do in reaching current, practicing teachers and administrators and provide basic knowledge of English Learners and language acquisition, culturally responsive pedagogy and practice, and realization of the increased value and importance of dual language programs support and participation. Likewise, the Oregon Department of Education Equity Unit charged with carrying out the Statewide Strategic Plan looks to the Oregon Educator Equity Advisory Group to help advocate for policies and funding to increase the number of licensed bilingual teachers in Oregon.

African American/Black Student Success Plan

House Bill 2016 directed the Oregon Department of Education (ODE) to convene an advisory group comprised of members of the African American/Black community and other stakeholders from across the state to provide guidance to the department on the development and implementation of a statewide African American/Black Student Success Plan for students in early childhood through post-secondary education programs. The plan was required to address disparities experienced by African American and Black students in every indicator of academic success; historical practices leading to disproportionate outcomes for the students; and the educational needs of the students from early childhood through post-secondary education by examining culturally appropriate best practices in the state and across the nation. As part of the plan, ODE is awarding grants to Early Learning Hubs, early learning service providers, school districts, post-secondary institutions, and community-based organizations to implement strategies developed in the plan.

Oregon American Indian / Alaskan Native Education State Plan

Three of the goals on the Oregon American Indian / Alaskan Native (AI/NA) Education State Plan are related to enhancing educator diversity and the culturally responsive skills of all educators.

1) Districts will recruit, hire, place and retain a minimum of 5 percent AI/AN educators (equally distributed among administrators, teachers, & support staff) or a percentage equal to the percentage of AI/ AN students in the district, whichever is greater.

2) Ensure 100 percent of educators (administrators, teachers, support staff, school boards) receive AI/AN culturally responsive training at least once per academic year.

3) One hundred percent of the preservice students completing Oregon Native American Teacher Preparation Programs (UO & PSU) will be recruited by an Oregon school or tribe.

Data to meet the first goal were compiled and shared during a Government to Government Education Cluster meeting that looked at the ten districts with the most AI/AN students and calculated the number of AI/AN teachers needed to either match the students demographics or minimally ensure that 5 percent of the teacher workforce reflect the percentage of AI/AN students as shown in Table 11.

Table 11: American Indian/Alaskan Native Teachers Needed for Oregon Top Ten School Districts Serving the Most American Indian/Alaskan Native Students

					Benchmark	Goal
District	# of AI/AN Students	Percent of AI/AN Students	# of Current Teachers	Current Number of AI/AN Teachers	Percent of AI/AN Teachers is 5 percent of all Teachers	Percent of AI/AN Teachers Matches percent of AI/AN Students
Jefferson County SD 509J	1,005	34.4%	158	7	8	54
Klamath County SD	409	6.4%	327	5	16	21
Pendleton SD 16	408	12.6%	408	1	20	51
Salem-Keizer SD 24J	401	1.0%	2075	15	104	21
Portland SD 1J	387	0.8%	2834	12	142	23
Lincoln County SD	315	5.8%	286	4	14	17
Eugene SD 4J	220	1.3%	842	6	42	11
Willamina SD 30J	194	22.7%	46	1	2	10
Beaverton SD 48J	168	0.4%	2252	8	113	9
Klamath Falls City Schools	156	4.8%	172	1	9	8
Springfield SD 19	155	1.4%	533	10	27	7
Coos Bay SD 9	150	4.8%	149	2	7	7

Source: ODE Fall Staff Collection and Student Fall Membership for 2015-16

Oregon's Equitable Access to Educator Federal Plan: A Plan to Recruit and Retain Excellent Educators

Oregon's plan to ensure equitable access for student in poverty, students with disabilities, and students of color was approved this year by the United State Department of Education. ODE team members will be working on revising the current district/school improvement submission system to include elements from the Equitable Access to Educator Plan. This work will take some time, but will prevent districts from having to submit a separate report for the Educator Plan and can better highlight overall equity efforts.

The Equitable Access to Educator Plan is being discussed with a team of external and internal stakeholders focused on Educator Effectiveness. They have been engaging in discussion that connects the Equitable Access Plan to the current guidelines in ESSA. The internal team will be using discussion and recommendations from this group to create a pattern of continuous improvement on the Educator Plan. The plan includes three key strategies shown in Figure 14 that overlap with this report's recommendations.

Figure 14: Strategies in Oregon Equity Access to Educator Federal Plan

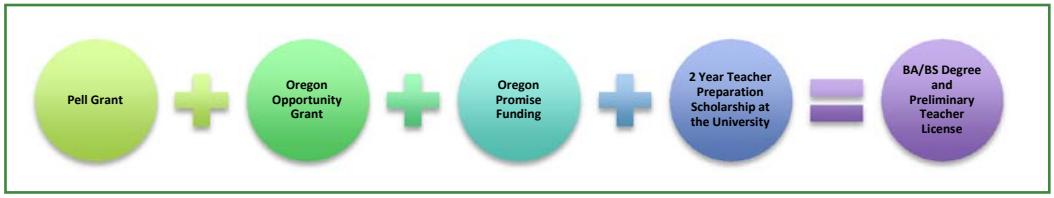
Strategy 1: Human Capital Management
Sub-strategy 1: Improve District Recruitment and Hiring Practices by supporting district efforts and use data from the Oregon Educator Equity Report to review overall status of recruitment and hiring.
Sub-strategy 2: Introduce Recruitment Incentives using recruitment campaigns and incentives to attract and retain educators including scholarships, loan forgiveness, recruitment bonuses in high-need locations and work with selected districts to identify most pressing needs related to staffing.
Sub-strategy 3: Focus on Retention Efforts in one or two districts serving high populations of students of color, English Learners, and students in poverty to identify best practices.
Strategy 2: Ongoing Professional Learning
Sub-strategy 1: Critically Review Alignment of Funding Streams to determine if they can be deployed more effectively in support of our teacher and leader equity goals. Provide ongoing culturally responsive professional development to educators in districts across the state. Seek other funds that can be directed into teacher leader equity-related professional learning.
Sub-strategy 2: Improve and Expand the Induction and Mentoring Program by continuing to provide opportunities for districts to support statewide mentoring and providing best practices for inducting teachers into the profession.

Sub-strategy 3: Improve the Quality and Delivery of Culturally Responsive Professional Development for Educator Across the State and engage ESDs as part of the plan to deliver more robust professional development opportunities.
Sub-strategy 4: Require all Districts to Submit Equity Action Plans that will be reviewed, feedback, and technical assistance provided by the ODE Equity Unit.
Strategy 3: Monitor Teacher and Principal Preparation
Sub-strategy 1: Utilize the Educator Equity Advisory Group to suggest recommendations to Oregon Teacher Preparation programs.
Sub-strategy 2: Critically Examine Licensure Requirements that Might Result in Barriers and work to eliminate those barriers.
Sub-strategy 3: Expand School Setting Experiences in Preparation Programs that prepare teachers and leaders who can teach all students by including high-need school settings during preparation.

Financial Resources

One of the persistent barriers for any student, and particularly first generation students is the cost of a college degree. As shown in the diagram below, judicious leveraging of Pell grants, Oregon Opportunity grants and Oregon Promise combined with a two year scholarship once a student transfers to a university teacher preparation program could help dramatically reduce tuition costs for students.

Figure 15: Potential Financial Assistance Mechanism for Undergraduate Teacher Candidates



Although community colleges may have supports in place for college tuition assistance for high school students, there is still a need for additional financial help for students who are older, and specifically for Educational Assistants already in the school districts. Likewise universities that only offer a preliminary teacher licensure through a graduate level program would need up to two additional years of scholarship funding.

At the request of the Educator Equity Advisory Group, research and interviews were conducted to identify characteristics of five different state funded scholarships (Appendix G) designed to increase the diversity of the educator workforce. Dialogue with the HECC Office of Student Access and Completion affirmed the ability of such a program to be implemented in Oregon with state funding from the Legislature. A draft Legislative Concept for the 2017 session has been developed and approved by the Educator Advisory Group and forwarded to the Chief Education Office to share with the Council on Educator Advancement charged with making recommendations to Governor Kate Brown that include ways to build a more diverse educator workforce that mirrors Oregon's student demographics and supports the development of culturally responsive educators.

Recommendations

The Advisory Group used recommendations (Appendix H) from the Equity Summit and stakeholder discussions to inform development of a 2016 Oregon Educator Equity Statewide Plan and proposed legislation for the 2017 legislative session to diversify Oregon's educator workforce and improve culturally responsive practices in schools.

The chart below reflects a summary of all findings and recommendations of the Educator Equity Advisory Group that led to the development of the Statewide Plan and legislative bill recommendations.

2016 Educator Equity Report Findings and Recommendations Summary

Findings	Recommendations
Recruitment	
Recruitment into the teaching profession starts as early as middle school and by high school is influenced by experiences where students can experience aspects of the teaching profession while earning college credits.	Support expansion of cadet programs for future teachers at middle and high school levels that offer early educational experiences and transferable dual credit courses accepted within educator preparation programs.
Many teacher candidates of color, particularly those who may be working as educational assistants and who are bilingual, typically start their postsecondary education at a community college and then transfer to a university-based educator preparation program.	Provide seed funding to grow and expand partnership models like the Portland Teacher Program and Chemeketa Community Bilingual Pathway Program to provide improved avenues for Oregon's culturally and linguistically diverse high school graduates and educational assistants to pursue careers in education. Convene faculty to align coursework between community colleges and four-year educator preparation programs to help students save time and money as they pursue a teaching license.
Although Oregon's demand for dual language teachers has increased, there is a shortage of candidates who are proficient enough in the desired second language and not enough educator preparation programs have established and attracted candidates into dual language programs.	Launch a campaign to focus on the state's employment needs relative to dual language programs, incentivize universities to offer dual language programs and dedicate scholarship funding to attract bilingual teacher candidates into the profession.
Financial Needs	
One of the persistent barriers for any student pursuing a career in education, particularly first generation students, is the cost of a college degree. Oregon lacks the ability to attract and retain a more culturally diverse educator workforce due to a lack of state funding for scholarships and supports dedicated to future teacher of color.	Review funding streams to determine how Oregon Promise, Oregon Opportunity Grants, and state scholarships can be deployed more effectively to help with the high cost of educator preparation programs. Provide two-year scholarships and funding for test fees and clinical stipends to support up to 100 culturally linguistically diverse community college transfer students admitted to educator preparation program.

Teacher Preparation/Partnerships	
Initiatives like TeachOregon have shown the benefit of sustained partnerships between districts, community colleges and university preparation programs.	Provide seed funding for more teacher education partnership programs to help Oregon's most diverse school districts work with educator preparation programs to recruit and prepare more culturally diverse educators who mirror the demographics of Oregon's most diverse districts.
Students of color in Oregon's postsecondary programs report feelings of isolation, fear, being overwhelmed, and lack of self-confidence. They share that faculty members' often lack the ability to appropriately direct classroom discussions or interactions due to lack of resources/training on cultural responsiveness.	Adopt Cultural Fluency and Competency Standards for all employees of Oregon's public colleges and universities as presented in this report. Create mechanisms for assessing the level of safety, respect, and inclusion in all classroom learning environments.
Retention: Hiring and Induction	
Even though more candidates of color are completing educator preparation programs, they are not consistently being selected to interview for jobs or offered teaching positions.	Encourage district to offer commitments to interview and hire culturally and linguistically diverse candidates early in their educator preparation program based on candidates successfully fulfilling all preparation program and licensure requirements to help make the pathway from teacher preparation to employment even smoother.
Although many schools and districts seek to hire more culturally diverse educators, unintended biases can impact the process of job recruitment, interviewing, and hiring.	Provide access to bias awareness training to help district hiring teams reduce both explicit and implicit sources of bias based on stereotypes and attitude.
Currently over 1,000 educators of color have maintained an Oregon educator license but are not employed in an Oregon public school. These individuals represent a viable candidate pool for hiring but traditional hiring processes often fall short in linking candidates of color with schools/districts seeking to hire educators of color.	Support networking between districts seeking to hire teachers of color and candidates seeking employment. Annually collect and analyze data by race and gender on recruitment/applicant pools, interview pools, and hiring data from Oregon's public school districts to identify where racial disparities are occurring during the hiring stage.
Small and rural communities find it more difficult to compete with more urban districts for a limited pool of teacher and administrator candidates of color.	Develop early "grow your own" partnerships that pair small and rural communities with educator preparation programs to recruit and prepare local candidates who have committed to work in their home communities.
Retention: Mentoring	
Teachers of color tend to be more likely to be concentrated in high-poverty, high-minority urban public schools with the most challenging working conditions which is likely to contribute to higher rates of turnover when compared to white colleagues.	Expand the Oregon Mentoring Program by supporting all new teachers with mentors for at least one year and ensuring that teachers in high need schools are provided adequate mentoring support for two years.

Educators most likely to be impacted by reduction in force measures are those who have the least seniority, meaning that newly hired teachers of color may not be able to retain their employment, due to no fault of their preparation, skill level, or interest.	Help districts adopt language around protected status during contract negotiations to help retain bilingual teachers due to reduction in force.
Currently, there is no systematic approach to tracking, analyzing, and understanding teacher retention patterns in Oregon.	Develop and use a statewide online survey to collect and analyze exit data for educators leaving the profession.
Culturally Responsive Pedagogy Professional Development/Learning	
All teachers and administrators need support in using culturally relevant curriculum and culturally responsive practices and approaches that value and respect the assets of Oregon's diverse students and their families. Without sustained funding, the impact of state investments in professional development may have limited impact on systemic cultural changes that are needed.	Prioritize state funding through the Network for Quality Teaching and Learning to help ensure that educators have access to high quality and sustainable culturally responsive professional development and learning opportunities.
Faculty who are preparing future educators and opportunities need access to professional development on equity, diversity and inclusion via shared professional learning across campuses.	Provide professional learning and networking opportunities that infuse culturally responsive practices and curriculum into educator preparation programs at every level.
Equity Plan Alignment	
Currently there are multiple and disconnected state plans (Oregon American Indian / Alaska Native Education State Plan, African American Plan, English Learners State Plan, and Oregon's Federal Plan for Equitable Access to Excellent Educators) that include recommendations for educator recruitment, preparation, retention, and professional learning.	Align all aspects of state equity plans related to educator recruitment, preparation, retention, and professional learning and systematically monitor for progress and impact.

Figure 16: 2016 Oregon Educator Equity Statewide Plan

2016 Oregon Educator Equity Statewide Plan

VISION

Oregon values the racial diversity of students in Oregon by creating pathways to increase cultural and linguistic diversity in the educator workforce employed in Oregon schools and by assisting all educators in becoming more culturally responsive.

GOAL

"Grow Your Own" partnerships involving districts and preparation programs are expanded with funding to focus first on districts serving 40 percent or higher students of color.

OBJECTIVES

1) Recruitment:

- **a.** Provide seed funding to grow and expand partnership models like the Portland Teacher Program, TeachOregon, and Chemeketa Community Bilingual Pathway Program to provide improved avenues for Oregon's culturally and linguistically diverse high school graduates and educational assistants to pursue careers in education. (Legislators, ODE, HECC,TSPC, COSA, OAESD, OSPA, OEA, and CEdO)

b. Provide two-year scholarships and funding for test fees and clinical stipends to support up to 100 culturally linguistically diverse transfer students admitted to educator preparation program each year. (Legislators, HECC-OSAC, CEdO)

2) Preparation: Convene faculty to align coursework between community colleges and four-year educator preparation programs to help students save time and money as they pursue a teaching license. (HECC, TSPC, ODE, and CEdO)

3) Hiring: Annually collect and analyze data by race and gender on recruitment/applicant pools, interview pools, and hiring data from Oregon's public school districts to identify where racial disparities are occurring in the hiring stage. (ODE, OSPA, COSA, OEA, and CEdO)

4) Retention:

a. Fund trained mentors for the first two years of employment for all culturally and linguistically diverse teachers and administrators in Oregon. (Legislators, ODE)

b. Develop and use a statewide online survey to collect and analyze exit data for educators leaving the profession. (Legislators, ODE, OSPA, COSA, OEA, and CEdO)

5) To impact every stage—Ensure that all educators are supported in becoming more skilled in using culturally responsive curriculum and teaching practices.

a. Provide matching funds to districts, education service districts, and educator preparation programs willing to offer professional learning based on Learning Forward Standards on Anti-Bias Training for Hiring, Culturally Responsive Curriculum, Pedagogy and Inclusive Practices offered by an approved provider, e.g. teacher leaders, districts, education service districts, universities, and community-based organizations whose work aligns with this objective. (Legislators, ODE, HECC, CEdO)

To achieve the strategic plan's objectives, the Educator Equity Advisory Group has provided recommendations for potential legislation to the Governor's Council for Educator Advancement that include the following:

1) State funded scholarships and stipends for culturally and linguistically diverse Oregon Promise students seeking to become teachers

2) State funded mentors for two years for every culturally and linguistically diverse teacher hired in an Oregon School

3) Seed funding for a phased-in expansion of university/district partnerships in communities where students of color exceed 40 percent of the student population

4) Coordination of plans with partners from each equity-focused state plan work group[13] and regular reporting to the Legislature via future Educator Equity Reports.

Conclusion

The 2016 Educator Equity Report is not just another report that is intended to sit on a shelf. The Educator Equity Advisory Group will continue to highlight the findings widely during the coming year. The plan will be used to shape legislation and advocacy to support implementation of each objective. All of these efforts are intended to shine a light on unintended consequences and practices that have continued to create disparities for current educators of color as well as those who seek to become educators in Oregon and to help ensure that Oregon' students of color and their families are supported by professional educators who are culturally responsive and teach in a way that honors and celebrates diversity.

"The whole purpose of education is to turn mirrors into windows."

Sydney J. Harris

APPENDIX A: 2015-16 OREGON EDUCATOR EQUITY ADVISORY GROUP MEMBERS

The Oregon Educator Equity Advisory Group is a 22-member group first convened in February 2014 by the Oregon Education Investment Board and charged with:

- Researching, coordinating and overseeing annual legislative reports deriving from legislation that outline Oregon's current status and progress toward diversifying the educator workforce and spotlight/recommend/drive needed practices and policies;
- Ensuring that the voices of culturally and linguistically citizens in Oregon are engaged in examining root causes, current assets, and needed changes in policy and practices that can help diversify Oregon's educator workforce;
- Reviewing progress and results from funded state investments intended to recruit, prepare, retain, and advance Oregon's educator workforce; and,
- Recommending future investments for the state that can improve students' access to more culturally and linguistically diverse educators

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APPENDIX B: OREGON 2015-16 STUDENT DEMOGRAPHICS BY GRADE LEVEL

	American Indian/ Alaska Native		Asian		Native Hawaiian/ Pacific Islander		Black/African American	
Grade	M	F	M	F	M	F	M	F
K	257	256	747	770	143	143	503	498
1st	306	266	830	772	161	150	567	519
2nd	318	248	854	808	170	185	572	516
3rd	321	294	857	841	169	143	538	496
4th	310	315	827	907	168	167	482	529
5th	298	291	849	859	155	166	520	456
6th	358	308	873	884	178	143	464	492
7th	293	311	883	907	144	166	512	512
8th	335	320	879	829	155	134	511	481
9th	336	337	888	930	126	158	547	504
10th	353	383	937	960	150	144	569	515
11th	371	324	931	889	158	148	632	478
12th	448	348	1,022	993	151	157	753	578
All	4,304	4,001	11,377	11,349	2,028	2,004	7,170	6,574

Source: Oregon Department of Education
Note: Language of origin data will not be available until early October.

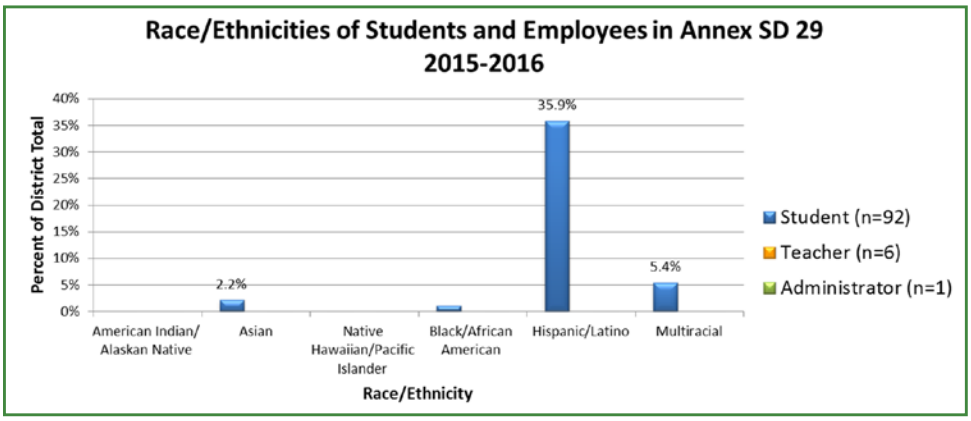
	Hispanic/Latino		White		Multi-Racial		Totals	
Grade	M	F	M	F	M	F	M	F
K	4,809	4,643	13,838	12,706	1,213	1,099	21,510	20,115
1st	5,397	4,895	14,147	13,255	1,260	1,266	22,668	21,123
2nd	5,353	5,402	14,646	13,567	1,422	1,400	23,335	22,126
3rd	5,659	5,218	14,536	13,791	1,402	1,338	23,482	22,121
4th	5,450	5,179	14,182	13,344	1,334	1,364	22,753	21,805
5th	5,208	5,029	14,015	13,022	1,271	1,288	22,316	21,111
6th	4,872	4,653	14,327	13,667	1,241	1,322	22,313	21,469
7th	5,026	4,728	14,213	13,345	1,228	1,227	22,299	21,196
8th	4,966	4,701	14,213	13,255	1,144	1,144	22,203	20,864
9th	4,884	4,662	14,911	13,869	1,282	1,229	22,974	21,689
10th	4,859	4,565	14,752	13,920	1,225	1,189	22,845	21,676
11th	4,596	4,301	14,753	13,815	1,134	1,149	22,575	21,104
12th	5,364	4,991	16,323	15,181	1,258	1,168	25,319	23,416
All	66,443	62,967	188,856	176,737	16,414	16,183	296,592	279,815

Source: Oregon Department of Education
Note: Language of origin data will not be available until early October.

APPENDIX C: STUDENT AND EDUCATOR DIVERSITY IN OREGON'S MOST CULTURALLY AND LINGUSTICALLY DIVERSE SCHOOL DISTRICTS

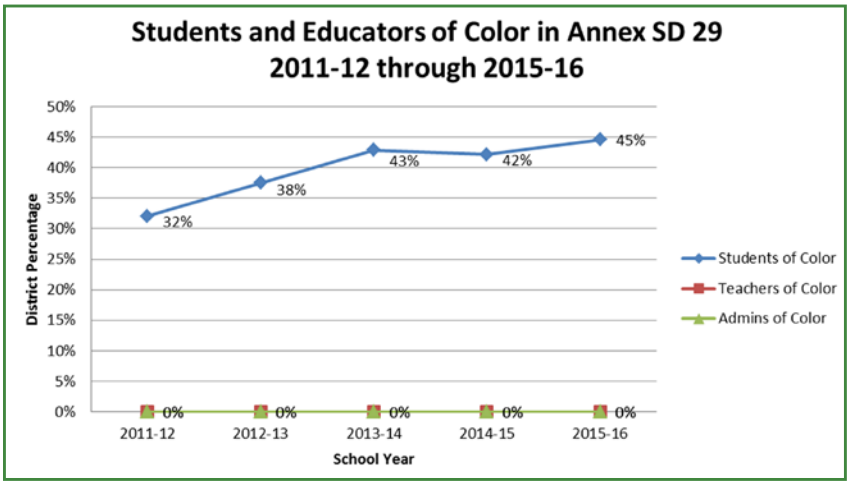
Annex SD 29 Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Annex SD 29 School District



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

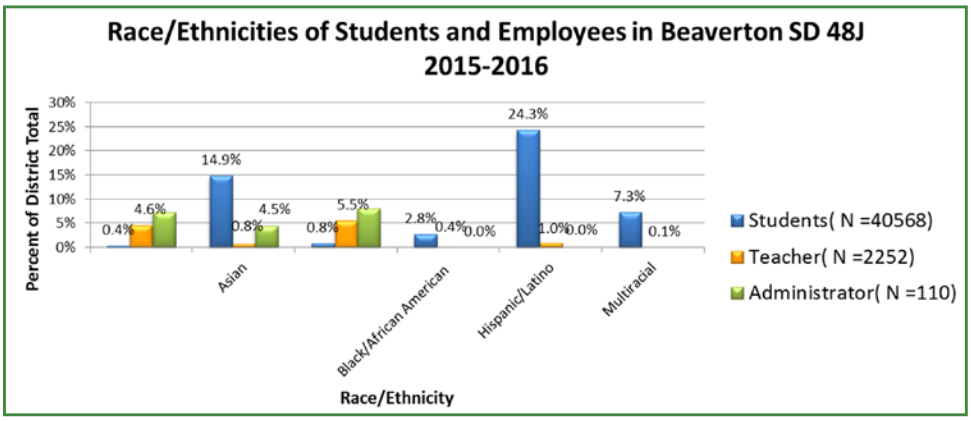
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Annex SD 29 Over Four Years



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

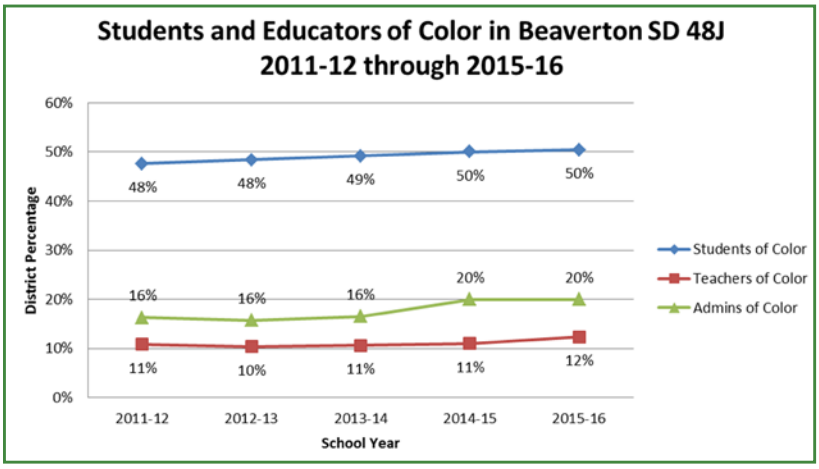
Beaverton SD 48J Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Beaverton SD 48J



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

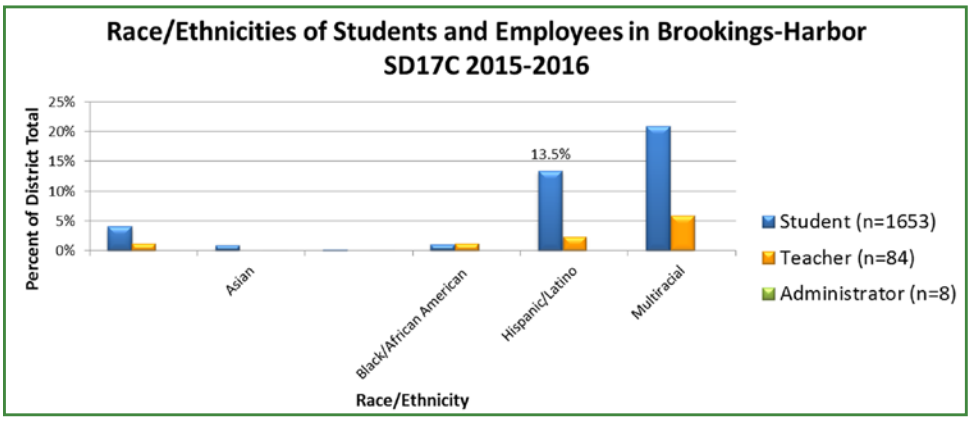
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Beaverton SD 48J



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

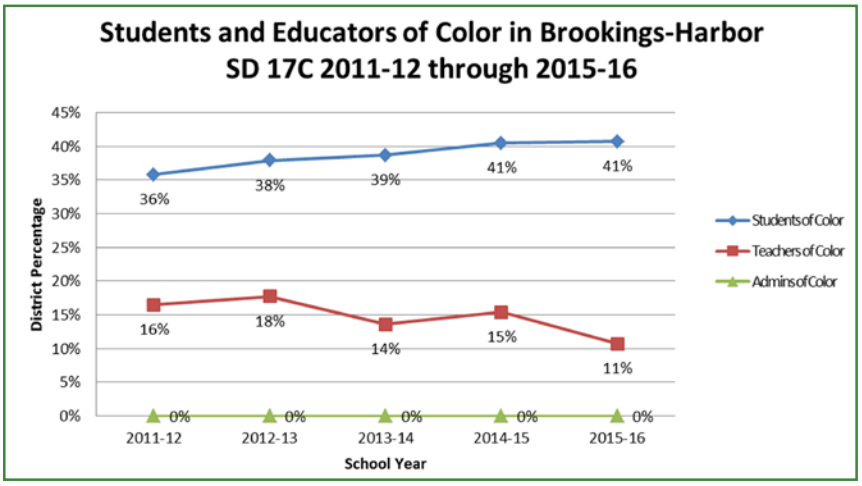
Brookings-Harbor SD17C Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Brookings-Harbor SD17C



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

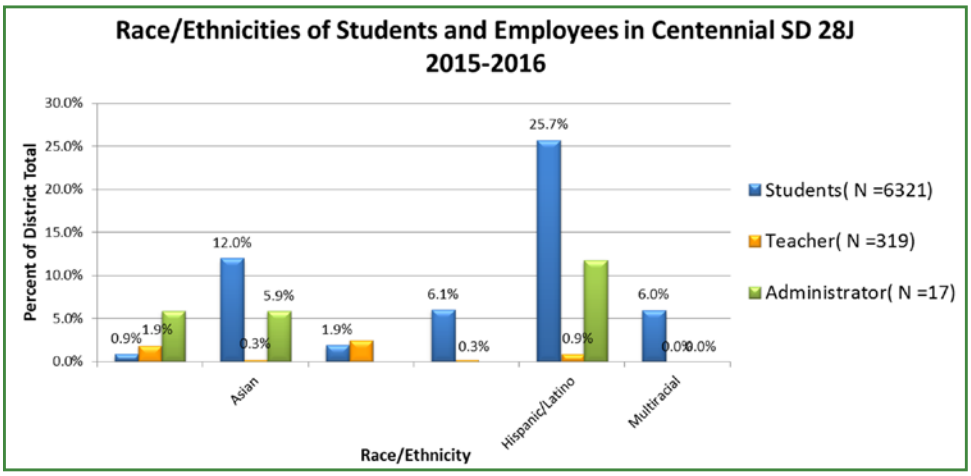
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Brookings-Harbor SD17C



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

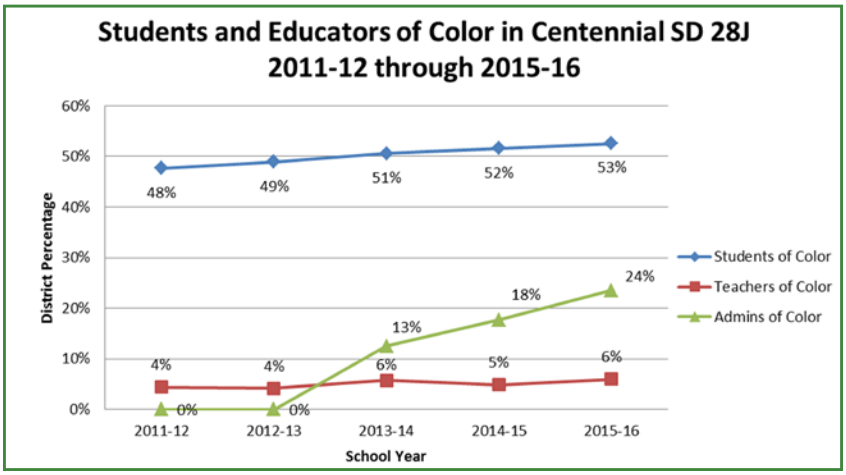
Centennial SD 28J Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Centennial SD 28J



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

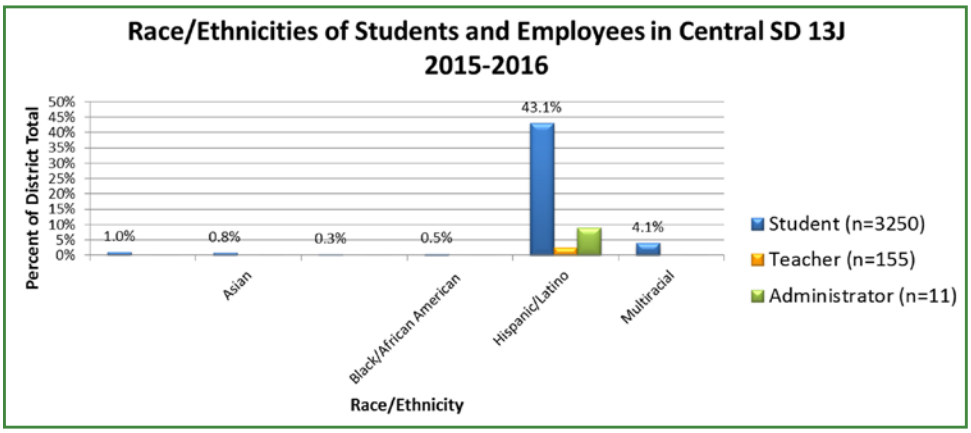
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Centennial SD 28J



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

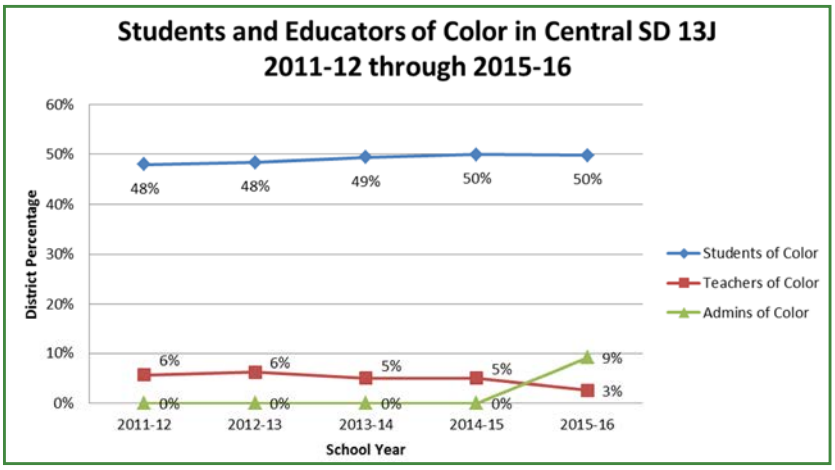
Central SD 13J Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Central SD 13J



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

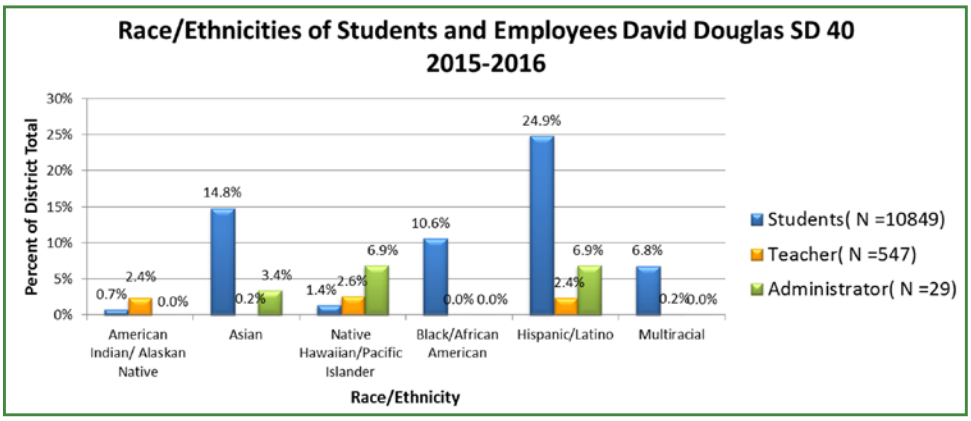
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Central SD 13J



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

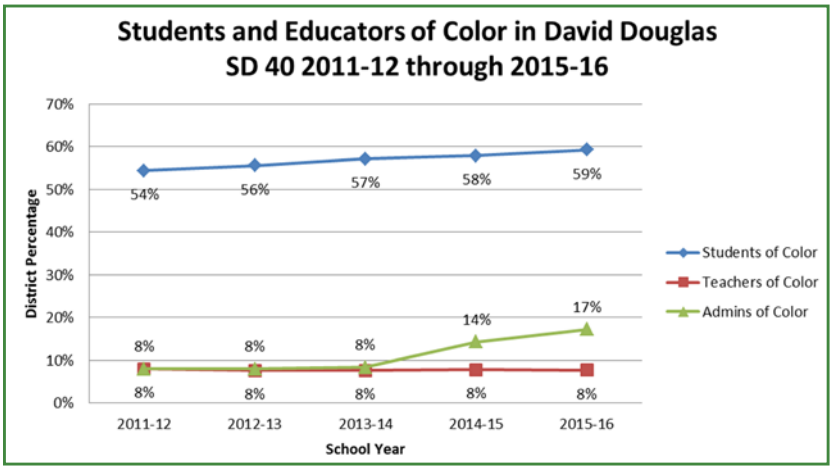
David Douglas SD 40 Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in David Douglas SD 40



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

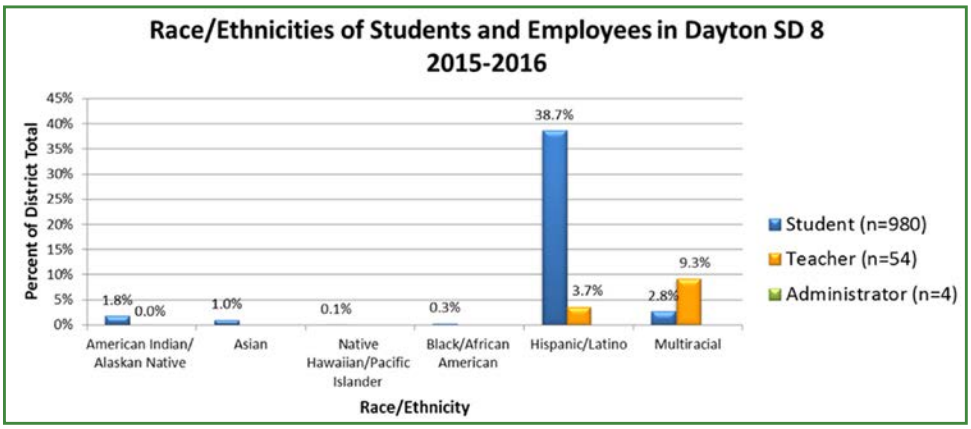
Figure 2: Percentages of Students, Teachers, and Administrators of Color in David Douglas SD40



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

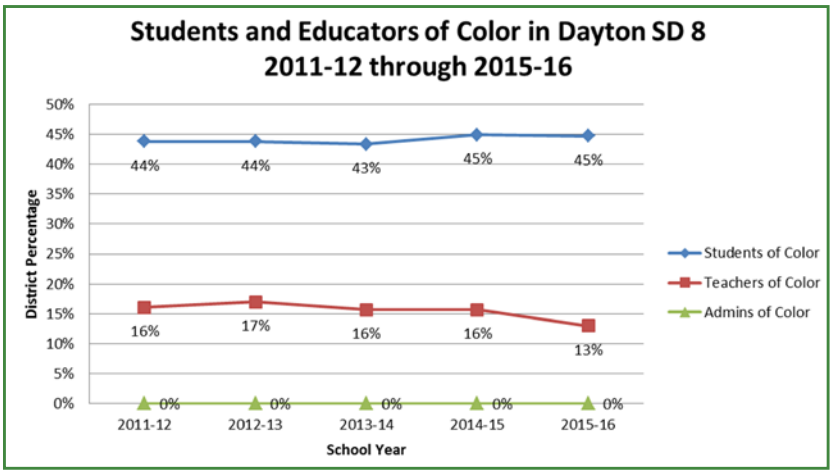
Dayton SD 8 Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Dayton SD 8



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

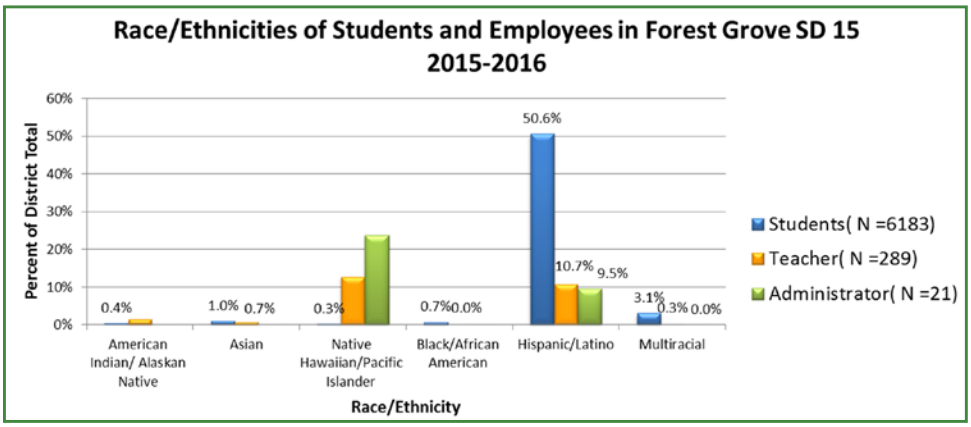
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Dayton SD 8



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

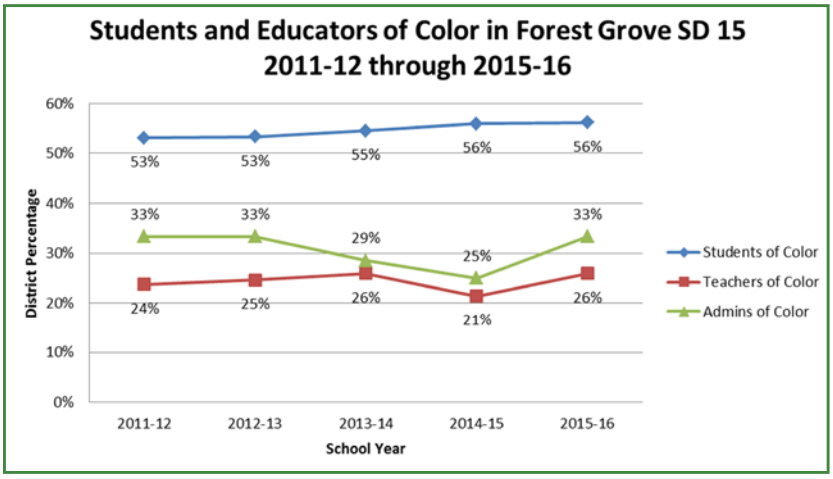
Forest Grove SD 15 Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Forest Grove SD 15



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

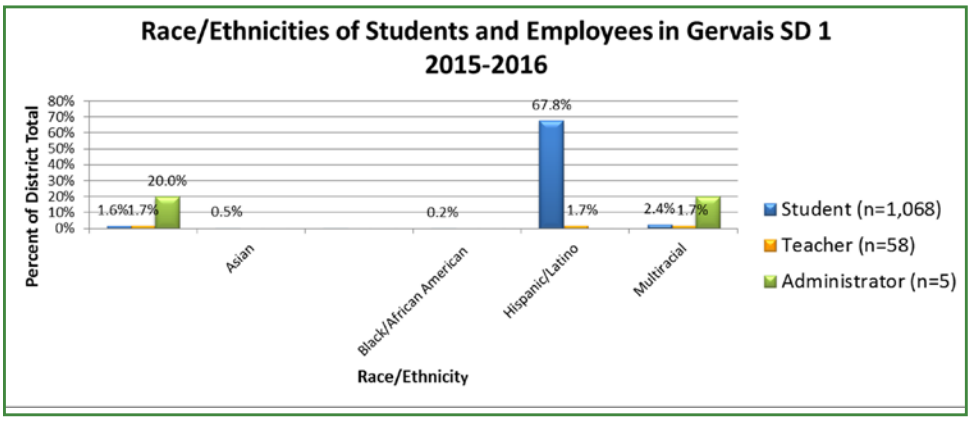
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Forest Grove SD 15



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

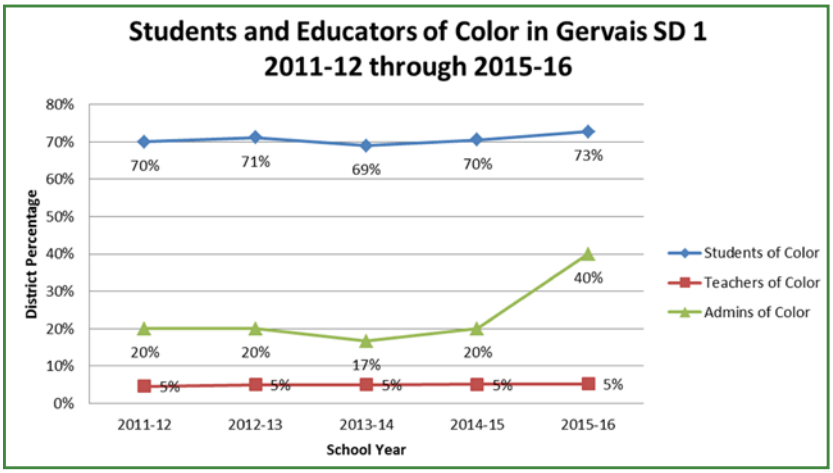
Gervais SD 1 Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Gervais SD 1



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

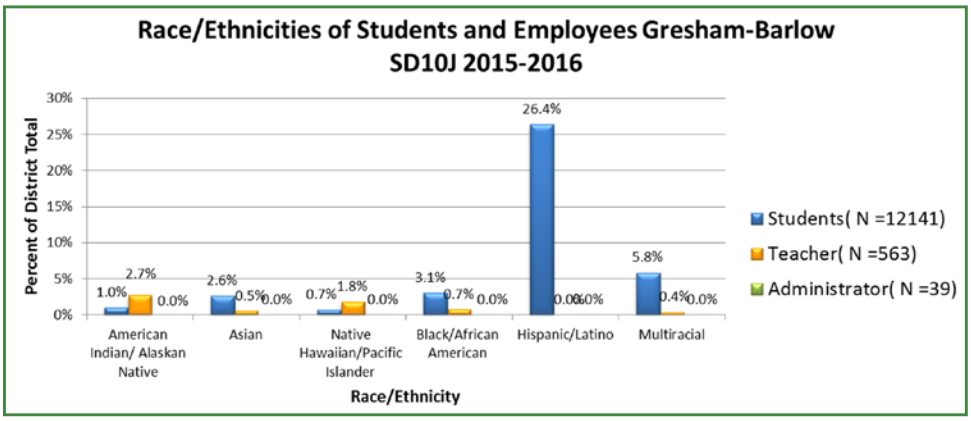
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Gervais SD 1



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

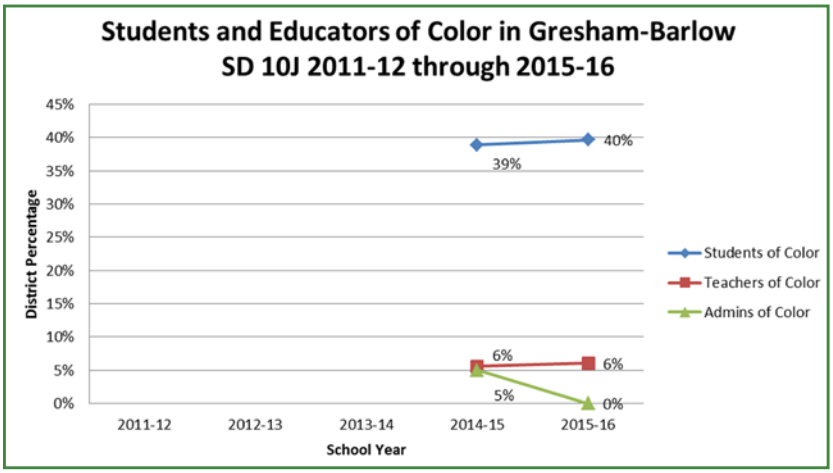
Gresham-Barlow SD10J Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Gresham-Barlow SD10J



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

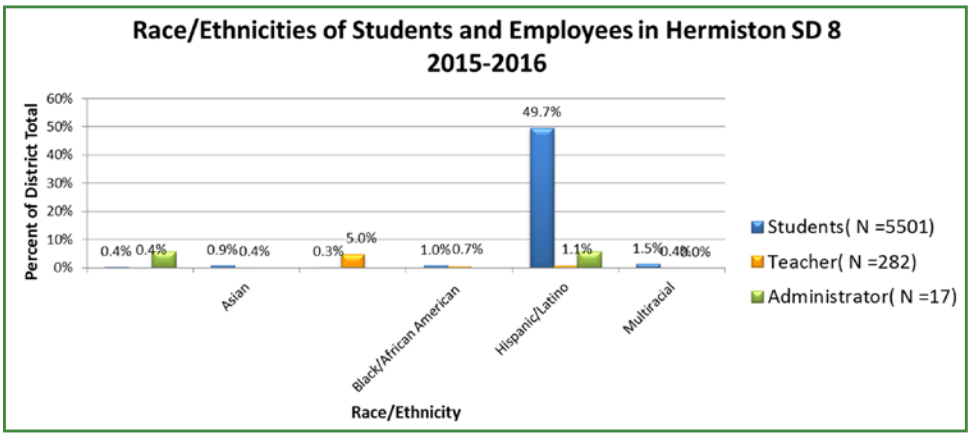
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Gresham-Barlow SD10J



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

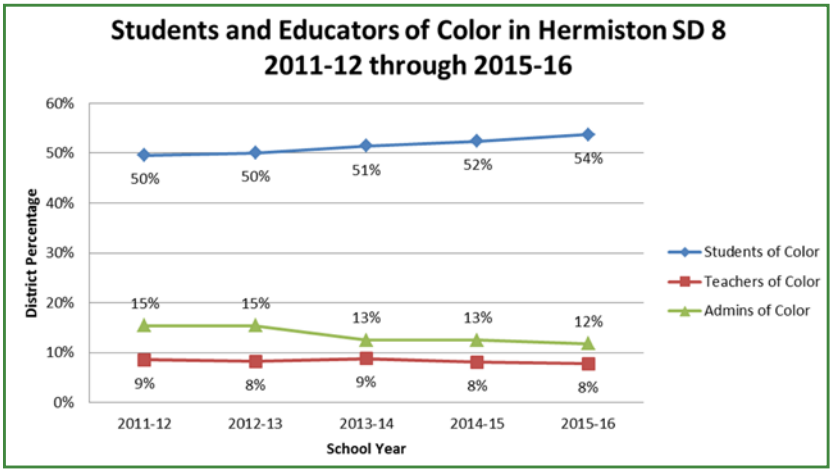
Hermiston SD 8 Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Hermiston SD 8



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

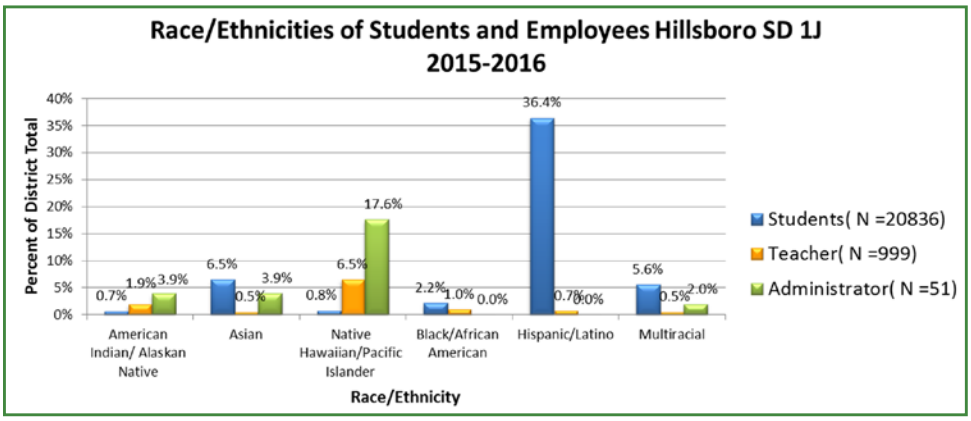
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Hermiston SD 8



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

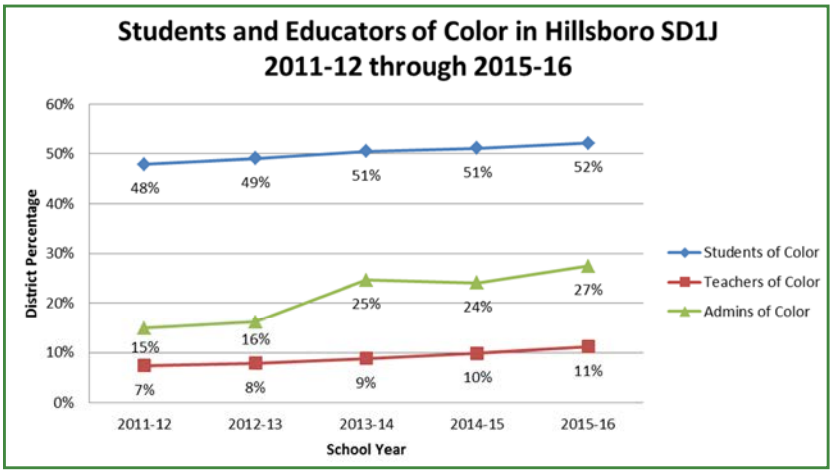
Hillsboro SD 1J Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Hillsboro SD 1J



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

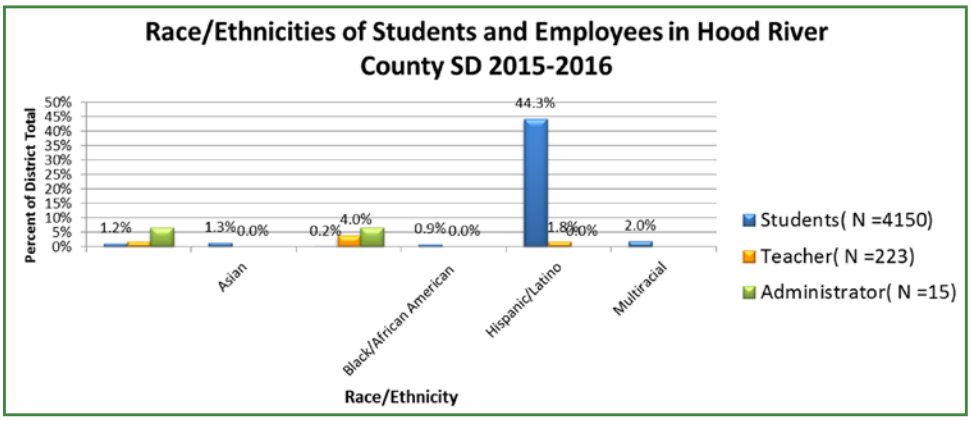
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Hillsboro SD 1J



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

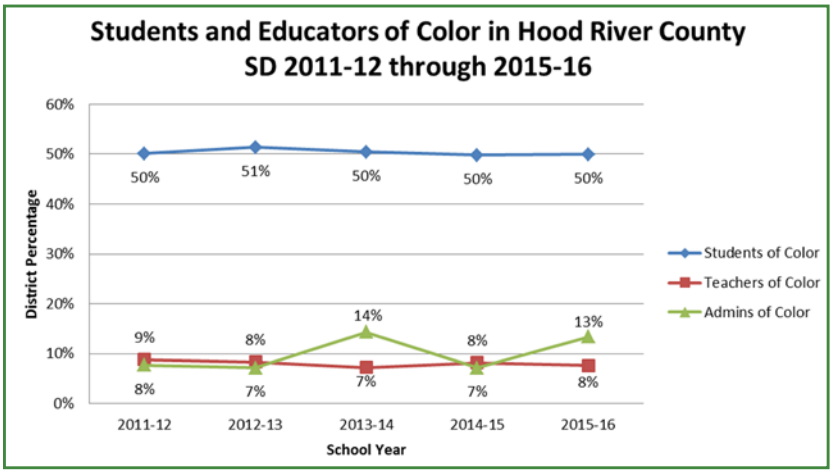
Hood River County SD Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Hood River County SD



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

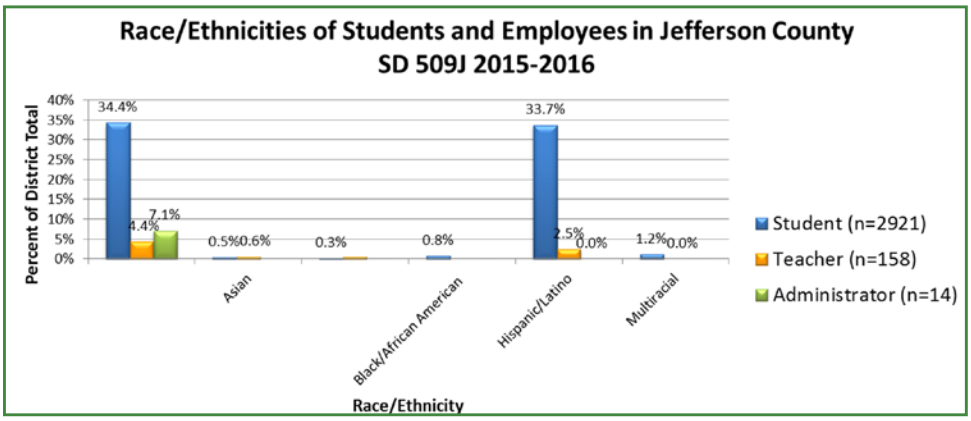
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Hood River County SD



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

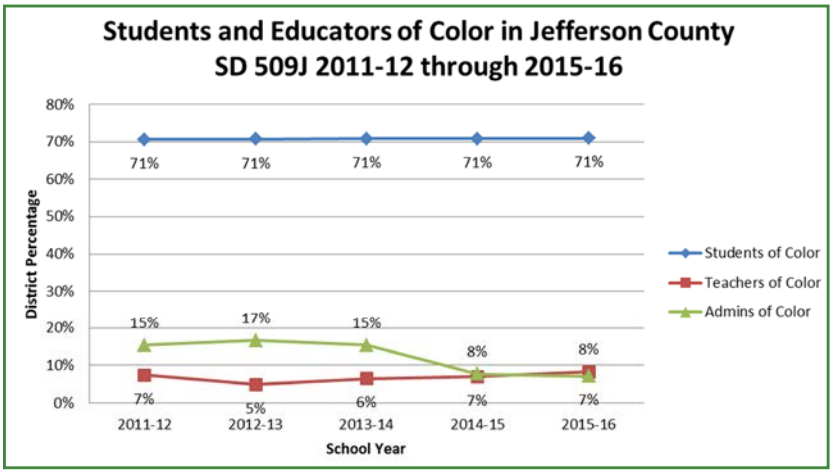
Jefferson County SD 509J Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Jefferson County SD509J



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

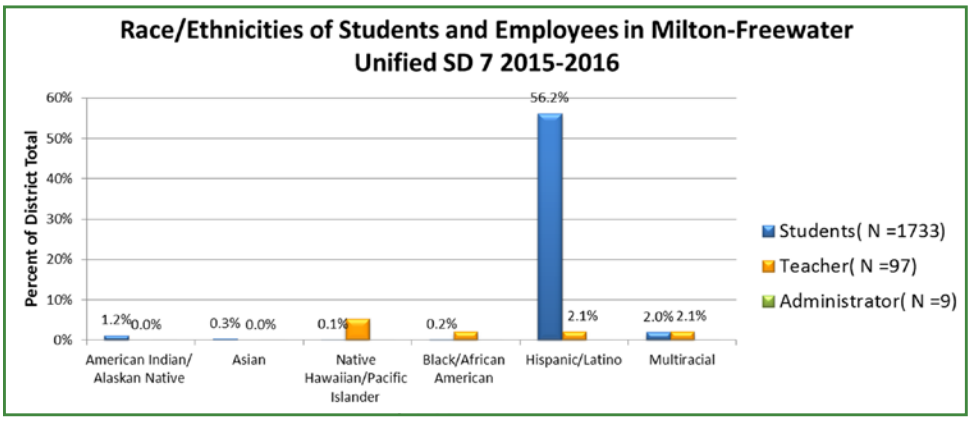
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Jefferson County SD 509J



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

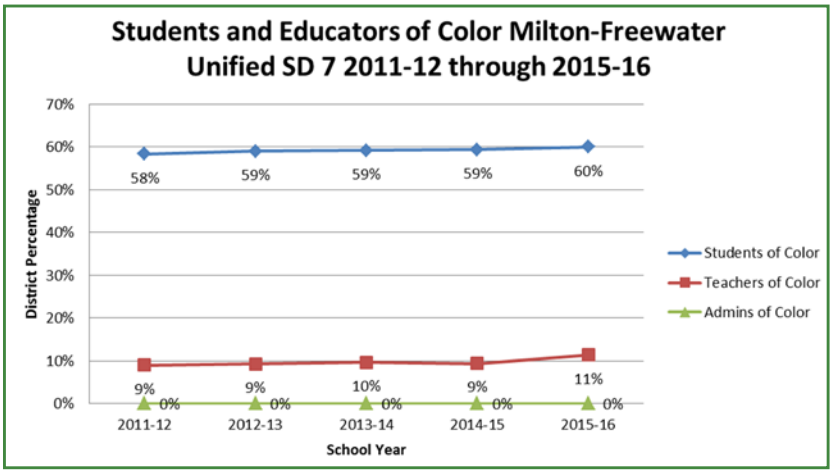
Milton-Freewater Unified SD 7 Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Milton-Freewater Unified SD 7



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

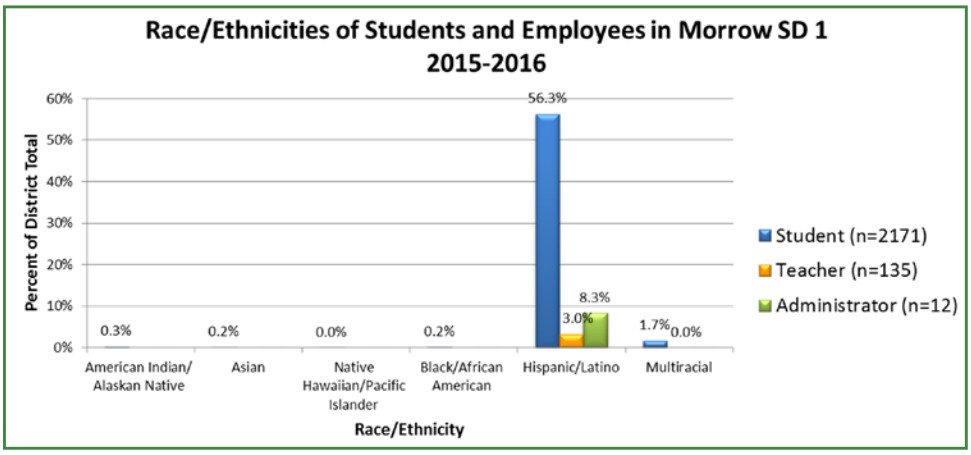
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Milton-Freewater Unified SD 7



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

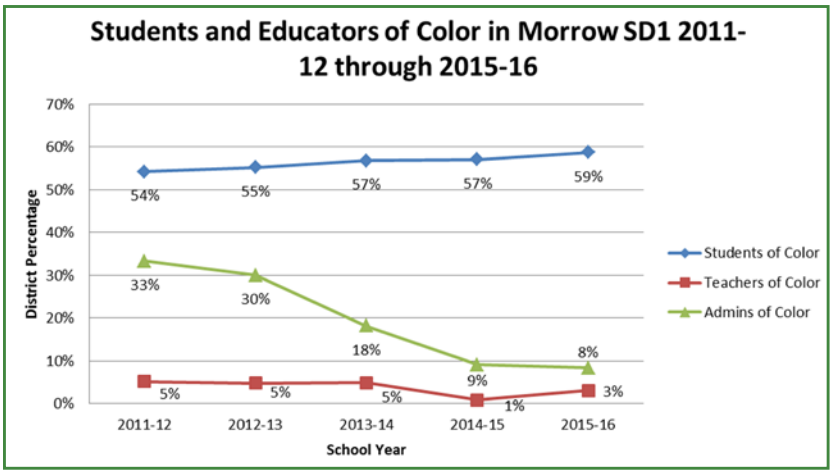
Morrow SD 1 Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Morrow Sd 1



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

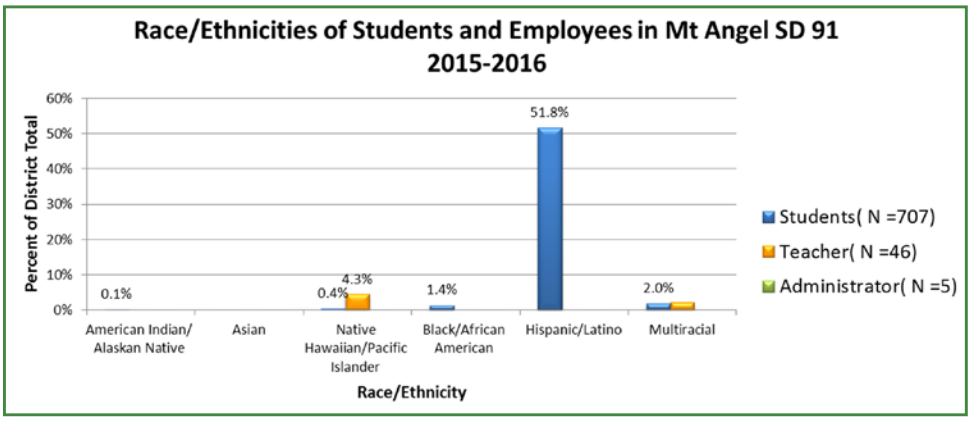
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Morrow SD 1



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

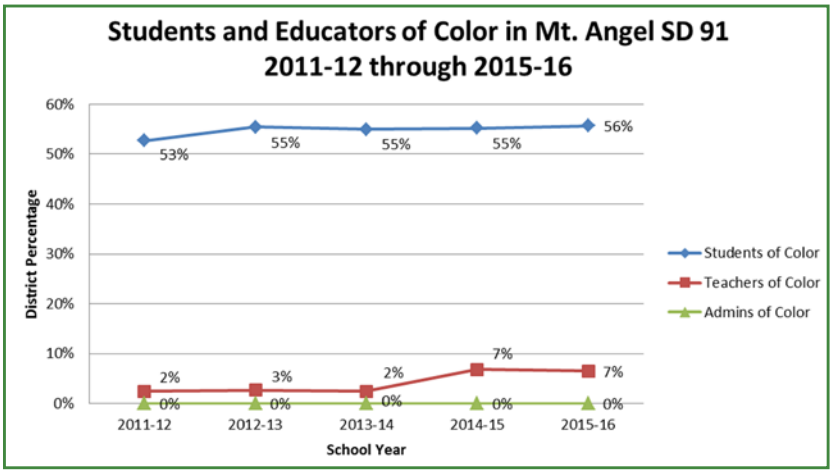
Mt. Angel SD 91 Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Mt. Angel SD 91



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

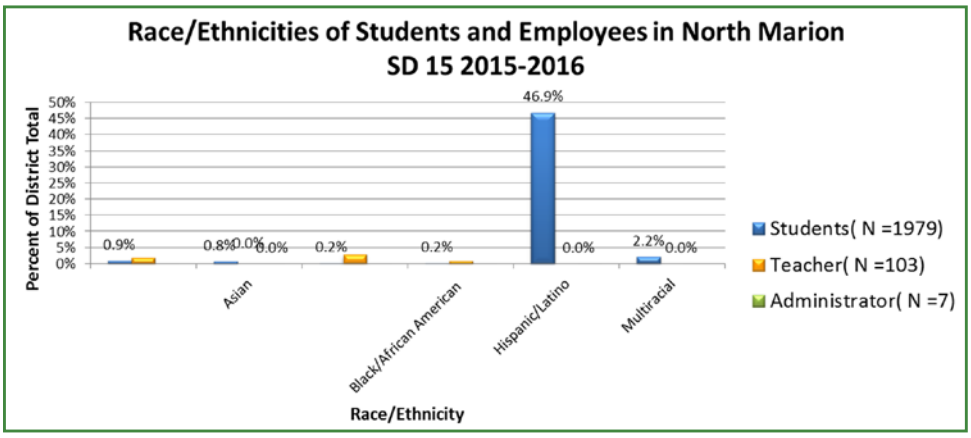
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Mt. Angel SD 91



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

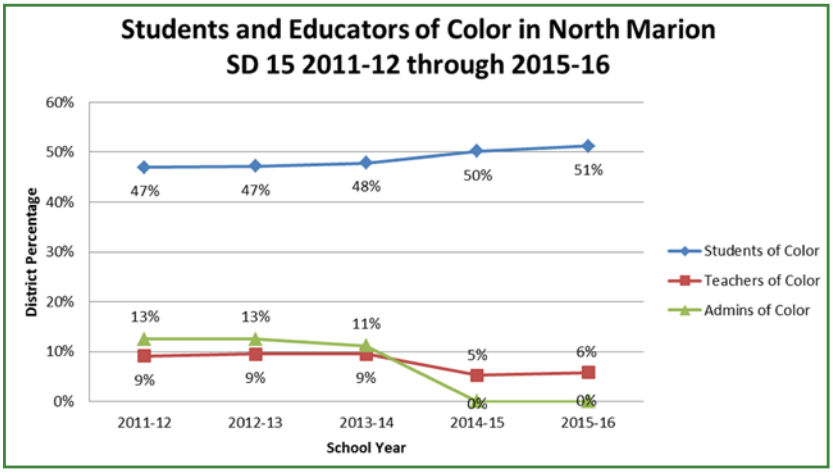
North Marion SD 15 Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in North Marion SD 15



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

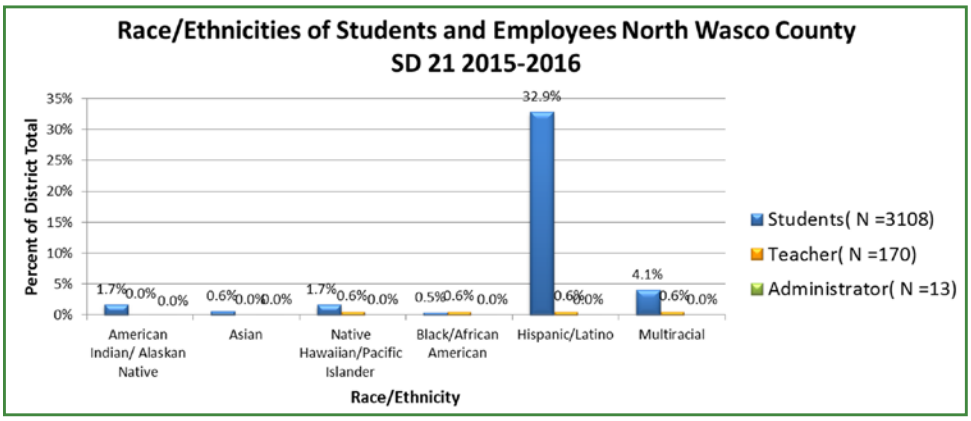
Figure 2: Percentages of Students, Teachers, and Administrators of Color in North Marion SD15



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

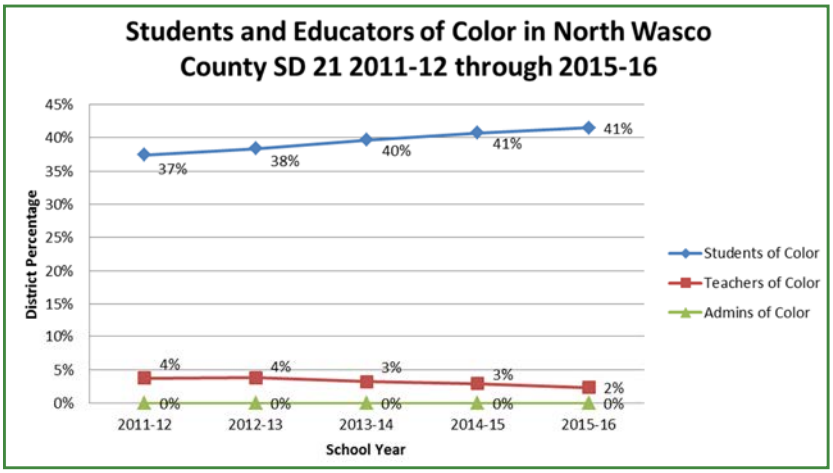
North Wasco County SD 21 Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in North Wasco County SD 21



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

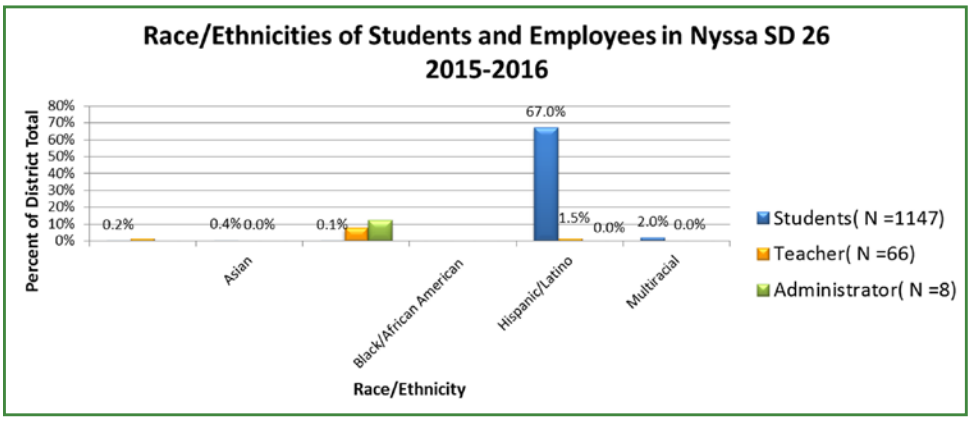
Figure 2: Percentages of Students, Teachers, and Administrators of Color in North Wasco County SD 21



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

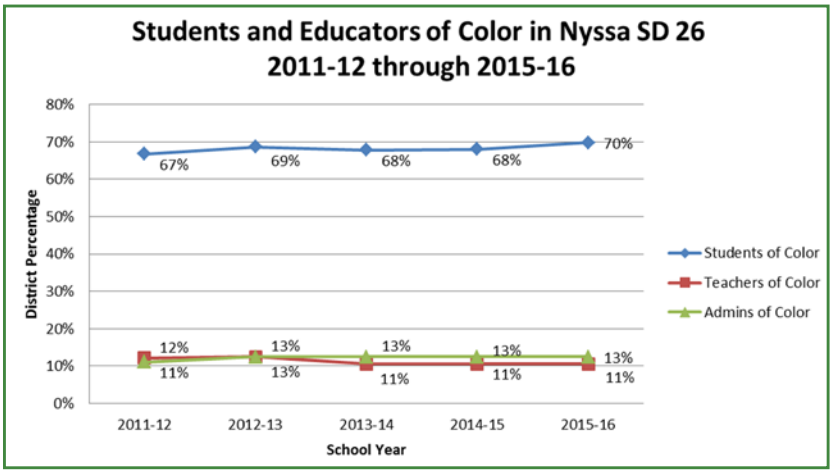
Nyssa SD 26 Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Nyssa SD 26



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

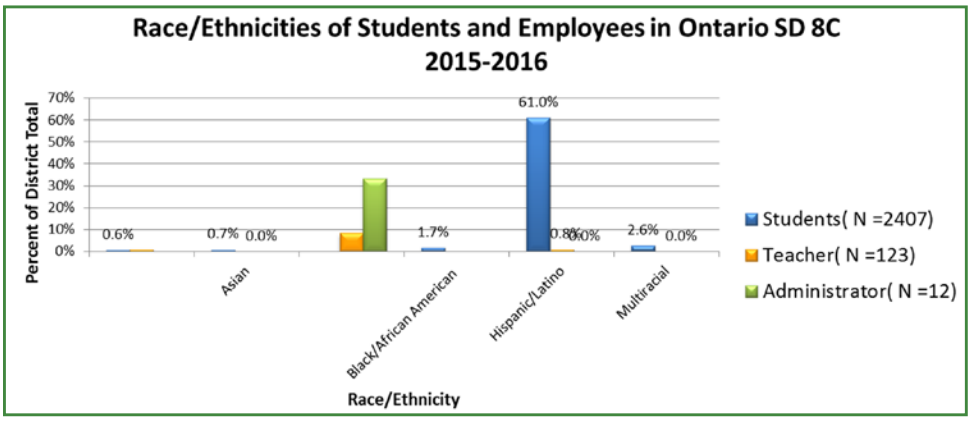
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Nyssa SD 26



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

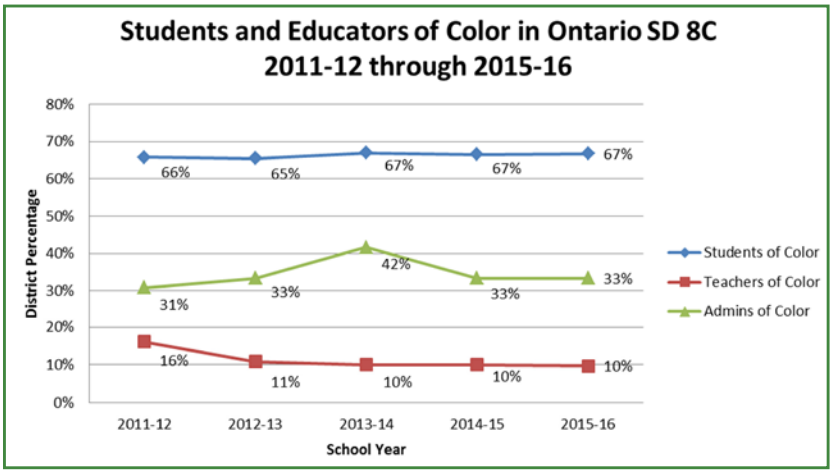
Ontario SD 8C Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Ontario SD 8C



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

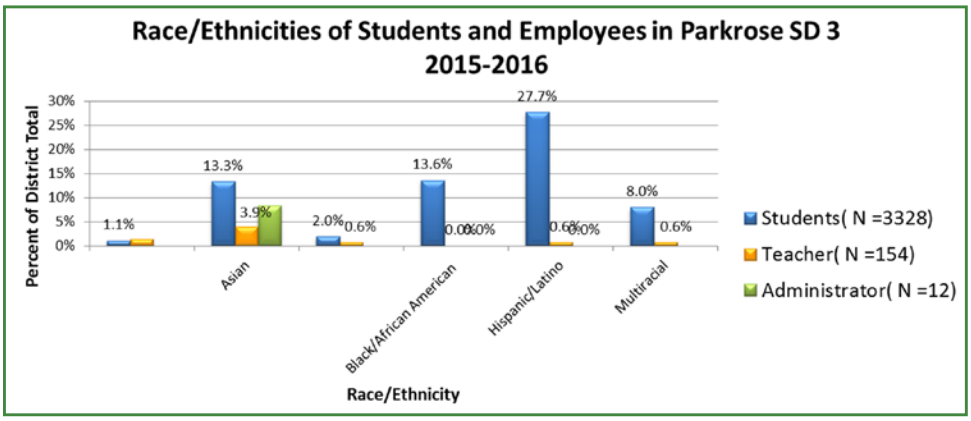
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Ontario SD 8C



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

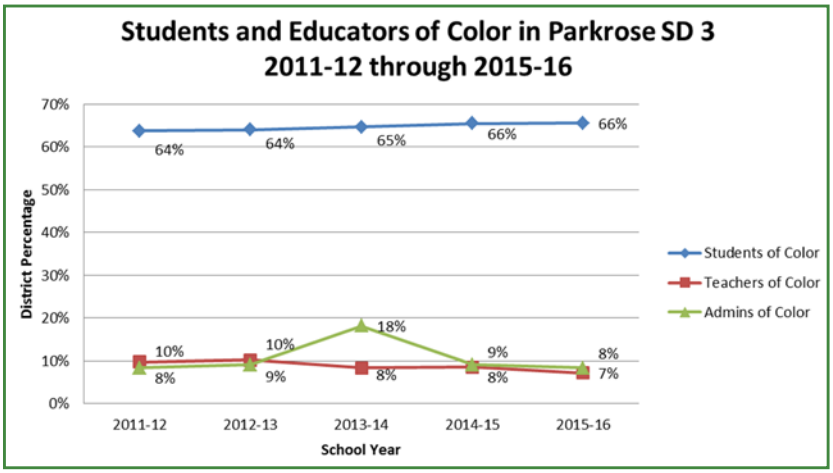
Parkrose SD 3 Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Parkrose SD 3



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

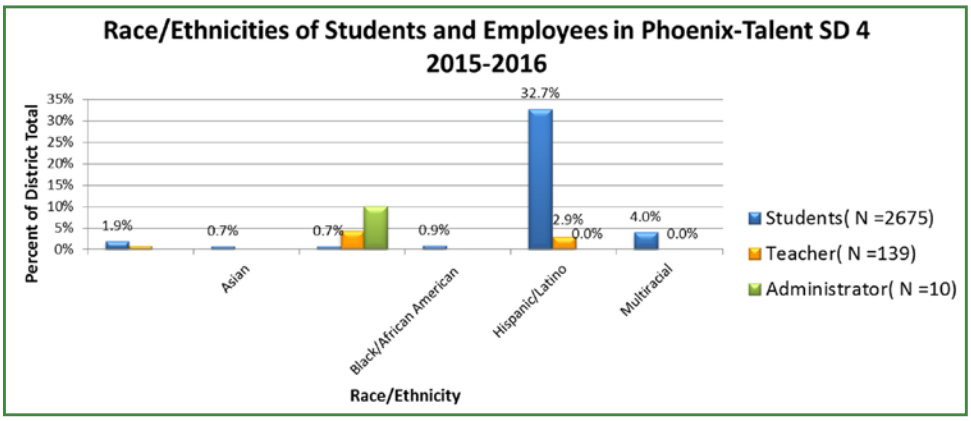
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Parkrose SD 3



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

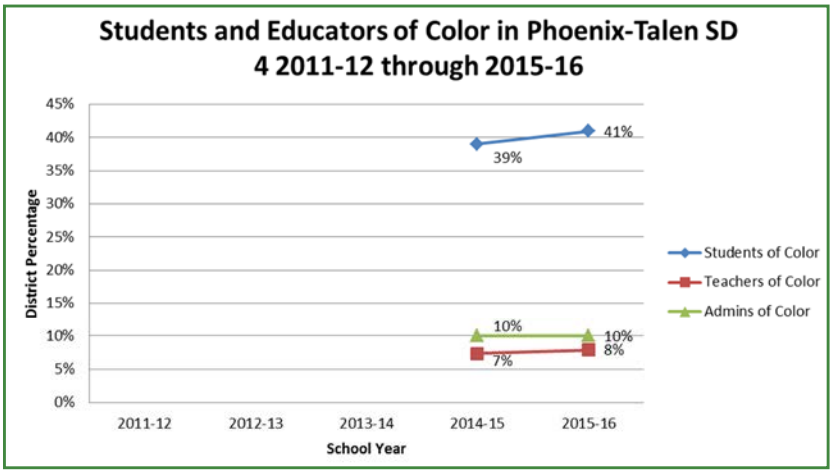
Phoenix-Talent SD 4 Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Phoenix-Talent SD 4



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

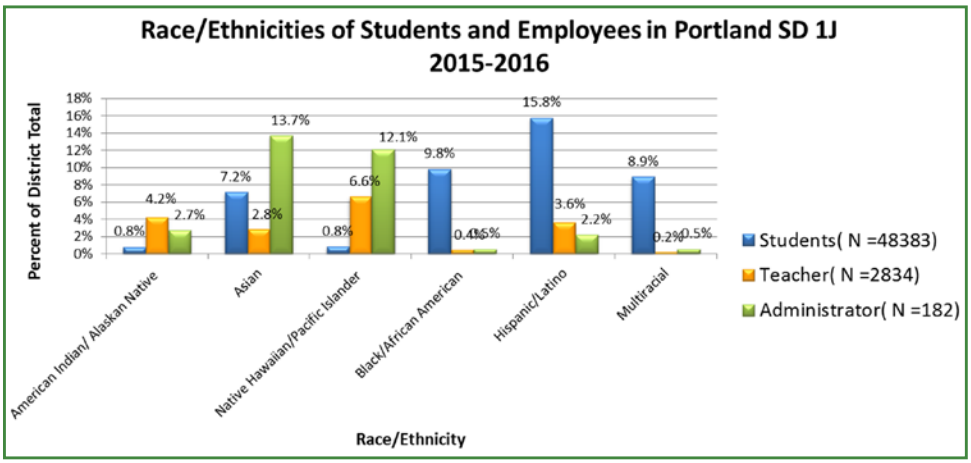
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Phoenix-Talent SD 4



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

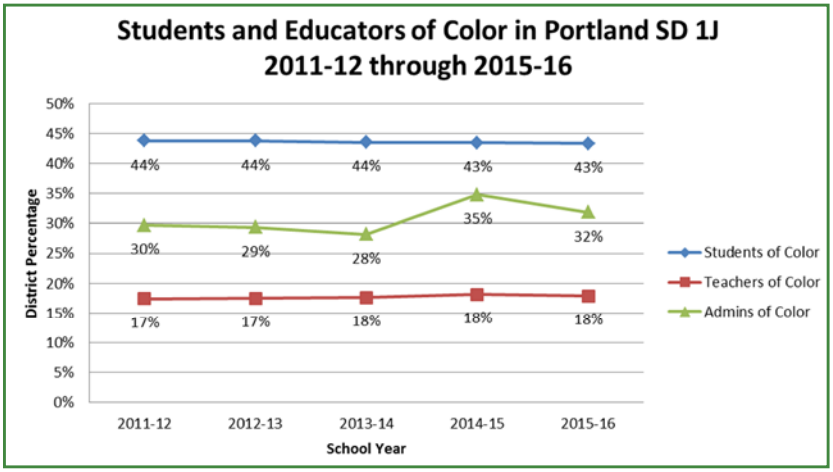
Portland SD 1J Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Portland SD 1J



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

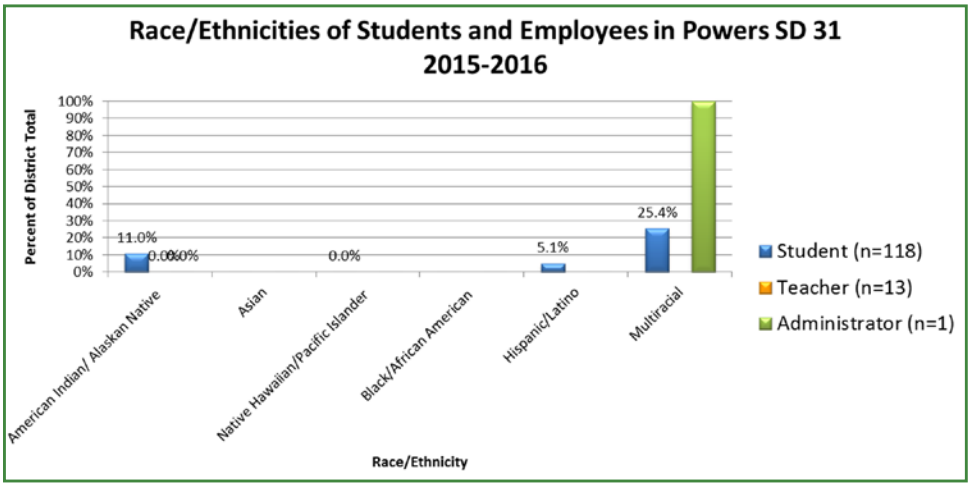
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Portland SD 1J



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

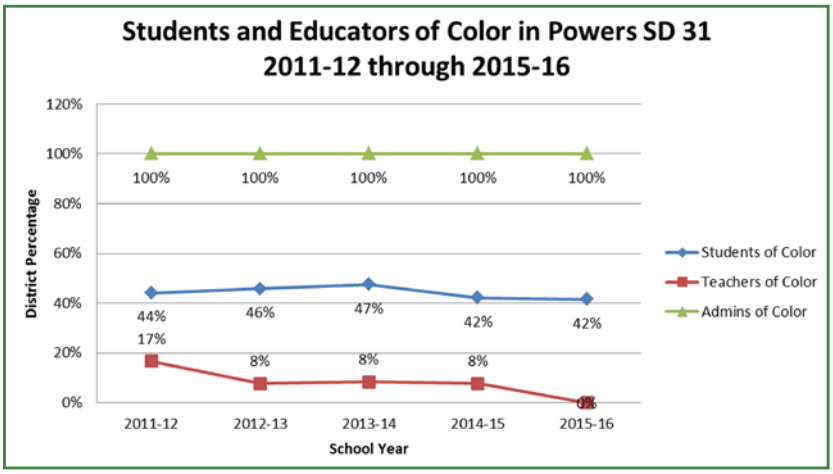
Powers SD 31 Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Powers SD 31



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

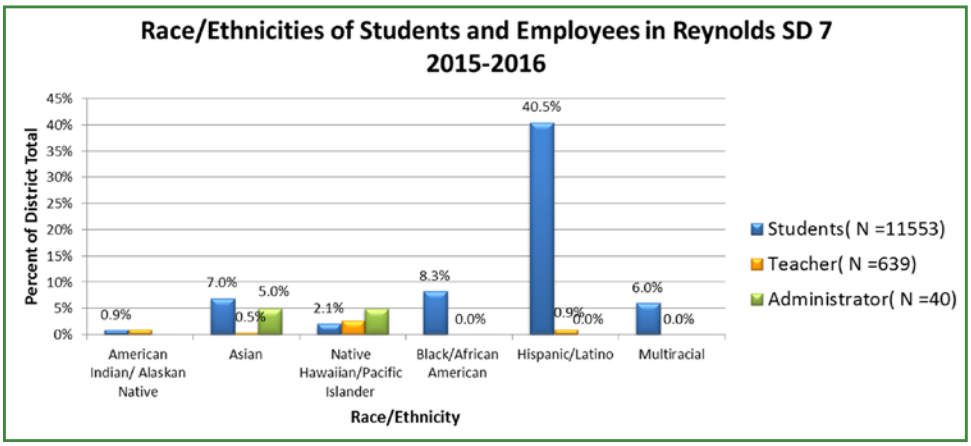
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Powers SD 31



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

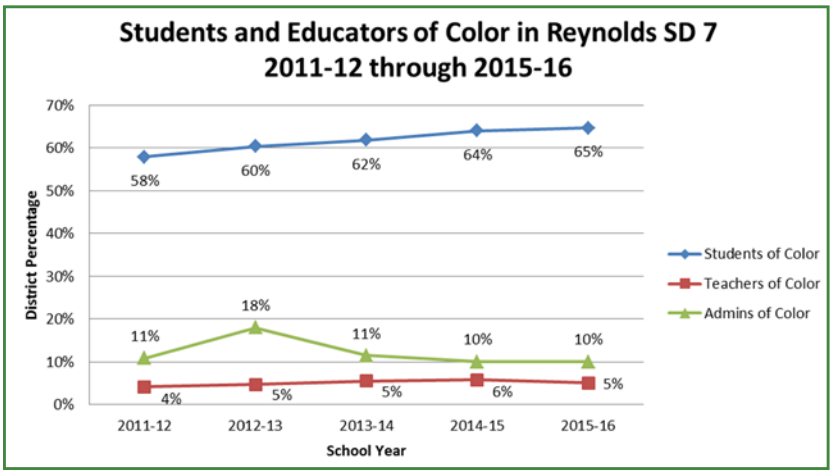
Reynolds SD 7 Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Reynolds SD 7



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

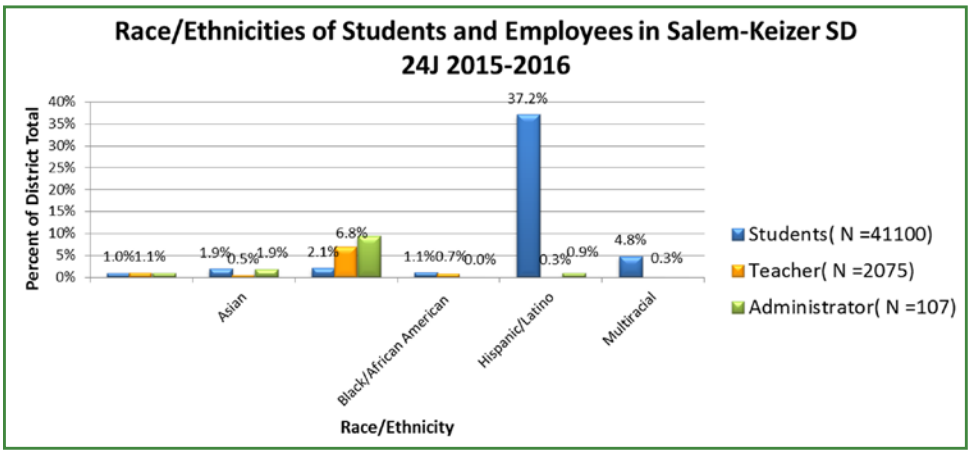
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Reynolds SD 7



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

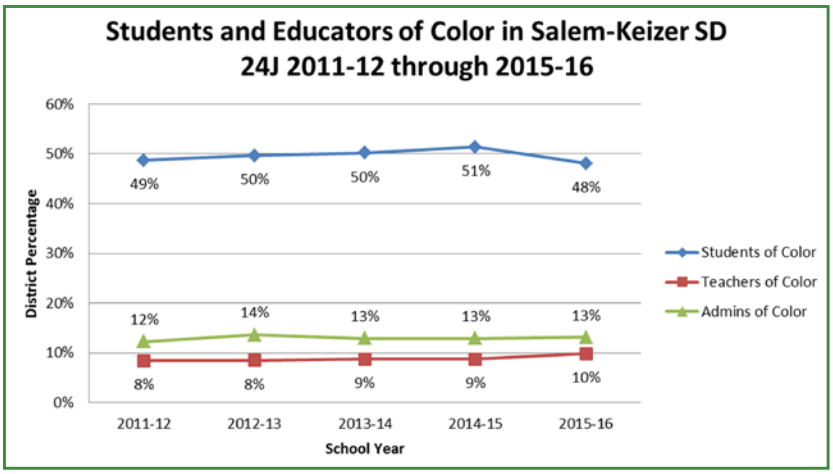
Salem-Keizer SD 24J Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Salem-Keizer SD 24J



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

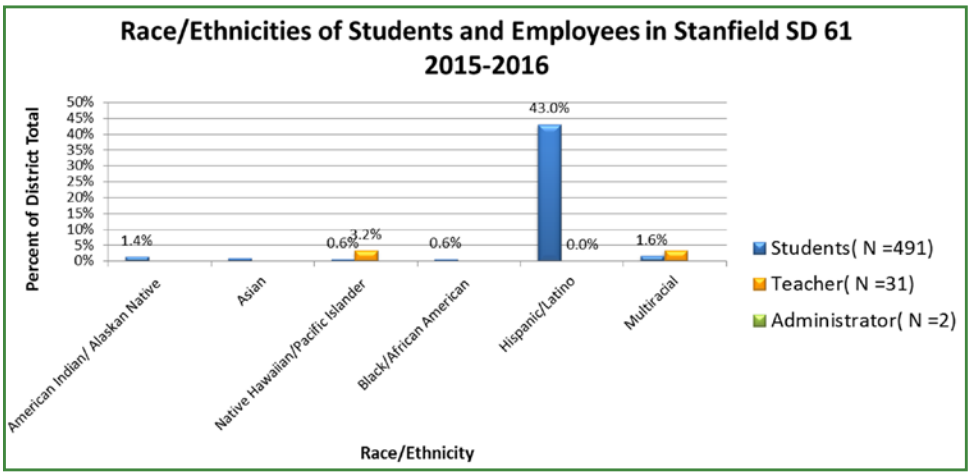
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Salem-Keizer SD 24J



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

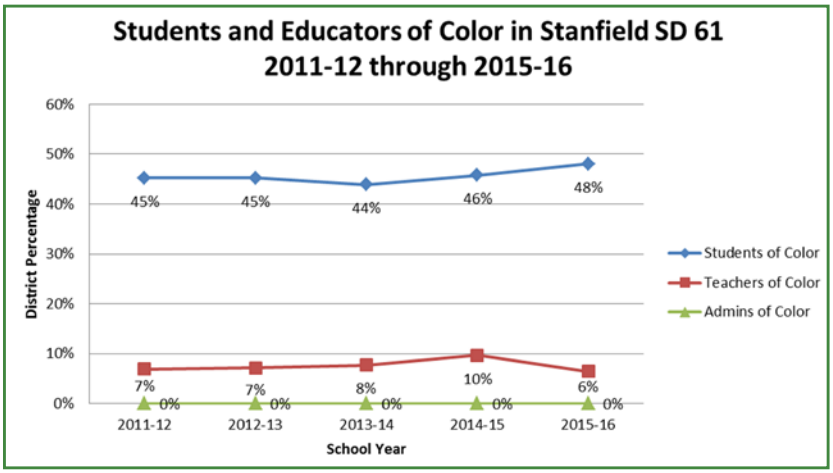
Stanfield SD 61 Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Stanfield SD 61



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

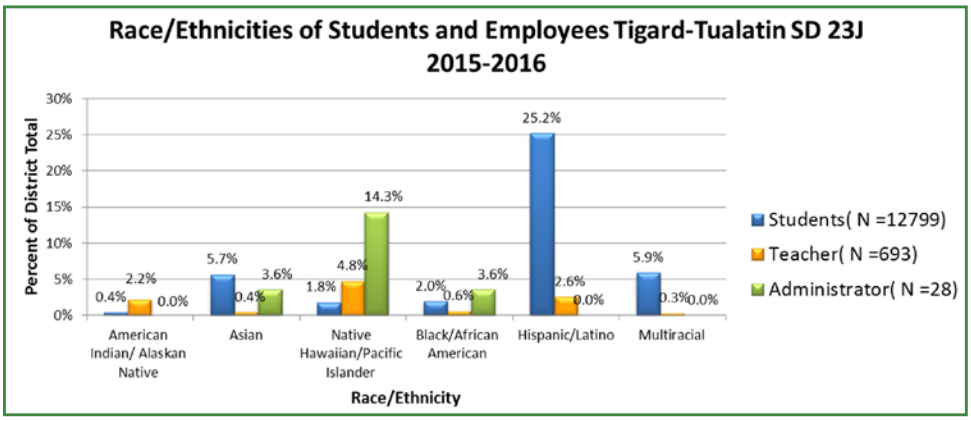
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Stanfield SD 61



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

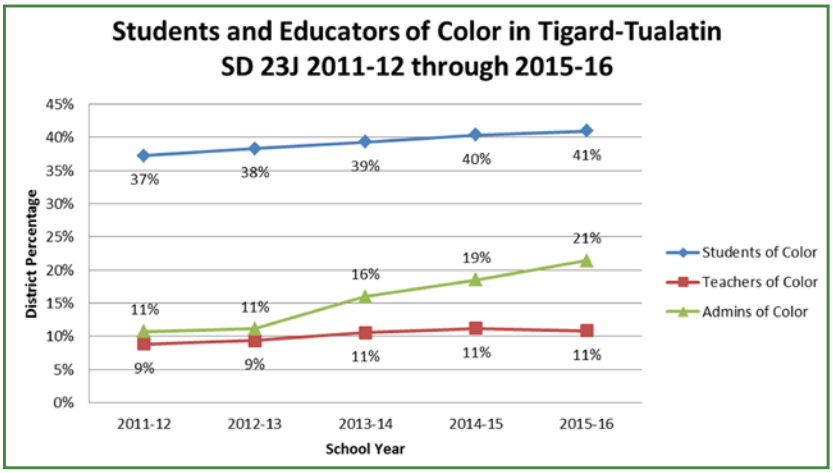
Tigard-Tualatin SD 23J Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Tigard-Tualatin SD 23J



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

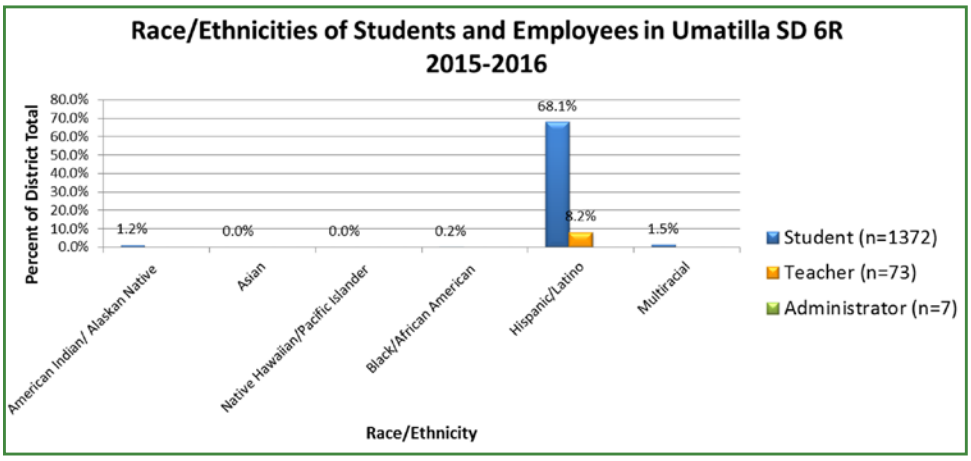
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Tigard-Tualatin SD 61



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

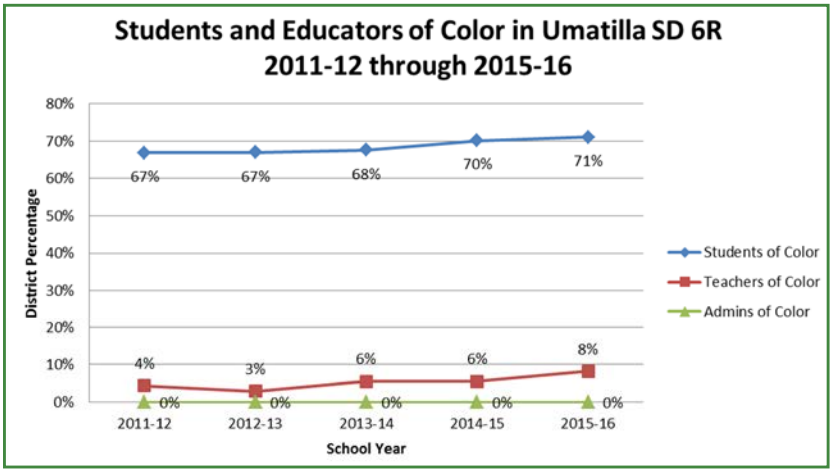
Umatilla SD 6R Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Umatilla SD 6R



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

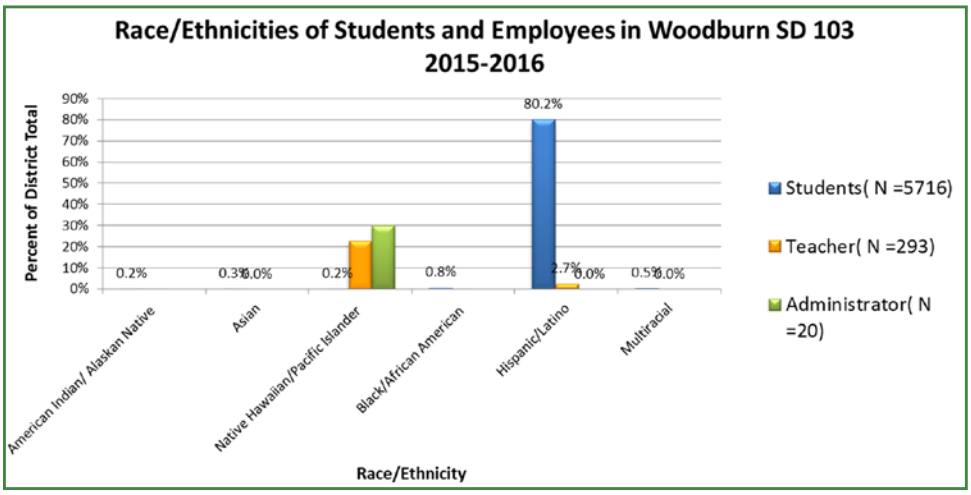
Figure 2: Percentages of Students, Teachers, and Administrators of Color in Umatilla SD 6R



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections

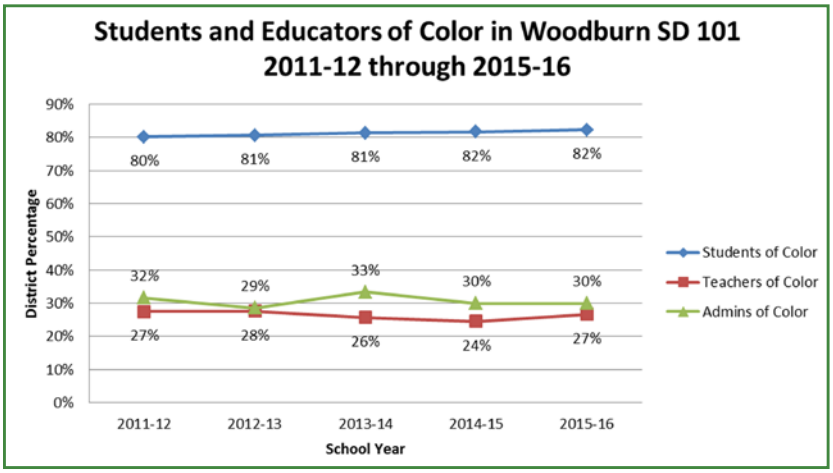
Woodburn SD 103 Student and Workforce Data

Figure 1: Overview of Race/Ethnicities of Students and Employees in Woodburn SD 103



Sources: 2015-16 ODE Student Fall Membership and ODE Staff Position data collections

Figure 2: Percentages of Students, Teachers, and Administrators of Color in Woodburn SD 103



Sources: ODE Annual Student Fall Membership and ODE Staff Position data collections Appendix D1: Essential Academic Skills I

APPENDIX D: TEACHER CANDIDATE TEST COMPARISONS

Appendix D1: Essential Academic Skills I

Essential Academic Skills I Read	Ethnicity	# Takers	# Pass	# Not Pass	percent Pass	percent Not Pass	Mean Total Scaled Score
All Selections (2010-Present)		5,631	5,307	324	94.0 percent	6.0 percent	259.5
YTD 9/1/15 - 4/28/16	All Selections	226	203	23	89.8 percent	10.2 percent	253.3
	African American/Black	2	Low N	Low N	-	-	Low N
	Asian/Pacific Islander	9	Low N	Low N	-	-	Low N
	Hispanic	19	11	8	57.9 percent	42.1 percent	229.2
	Multiracial	9	Low N	Low N	-	-	Low N
	American Indian/ Alaskan Native	3	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)	178	164	14	92.1 percent	7.9 percent	255.3
2014-15	All Selections	1,681	1,565	116	93.1 percent	6.9 percent	258.7
	African American/ Black	19	11	8	57.9 percent	42.1 percent	220.8
	Asian/Pacific Islander	77	60	17	77.9 percent	22.1 percent	238.2
	Hispanic	117	89	28	76.1 percent	23.9 percent	238
	Multiracial	44	42	2	95.5 percent	4.5 percent	264.9
	American Indian/ Alaskan Native	25	22	3	88.0 percent	12.0 percent	248.4
	Other	19	17	2	89.5 percent	10.5 percent	258
	Undeclared	68	67	1	98.5 percent	1.5 percent	265.7
	White (non-Hispanic)	1,312	1,257	55	95.8 percent	4.2 percent	261.9

Source:
Note: Although the Essential Academic Skills Test I and II are no longer required by TSPC as of July 1, 2015, some institutions continue to use the test as an admission requirement.

Appendix D2: Essential Academic Skills II

Essential Academic Skills II Write	Ethnicity	# Takers	# Pass	# Not Pass	percent Pass	percent Not Pass	Mean Total Scaled Score
All Selections (2010-Present)		5,675	4,911	764	86.5 percent	13.5 percent	241.8
YTD 9/1/15 - 4/28/16	All Selections	253	192	61	75.9 percent	24.1 percent	236.2
	African American/Black	2	Low N	Low N	-	-	Low N
	Asian/Pacific Islander	11	6	5	54.5 percent	45.5 percent	231.8
	Hispanic	19	7	12	36.8 percent	63.2 percent	206.9
	Multiracial	11	10	1	90.9 percent	9.1 percent	239.5
	American Indian/ Alaskan Native	4	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	7	Low N	Low N	-	-	Low N
	White (non-Hispanic)	197	158	39	80.2 percent	19.8 percent	239.3
2014-15	All Selections	1,733	1,445	288	83.4 percent	16.6 percent	240.9
	African American/ Black	19	9	10	47.4 percent	52.6 percent	204.6
	Asian/Pacific Islander	78	48	30	61.5 percent	38.5 percent	225.3
	Hispanic	130	82	48	63.1 percent	36.9 percent	221.3
	Multiracial	45	38	7	84.4 percent	15.6 percent	241.5
	American Indian/ Alaskan Native	28	14	14	50.0 percent	50.0 percent	221
	Other	21	14	7	66.7 percent	33.3 percent	234.2
	Undeclared	70	56	14	80.0 percent	20.0 percent	240
	White (non-Hispanic)	1,342	1,184	158	88.2 percent	11.8 percent	244.8

Essential Academic Skills II Write	Ethnicity	# Takers	# Pass	# Not Pass	percent Pass	percent Not Pass	Mean Total Scaled Score
All Selections (2010-Present)		5,675	4,911	764	86.5 percent	13.5 percent	241.8
2013-14	All Selections	1,634	1,446	188	88.5 percent	11.5 percent	242.8
	African American/ Black	21	15	6	71.4 percent	28.6 percent	217.7
	Asian/Pacific Islander	65	46	19	70.8 percent	29.2 percent	228.2
	Hispanic	95	59	36	62.1 percent	37.9 percent	220.2
	Multiracial	57	53	4	93.0 percent	7.0 percent	243.7
	American Indian/ Alaskan Native	16	10	6	62.5 percent	37.5 percent	225.1
	Other	28	23	5	82.1 percent	17.9 percent	238
	Undeclared	83	71	12	85.5 percent	14.5 percent	247.5
	White (non-Hispanic)	1,269	1,169	100	92.1 percent	7.9 percent	245.6

Source:
Note: Although the Essential Academic Skills Test I and II are no longer required by TSPC as of July 1, 2015, some institutions continue to use the test as an admission requirement. Appendix D2: Essential Academic Skills II

Appendix D3: Essential Academic Skills III

Essential Academic Skills III Math	Ethnicity	# Takers	# Pass	# Not Pass	percent Pass	percent Not Pass	Mean Total Scaled Score
All Selections (2010-Present)		5,579	5,020	559	90.0 percent	10.0 percent	252.9
YTD 9/1/15 - 4/28/16	All Selections	231	194	37	84.0 percent	16.0 percent	247.1
	African American/Black	1	Low N	Low N	-	-	Low N
	Asian/Pacific Islander	8	Low N	Low N	-	-	Low N
	Hispanic	19	12	7	63.2 percent	36.8 percent	230.1
	Multiracial	9	Low N	Low N	-	-	Low N
	American Indian/ Alaskan Native	2	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	6	Low N	Low N	-	-	Low N
	White (non-Hispanic)	185	158	27	85.4 percent	14.6 percent	247.1
2014-15	All Selections	1,683	1,483	200	88.1 percent	11.9 percent	252
	African American/ Black	18	8	10	44.4 percent	55.6 percent	210.9
	Asian/Pacific Islander	71	61	10	85.9 percent	14.1 percent	256.7
	Hispanic	119	85	34	71.4 percent	28.6 percent	233.2
	Multiracial	43	38	5	88.4 percent	11.6 percent	252.5
	American Indian/ Alaskan Native	25	14	11	56.0 percent	44.0 percent	230
	Other	19	15	4	78.9 percent	21.1 percent	247.6
	Undeclared	71	63	8	88.7 percent	11.3 percent	253.1
	White (non-Hispanic)	1,317	1,199	118	91.0 percent	9.0 percent	254.4

Essential Academic Skills III Math	Ethnicity	# Takers	# Pass	# Not Pass	percent Pass	percent Not Pass	Mean Total Scaled Score
All Selections (2010-Present)		5,579	5,020	559	90.0 percent	10.0 percent	252.9
2013-14	All Selections	1,616	1,474	142	91.2 percent	8.8 percent	253.7
	African American/ Black	19	14	5	73.7 percent	26.3 percent	225.6
	Asian/Pacific Islander	62	55	7	88.7 percent	11.3 percent	253.6
	Hispanic	88	65	23	73.9 percent	26.1 percent	231.7
	Multiracial	59	54	5	91.5 percent	8.5 percent	254
	American Indian/ Alaskan Native	16	14	2	87.5 percent	12.5 percent	251.7
	Other	31	24	7	77.4 percent	22.6 percent	245.8
	Undeclared	81	73	8	90.1 percent	9.9 percent	255.8
	White (non-Hispanic)	1,260	1,175	85	93.3 percent	6.7 percent	255.7

Source:
Note: Although the Essential Academic Skills Test I and II are no longer required by TSPC as of July 1, 2015, some institutions continue to use the test as an admission requirement. Appendix D1: Essential Academic Skills I

Appendix D4: Elementary Education Subject Area I

Elem Education Subject Area Test I	Ethnicity	# Takers	# Pass	# Not Pass	percent Pass	percent Not Pass	Mean Total Scaled Score
All Selections (2010-Present)		5,031	4,532	499	90.1 percent	9.9 percent	249.3
YTD 9/1/15 - 4/28/16	All Selections	911	770	141	84.5 percent	15.5 percent	246.4
	African American/Black	14	11	3	78.6 percent	21.4 percent	245.2
	Asian/Pacific Islander	50	35	15	70.0 percent	30.0 percent	233.8
	Hispanic	70	46	24	65.7 percent	34.3 percent	231.1
	Multiracial	37	35	2	94.6 percent	5.4 percent	252.6
	American Indian/ Alaskan Native	6	Low N	Low N	-	-	Low N
	Other	14	10	4	71.4 percent	28.6 percent	242.9
	Undeclared	35	30	5	85.7 percent	14.3 percent	249.2
	White (non-Hispanic)	685	599	86	87.4 percent	12.6 percent	248.7
2014-15	All Selections	1,237	1,119	118	90.5 percent	9.5 percent	250.6
	African American/ Black	16	10	6	62.5 percent	37.5 percent	230.4
	Asian/Pacific Islander	49	37	12	75.5 percent	24.5 percent	236.2
	Hispanic	100	81	19	81.0 percent	19.0 percent	240.9
	Multiracial	24	22	2	91.7 percent	8.3 percent	249.5
	American Indian/ Alaskan Native	8	Low N	Low N	-	-	Low N
	Other	12	8	4	66.7 percent	33.3 percent	230.6
	Undeclared	48	46	2	95.8 percent	4.2 percent	257
	White (non-Hispanic)	980	911	69	93.0 percent	7.0 percent	252.7

Source:

Appendix D5: Elementary Education Subject Area II

Elem Education Subject Area Test II	Ethnicity	# Takers	# Pass	# Not Pass	percent Pass	percent Not Pass	Mean Total Scaled Score
All Selections (2010-Present)		5,227	4,558	669	87.2 percent	12.8 percent	248.6
YTD 9/1/15 - 4/28/16	All Selections	950	752	198	79.2 percent	20.8 percent	245.5
	African American/Black	18	10	8	55.6 percent	44.4 percent	227
	Asian/Pacific Islander	54	42	12	77.8 percent	22.2 percent	240.5
	Hispanic	78	45	33	57.7 percent	42.3 percent	227.7
	Multiracial	38	33	5	86.8 percent	13.2 percent	255.9
	American Indian/ Alaskan Native	7	Low N	Low N	-	-	Low N
	Other	17	10	7	58.8 percent	41.2 percent	230.9
	Undeclared	34	30	4	88.2 percent	11.8 percent	245.7
	White (non-Hispanic)	704	580	124	82.4 percent	17.6 percent	248.3
2014-15	All Selections	1,253	1,097	156	87.5 percent	12.5 percent	248.9
	African American/ Black	16	7	9	43.8 percent	56.3 percent	214
	Asian/Pacific Islander	50	41	9	82.0 percent	18.0 percent	245.2
	Hispanic	97	69	28	71.1 percent	28.9 percent	235
	Multiracial	30	28	2	93.3 percent	6.7 percent	252.1
	American Indian/ Alaskan Native	10	6	4	60.0 percent	40.0 percent	238.3
	Other	12	10	2	83.3 percent	16.7 percent	234.6
	Undeclared	49	44	5	89.8 percent	10.2 percent	254.9
	White (non-Hispanic)	989	892	97	90.2 percent	9.8 percent	250.9

Source:

Appendix D6: Middle Grades Math Subject Test

Middle Grades Math Subject Test	Ethnicity	# Takers	# Pass	# Not Pass	percent Pass	percent Not Pass	Mean Total Scaled Score
All Selections (2010-Present)		1,494	887	607	59.4 percent	40.6 percent	227.1
YTD 9/1/15 - 5/12/16	All Selections	181	102	79	56.4 percent	43.6 percent	226
	Asian/Pacific Islander	10	7	3	70.0 percent	30.0 percent	225
	Hispanic	10	4	6	40.0 percent	60.0 percent	214.2
	Multiracial	6	Low N	Low N	-	-	Low N
	American Indian/ Alaskan Native	2	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	8	Low N	Low N	-	-	Low N
	White (non-Hispanic)	144	80	64	55.6 percent	44.4 percent	225.9
2014-15	All Selections	238	144	94	60.5 percent	39.5 percent	229.9
	African Amer/Black	4	Low N	Low N	-	-	Low N
	Asian/Pac Islander	5	Low N	Low N	-	-	Low N
	Hispanic	12	5	7	41.7 percent	58.3 percent	221.9
	Multiracial	4	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	6	Low N	Low N	-	-	Low N
	Undeclared	18	11	7	61.1 percent	38.9 percent	231.8
	White (non-Hispanic)	187	118	69	63.1 percent	36.9 percent	231.5

Source:

Appendix D7: Spanish Subject Test

Spanish Subject Area Test	Ethnicity	# Takers	# Pass	# Not Pass	percent Pass	percent Not Pass	Mean Total Scaled Score
All Selections (2010-Present)		643	375	268	58.3 percent	41.7 percent	226
YTD 9/1/15 - 5-12/16	All Selections	72	41	31	56.9 percent	43.1 percent	227
	African American/ Black	1	Low N	Low N	-	-	Low N
	Hispanic	24	15	9	62.5 percent	37.5 percent	232.8
	Multiracial	3	Low N	Low N	-	-	Low N
	American Indian/ Alaskan Native	3	Low N	Low N	-	-	Low N
	Undeclared	4	Low N	Low N	-	-	Low N
	White (non-Hispanic)	37	18	19	48.6 percent	51.4 percent	220.9

Source:

Appendix D8: Civil Rights Test

Civil Rights Test	Ethnicity	# Takers	# Pass	# Not Pass	percent Pass	percent Not Pass	Mean Total Scaled Score
All Selections (2010-Present)		20,679	20,616	63	99.0 percent	1.0 percent	281.6
YTD 9/1/15 - 5/12/16	All Selections	20,679	20,616	63	99.0 percent	1.0 percent	281.6
	African American/ Black	48	47	1	97.9 percent	2.1 percent	272.5
	Asian/Pacific Islander	141	136	5	96.5 percent	3.5 percent	271.5
	Hispanic	242	227	15	93.8 percent	6.2 percent	271.2
	N/A	150	150	-	100.0 percent	0.0 percent	282.8
	American Indian/ Alaskan Native	38	37	1	97.4 percent	2.6 percent	274.0
	Other	84	83	1	98.8 percent	1.2 percent	279.5
	White (non-Hispanic)	2,652	2,645	7	99.7 percent	0.3 percent	281.1
2014-15	All Selections	3,100	3,089	11	99.6 percent	0.4 percent	281.1
	African American/ Black	36	36	-	100.0 percent	0.0 percent	273.8
	Asian/Pacific Islander	121	120	1	98.4 percent	1.6 percent	275.6
	Hispanic	201	195	6	97.0 percent	3.0 percent	275.3
	N/A	176	176	-	99.4 percent	0.6 percent	284.9
	American Indian/ Alaskan Native	23	23	-	100.0 percent	0.0 percent	280.2
	Other	77	77	-	100.0 percent	0.0 percent	280.3
	White (non-Hispanic)	2,466	2,462	4	99.8 percent	0.2 percent	281.7

Source:

APPENDIX E: SAMPLING OF ANTI-BIAS PROFESSIONAL RESOURCES FOR PROFESSIONAL LEARNING

In order to hire a more diverse workforce, districts must take into account the ways biases can show up, even with the best of intentions. A number of organizations and consultants offer workshops that help participants discuss research on implicit bias and stereotype threat as it relates to hiring process and practice strategies that help counter implicit bias.

Name of Anti-Bias Training	Unique Features and Focus	Who's Using It in Oregon	Cost	Contact Person
Courageous Conversations	Bias/Confronting Diversity Issues	Salem- Keizer, PPS		Courageous Conversations Pacific Education Group www.peg.com
Cultures Connecting-Seattle	HR- Implicit Bias/Procedures Teach Oregon PDX Metro	TeachOregon PDX	Free	Caprice Hollins Ilsa Govan - Cultures Connecting http://culturesconnecting.com/ 17701 108th Avenue SE #353 Renton, Washington 98055 206-568-8556 (Ilsa)
Defeating Unconscious Bias	Shows how bias can impact decisions in the workplace Teaches methods to check and move beyond one's preconceptions Helps to create a respectful and inclusive work environment. Includes a training video, leader's guide, and reminder cards with an E-Learning course in development.		$695 for materials	888-723-8517
Implicit Bias	This training centers around three films revealing the personal stories of individuals who have experienced micro-aggressions throughout their personal and family history. The films focus independently on race, GLBTQ and different abilities. Barbara skillfully weaves in research, history, law, social constructs, probing questions, guest speakers, individual and collective reflection as well as small and large group discussions with her films.	• Oregon Education Association • Labor Education and Research Center • Teaching with Purpose Conference • Northwest Public Employee Diversity Conference • Department of Labor and Training	Sliding Scale	Barbara Diamond, barbara@diamondlaw.org

Name of Anti-Bias Training	Unique Features and Focus	Who's Using It in Oregon	Cost	Contact Person
Implicit Bias Reduction Program	This program will allow participants to learn simple and effective techniques to unlearn unconscious bias. Its step by step approach and user-friendly interface delivers a positive learning experience for lasting results.			Diverseo Cognitive Bias Advisors Contact at http://www.diverseo.com
Implicit Bias, Diversity and Inclusion: Organizational Assessment and Planning	Team Self Assessment/Policy Chalkboard Project			Implicit Bias, Diversity and Inclusion- Organizational Assessment and Planning Maria Lisa marialisa@comcast.net
Let's Talk Diversity	Diversity Issues/Bias	TeachCentralOregon		Let's Talk Diversity Sonya Littledeer-Madras Juvenile Justice Center-Bend, Oregon
Multicultural Center COCC	Implicit Bias in Hiring Practices	TeachCentralOregon		Karen Roth-COCC Multicultural Center Central Oregon Community College kroth@cocc.edu 541-383-7412
Oregon Center for Educational Equity: Oregon CFEE	The Oregon Center for Educational Equity is a network of whose mission is to interrupt and transform current and systemic educational inequities to ensure all students have access to personalized, equitable and high performing schools that believe and demonstrate each student can, should and will succeed. They offer engaging and cutting edge equity workshops on a variety of topics, team and school equity coaching and a weeklong intensive equity retreat focused on education that has served thousands of Oregon educators and community leaders.	• Oregon Education Association • Eugene 4J SD • Portland Public Schools • Clackamas SD	Sliding Scale	Kim Feicke at feicke@edequityoregon.com http://www.edequityoregon.com/

APPENDIX F: HB 4033

78th OREGON LEGISLATIVE ASSEMBLY--2016 Regular Session

House Bill 4033

Sponsored by Representative FREDERICK (Presession filed.)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure **as introduced.**

Specifies that moneys may be distributed under Network of Quality Teaching and Learning for purposes of advancing Educators Equity Act, improving cultural competence of educators and ensuring educators are trained in culturally relevant educational practices.

Declares emergency, effective on passage.

A BILL FOR AN ACT

Relating to cultural awareness of educators; amending ORS 342.950; and declaring an emergency.

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

SECTION 1. ORS 342.950 is amended to read:

342.950. (1) The Network of Quality Teaching and Learning is established. The network consists of the Chief Education Office 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 educator preparation providers.

(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, 329.824, 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 schools, school districts, education service districts, nonprofit organizations, postsecondary institutions and consortiums that are any combination of those entities for the purpose of supporting the implementation and delivery of common core state standards and other state standards that indicate whether a student is prepared for college.

(b) To school districts, education service districts and nonprofit organizations for the purpose of providing teacher and administrator evaluations and aligned professional development in a manner that complies with the core teaching standards adopted as provided by ORS 342.856 and 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

NOTE: Matter in **boldfaced** type in an amended section is new; matter [*italic and bracketed*] is existing law to be omitted. New sections are in **boldfaced** type.

LC 222

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

(f) To school districts, nonprofit organizations and post-secondary institutions for the purposes of:

(A) Strengthening educator programs for educators at all levels to**:**

(i) Improve educator preparation, recruitment and leadership.

(ii) Advance the purposes of the Educators Equity Act, to improve the cultural competence of educators and to ensure educators are trained in culturally relevant educational practices.

(B) 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.

(g) To school districts to ensure that a sufficient number of kindergarten through grade five teachers have received training to understand and recognize dyslexia and to implement appropriate instruction.

(4) The Chief Education Office shall provide strategic direction to the network by:

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

(b) Convening an advisory group to guide network activities and expand the implementation of effective practices.

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

(d) Supporting programs that help to achieve the purposes of the Educators Equity Act.

(e) 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 student progress indicators for students who are enrolled in an English language learner program under ORS 336.079 and for students with disabilities.

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

(6) The Chief Education Office 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 progress indicators.

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

(c) Is accountable for improving student progress indicators identified by the Chief Education Office or set forth in ORS 350.014.

(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 Chief Education Office or the Department of Education for administrative costs incurred under this section. For the purpose of this subsection, the following are not considered administrative costs:

(a) Technical assistance and direct program services provided to school districts and nonprofit organizations; and

(b) Any administrative costs incurred under ORS 329.838 related to the administration of the School District Collaboration Grant Program.

(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 Chief Education Office. Any rules adopted by the State Board of Education must be consistent with this section and with actions taken by the Chief Education Office to implement this section.

SECTION 2. ORS 342.950, as amended by section 57, chapter 774, Oregon Laws 2015, and section 8c, chapter 790, Oregon Laws 2015, 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 educator preparation providers.

(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, 329.824, 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 schools, school districts, education service districts, nonprofit organizations, post-secondary institutions and consortiums that are any combination of those entities for the purpose of supporting the implementation and delivery of common core state standards and other state standards that indicate whether a student is prepared for college.

(b) To school districts, education service districts and nonprofit organizations for the purpose of providing teacher and administrator evaluations and aligned professional development in a manner that complies with the core teaching standards adopted as provided by ORS 342.856 and 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, education service 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, education service districts, nonprofit organizations, post-secondary institutions and the tribes of this state for the purpose of closing achievement gaps by providing and improving the effectiveness of instruction and professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices.

(f) To school districts, nonprofit organizations and post-secondary institutions for the purposes of:

(A) Strengthening educator programs for educators at all levels to**:**

(i) Improve educator preparation, recruitment and leadership.

(ii) Advance the purposes of the Educators Equity Act, to improve the cultural competence of educators and to ensure educators are trained in culturally relevant educational practices.

(B) 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.

Enrolled House Bill 4033 (HB 4033-INTRO) Page 3

(g) To school districts to ensure that a sufficient number of kindergarten through grade five teachers have received training to understand and recognize dyslexia and to implement appropriate instruction.

(4) The Department of Education shall provide strategic direction to the network by:

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

(b) Convening an advisory group to guide network activities and expand the implementation of effective practices.

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

(d) Supporting programs that help to achieve the purposes of the Educators Equity Act.

(e) 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.

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

(g) Supporting the development and implementation of standards-based curriculum, high-leverage practices and assessments that promote student learning and improve student progress indicators for students who are enrolled in an English language learner program under ORS 336.079 and for students with disabilities.

(h) 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 progress indicators.

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

(c) Is accountable for improving student progress indicators identified by the State Board of Education or set forth in ORS 350.014.

(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, the following are not considered administrative costs:

(a) Technical assistance and direct program services provided to school districts and nonprofit organizations; and

(b) Any administrative costs incurred under ORS 329.838 related to the administration of the School District Collaboration Grant Program.

(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 3. This 2016 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2016 Act takes effect on its passage.

Enrolled House Bill 4033 (HB 4033-INTRO) Page 4

Passed by House February 11, 2016

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

.....
Tina Kotek, Speaker of House

Passed by Senate February 19, 2016

.....
Peter Courtney, President of Senate

Received by Governor:

.....M.,....., 2016

Approved:

.....M.,....., 2016

.....
Kate Brown, Governor

Filed in Office of Secretary of State:

.....M.,....., 2016

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

APPENDIX G: COMPARISON OF STATE SCHOLARSHIP AND FELLOWS PROGRAMS FOR TEACHERS OF COLOR

Florida	Applicant Requirements	Amount, Benefits, and Requirements	Renewable	Pay Back	Notes
Florida Fund for Minority Teachers Originally passed in legislation in 1996 A performance-based scholarship program	• Must be enrolled and admitted to teacher ed program • Candidates are recruited at both Community College level & 4 year universities. • Once students have taken one of the three professional courses- an office of teacher recruitment notifies them regarding the scholarship. • Must be African-American, Hispanic-American, Asian-American, and Native American students	• $4000 annual scholarship-85 percent of applicants funded • Must attend annual Annual Professional Development Symposium for those in program and potential candidates • Symposium includes strands for candidates, district recruiters, and must also include research on activities or programs that recruit minority students for teacher education and retain them.	• Renewable for up to three consecutive years, • Must be enrolled in a teacher education program. • Maintain at least a 2.50 grade point average. • Maintain full-time status (12 credit hours). • Attend FFMT's mandatory annual symposium • Retention rate 81 percent and well beyond for subsequent years	• Overseen by accountant— • Repaid either through teaching service or in cash • One year in public or charter school for each $4000 disbursement • Turns into a forgivable loan—at 8 percent interest • Must graduate within 3 years, or if the scholar graduates but does not teach in a Florida public school, the scholar must repay the total amount awarded, plus annual interest of 8 percent.	• Called Minority Teacher Education Scholars • Both public and private institutions • Each college or university is eligible to receive same number of scholarships • Originally $3 M, now Annual allocation $917, 000 • Non recurring dollars so must advocate for fund annually • Would like to cover costs for three certification exams--$150 - $250

Illinois	Applicant Requirements	Amount, Benefits, and Requirements	Renewable	Pay Back	Notes
Minority Teachers of Illinois Scholarship Program (MTI) Offered by Illinois Student Assistance Commission (ISAC)	• Must be a US citizen or eligible non-citizen • Must be either African American/ Black, Hispanic American, Asian American or Native American origin • Resident of Illinois • Preference given to those in Junior status and above • 30 percent of funds reserved for male students • Must maintain a 2.5 GPA • Must be seeking certification as a teacher	• Up to $5000 per year for a max of four years, 8 semesters or 12 quarters • Must be at least half time as an undergraduate or graduate student and funding is prorated	• Must reapply each year and complete Agreement Promissory Note • ISAC selects recipients from among the highest scoring qualified applicants on the basis of renewal applicant status • Awards are made first to recurring applicants	Teach full time one year for each year assistance received in a nonprofit Illinois public, private, or parochial school with at least 30 percent minority enrollment Begin teaching within 1 year following finishing prog of study OR Pay back at interest rate of 5 percent , accrues from repayment date	• College certifies student eligibility and then submits a payment request on behalf of the student • Program is dependent on annual allocation by legislator • State also offers a Special Ed Teacher Tuition Waiver but can't get both. • Also have a Grow Your Own program.

Indiana	Applicant Requirements	Amount, Benefits, and Requirements	Renewable	Pay Back	Notes
William A Crawford Minority Teacher Scholarship (named after a legislator) Offered by Indiana Commission for Higher Ed $500,000 a year available	• Minority student (Black or Hispanic) • Indiana resident & US citizen or eligible noncitizen • Be admitted or attending an eligible Indiana EPP as a FT student • First time undergrad student • Meet GPA required for admission to program • Other minimum criteria established by Commission	• Maintain cumulative GPA required for EPP or at least a 2.0.	To renew the Scholarship, a student who qualified for the initial Scholarship must maintain the cumulative grade point average (GPA) required for admission to the institution's school of education or at least a 2.0 on a 4.0 scale or the equivalent if the school does not require a minimum GPA.	Must teach in Indiana for at least 3 years	Teach Indiana task force is committed to increasing the diversity of Indiana's teaching force. This collaborative effort between the Indiana Department of Education, several higher education institutions, school corporations, and nonprofit organizations, focuses on strategies to successfully recruit and retain quality educators from underrepresented populations into the education profession.

Tennessee	Applicant Requirements	Amount, Benefits, and Requirements	Renewable	Pay Back	Notes
Minority Teaching Fellows Program Offered by the Tennessee Student Assistance Corporation TSAC Started in 2009	• Minority student (Black or Hispanic) • Tennessee resident & US citizen • High school senior or continuing college student • 2.75 HS Cumulative GPA and 18 on ACT or 860 SAT OR • 2.5 College cumulative GPA • 250 word essay • Recommendation from a school official and a person in the applicant's community • List of extracurricular activities • Official transcripts	• $5000 Annual made in equal installments each term during year • Very competitive and based on funding available • 1st priority for eligible renewal applicants. • 2nd priority for eligible college students with a 2.5 college GPA, are enrolled full-time, and are taking courses creditable to teacher ed. • 3rd priority for eligible entering freshmen with a 2.75 high school GPA and an ACT composite score of at least 18 (or SAT equivalent total score).	• May be renewed three time for a total of four years. • Must maintain at least a 2.5 GPA and attend full-time • First priority shall be given to eligible renewal applicants.	Teach for one year in a Full Time position in Tennessee in return for every year an award is received OR Repay to the TSAC at 9 percent interest from the date of disbursement	Funds are sent by Automated Clearing House (ACH) to the institution's financial aid office or business office in the recipient's name and shall be disbursed on a semester pro rata basis

Connecticut	Applicant Requirements	Amount, Benefits, and Requirements	Renewable	Pay Back	Notes
Connecticut Minority Teacher Incentive Program Operated by Connecticut Board of Regents State Department active in Minority Teacher Recruitment Committee Commissioner directed additional funds through CSDE Talent office	Nomination required • Nominated by college or university's Education Dean, or other appropriate official	• Provides up to $5,000 a year for the final two years of full-time study to minority undergraduates enrolled in a Connecticut teacher preparation program. • The program also provides eligible students with up to $2,500 in yearly stipends for up to four years of teaching in a Connecticut public elementary or secondary school • Must begin teaching in a Connecticut public school within 16 months of graduation to receive the annual stipend. • The number of awards offered varies annually. In 2014, there were 54 scholarships awarded.	Renewable for one additional year	Loan reimbursement of $2,500/year for up to four years of teaching in Connecticut public school.	• CT General Assembly passed legislation requiring RESC Minority Recruiting Alliance to study how best to: (1) encourage minority middle & high school students to go to college and enter teacher preparation programs; • (2) recruit minority college students to enroll in teacher preparation programs and become teachers,&; • (3) recruit and maintain minority teachers in Connecticut schools. • Funds appropriated through Department of Higher Education; later through CSDE (currently $300,000)

APPENDIX H: RECOMMENDATIONS FROM EQUITY SUMMIT

Recruitment

1) Begin with youth in K-12 schools (e.g. cadet programs)
2) Leverage pre-education dual credit program offerings for future educator candidates while still in high school
3) Highlight teacher prep programs during K-12 visits to college campuses
4) Intentionally connect students with other students of color during campus visits
5) Replicate programs like Portland Teacher Programs that provide financial and cultural specific supports
6) Leverage counselors and teachers to better support career education and help recruit candidates into teaching Fund "Grow Your Own" partnerships between districts and preparation program starting with districts with over 40 percent student diversity
7) Leverage alumni of color and professional networks to recruit future candidates
8) Leverage Oregon Promise and promote community college pathway as a fiscally savvy pathway
9) Fund Educational Assistant Pathways programs
10) Work on changing the image of teaching
11) Create a clear pathway and resources to support DACA students
12) Expand and promote all loan forgiveness and related scholarships

Preparation

1) Align coursework between community colleges and four year programs to save students time and resources
2) Include diverse participants on program admission committees
3) Offer financial supports for candidates of color (tuition as well as support for childcare, transportation, added fees, etc.)
4) Provide academic supports for academic writing prior to edTPA
5) Include strategies for teaching all types students in educator preparation curriculum
6) Add weights for all candidates of color, not just bilingual candidates (HECC)
7) Provide seed funding for districts to establish year long paid clinical residencies
8) Pilot a paid apprenticeship program for candidates of color
9) Explore alternate pathways for career changers
10) Prioritize state funding for undergrad programs to maximize limited resources and to save student time and resources

11) Help staff and faculty acquire growth mindsets to better support candidates
12) Provide coaching for candidates prior to interviewing (STAR protocol)
13) Select clinical placements for diverse candidates in diverse school settings
14) Find ways to support candidates with paid employment during their programs (work study or positions at schools)
15) Ensure that each program's consortium includes diverse representation
16) Release Instructional Assistants to attend Job Fair in last year of preparation program
17) Fund institutions to offer financially needy candidates vouchers for test fees
18) Expand offers of intent/interviews prior to program completion
19) Offer alternative assessments for linguistically diverse candidates
20) Incentivize articulation agreements that smooth teacher pathway between community colleges and 4-year institutions

Hiring

1) Include diverse participants on district hiring committees
2) Offer anti-bias training for all interview teams
3) Leverage funding from businesses, universities, districts to provide hiring incentives (e.g. signing bonuses, car loans, reduced rent, etc.)
4) Provide coaching for candidates prior to interviewing (STAR protocol)
5) Ensure candidates have social networks once they are hired
6) Provide funds for district recruitment incentives, particularly for small, rural, remote districts to level recruitment offers
7) Limit number of new teachers hired in high need schools
8) Guarantee interviews within the home district for any IAs earning licensure

Retention

1) Fund mentoring for all candidates of color for first two years
2) Contract with Culturally Specific Community Based Organizations to assist school districts in working to network and mentor staff of color

3) Broadly communicate available advancement opportunities
4) Adopt known best practices that ensure strong start for all new teachers (fully equipped classroom, extra planning, early start, etc.)
5) Tie leadership opportunities to compensation model
6) Pay bilingual teachers a differential for all the extra work they do
7) Require exit interviews for candidates of color who leave (state)
8) Operationalize equity more in current mentoring and instructional coaching models
9) Incentivize working in highly diverse schools with stipends-make it desirable/prestigious
10) Encourage diverse representation on school boards to reflect district demographics
11) Revise curriculum in Oregon to value history of people of color
12) Regularly evaluate effectiveness of district recruitment and hiring outcomes with student diversity in district
13) Think differently about training, hiring, and evaluating administrators—focus on dispositions related to diversity
14) Reduce caseload for teachers in classrooms in high poverty schools
15) Establish Board policy that include equity measures and equitable hiring goals and practices
16) Refine collective bargaining agreements to retain bilingual educators during times of reduction in force

All Stages

1) Identify and make visible pathways for each type of candidate (HS grads, district employees, career changers, etc.) showing available resources and supports
2) Enhance sense of community that help candidates of color network and connect at each stage of their career (use online connections when needed in rural or remote areas)
3) Address systems and structure of bias at each stage of a candidate's path
4) Fund navigators/mentor at each level (high schools, colleges, and universities)
5) Convene regular meetings that bring together school/district practitioners and education preparation faculty
6) Include student voice in the work (student perception surveys, etc)
7) Analyze existing policies to determine if they set up or break down barriers
8) Provide Culturally Responsive Pedagogy and Practice Professional Learning for every teacher in Oregon

FOOTNOTES

1 Note: Many scholars caution against the term cultural competence as it may imply that culture can be reduced to a technical skill for which educators can be trained to develop expertise.

2 Boser, Ulrich. (2014) *Teacher Diversity Revisited: A New State-by-State Analysis,* Center for American Progress.

3 Based on data from the U.S. Department of Education, National Center for Education Statistics. "Public School Teacher Data File," 1987–88 through 2011–12; "Private School Teacher Data File," 1987–88 through 2011–12; and "Charter School Teacher Data File," 1999–2000. Schools and Staffing Survey (SASS).

4 2013 American Values Survey, Public Religion Research Institute (2013).

5 Anderson, M. (2015) Why schools need more teachers of color—for white students.

6 In 2015, Oregon Teacher Standards and Practices Commission approved a licensure redesign, changing Initial Teaching Licenses to Preliminary Teaching Licenses.

7 Rather than the word "minority", this report uses the designation "culturally and linguistically diverse" as referenced in HB 3375.

8 The ODE staff position collection includes race/ethnicity for all staff but language of origin is only collected on administrators and teachers. Disaggregated data on technology directors and other non-instructional administrators are not available, as they are reported as part of the general school, district, or student support staff categories.

9 Riehl, C. J. (2000). The principal's role in creating inclusive schools for diverse students. *Review of Educational Research,* 70 (1), 55-81.

10 3 to PhD® is a trailblazing educational model creating safer, healthier and more educated communities from early learning through Pursuing one's Highest Dreams (PhD).

11 Outcome Mapping was originally developed by Canada's International Development Research Center (IDRC), more at www.outcomemapping.ca.

12 Note: Many scholars caution against the term cultural competence as it may imply that culture can be reduced to a technical skill for which educators can be trained to develop expertise.

13 Oregon English Learner Statewide Strategic Plan, Oregon English Learner Statewide Strategic Plan, Oregon American Indian / Alaskan Native Education State Plan, and Oregon's Equitable Access to Educator Federal Plan: A Plan to Recruit and Retain Excellent Educators.