



July 2018



2018 OREGON EDUCATOR EQUITY REPORT

EXECUTIVE SUMMARY

Origin of this Report

In 2013 the Oregon Legislature amended the original Minority Teacher Act passed in 1991 and changed the definition of “Minority” to include educators whose first language is not English. Statute also required that the state’s education agencies jointly submit an annual report to the Legislature on the status of Oregon’s efforts to achieve a K-12 educator workforce that more closely mirrors the demographics of the students in our schools. The report is required to include:

- 1) A summary of the most recent data collected as provided by ORS 342.443;
- 2) Recommendations for meeting the goals expressed in ORS 342.437; and
- 3) A description of best practices within Oregon and other states for recruiting and retaining minority teachers.

In addition, in 2015 the Oregon Legislature renamed the Minority Teacher Act to the Oregon Educator Equity Act and directed the Higher Education Coordinating Commission to require each public teacher education program to adopt a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators and to review the plans for adequacy and feasibility with the governing board of each public university with a teacher education program and, after necessary revisions are made, to adopt the plans.



Evidence from Research

Positive impacts have been found when students who are ethnically and/or linguistically diverse have teachers from the same demographic backgrounds in research using large-scale and longitudinal data sets. These impacts include improved test scores, attendance, and fewer suspensions. Gershenson, Hart, Lindsay and Papageorge (2017)¹ found that black males assigned to a black teacher in the third, fourth, or fifth grades significantly reduced the probability by 39% of the students dropping out of high school.

Demographic matches between students and teachers also influence students’ academic perceptions and attitudes. Egalite and Kisida (2016)² found that assignment of a student, particularly a student who is ethnically diverse, to a demographically-similar teacher affects student reports of personal effort, happiness in class, feeling cared for and motivated by their teacher and it improves student-teacher communication and college aspirations. Class content may be more often explained in culturally relevant ways, more probing questions asked, and more invitations to share ideas and insights.

Summary Data

Although positive trends are noted in almost every category reported in Figure 1, the educator workforce is not shifting quickly enough to respond to Oregon’s changing ethnically and linguistically diverse K-12 student body. As was suggested by one observer, small technical “fixes” are not sufficient at this point for changing the overall desired outcome when systems continue to produce only small gains in terms of the diversity of Oregon’s educator workforce demographics.

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Advisory Group Member

DISCLAIMER

While Oregon legislation limits the foci of data in this report to ethnic and linguistic diversity, the Oregon Educator Equity Advisory Group recognizes the importance of many other forms of diversity within the educator workforce including gender, sexual orientation, disability status, and factors related to income level.

- 1 Gershenson, S., Hart, C.M.D., Lindsay, C.A. & Papageorge, N.W. (2017). The long-run impacts of same-race teachers. Retrieved from: <http://ftp.iza.org/dp10630.pdf>.
- 2 Egalite, A. & Kisida, B.(2016). The effects of teacher match on academic perceptions and attitudes. Retrieved from: <https://ced.ncsu.edu/wp-content/uploads/2015/07/Egalite-Kisida-Teacher-Match-Working-Paper-June-2016.pdf>.

Figure 1: Summary of Most Recent Data Available and Change from Previous Data Reports.

Summary of Data	Number	Percent	Change from 2017 Report
Ethnically Diverse Students (2017-2018)	218,288	37.6%	↑
Ethnically and Linguistically Diverse Students (2016-2017)	228,789	39.4%	↑
Districts w/40 percent or higher ethnically diverse students (2017)	30	15.2%	→
Ethnically Diverse Candidates Enrolled in Teacher Education (2016-17)	592	23.6%	NA ³
Ethnically Diverse Teacher Preparation Completers (2016-2017)	283	17.3%	↑
Reciprocal Teacher Licensees who are Ethnically Diverse (2017-2018)	117	12.6%	↑
Ethnically Diverse Administrator Candidates Enrolled (2016-2017)	55+ ⁴	11.1%	NA
Ethnically Diverse Administrator Program Completers	26	11.3%	↑
Ethnically Diverse Teachers Employed (2017-2018)	3087	9.9%	↑
Ethnically and Linguistically Diverse Teachers Employed (2017-2018)	3329	10.7%	↑
Ethnically Diverse Administrators Employed (2017-2018))	262	11.4%	↑
Ethnically and Linguistically Diverse Administrators (2017-2018)	271	11.8%	↑
Ethnically Diverse Guidance Counselors (2017-2018))	194	14.5%	↑
Ethnically Diverse Educational Assistants ((2017-2018))	2844	18.7%	↑

Sources: ODE Fall Staff Position Collection and Oregon Teacher Standards and Practices Commission

2018 Oregon Educator Equity Advisory Group Recommendations

The topic of diversifying the educator workforce continues to be prominent in national reports and research. A report published this year by the Learning Policy Institute⁵ entitled *Diversifying the teaching profession: How to recruit and retain teachers of color* offered a rich selection of recommendations reviewed by the Oregon Educator Equity Advisory Group. Some of these recommendations have been refined and adopted to be more relevant to Oregon and appear in each section of the report as well as in Figure 2.

Figure 2: 2018 Oregon Educator Equity Advisory Group Recommended Action Steps.

<p>Recruitment</p> <p>Partner with business and communities of color to develop and launch a statewide marketing campaign elevating the teaching profession and guiding potential educators to the resources needed to enter the profession. (state level action steps)</p> <p>Recruit teacher candidates from high school students, educational assistants and other school/district staff, parents, career changers, and after-school program mentors who reflect local diversity and are more likely to seek teaching positions in their local communities. (school, district and educator preparation program level action steps)</p>	<p>Implement specific recruitment of linguistically and ethnically diverse educational assistants. Include funding sources for these students, since they likely will not qualify for supports such as the Oregon Promise. (school, district and state legislator action steps)</p> <p>Attract more linguistically and ethnically diverse teacher candidates into teaching careers via strong K-12/higher education partnerships supporting high-quality teacher preparation programs with extensive school-based experience, empowering skill-based coursework, and a welcoming collegial and culturally responsive culture also needed to teach in Oregon’s classrooms. (school, district and educator preparation program level action steps)</p>
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³ Enrollment data reporting changed from last year’s report and is not comparable.

⁴ Estimated number based on suppressed data from one institution.

⁵ Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute.

Preparation

Work with the Educator Advancement Council to help lower the cost of teacher preparation with scholarships like the Oregon Teacher Scholars Program to provide financial assistance and help students navigate the complicated journey through licensure, preparation, job search, and employment in Oregon's educator workforce. Expand the Oregon Teacher Scholars Program to fully fund at least 70 candidates per year. **(state legislators and Educator Advancement Council action steps)**

Work with the Educator Advancement Council and Confederation of Oregon School Administrators (COSA) to develop an Oregon Administrative Scholars Program to support costs for more racially, ethnically and linguistically diverse educators seeking to become administrators. **(state legislators and Educator Advancement Council action steps)**

Work with the Educator Advancement Council and COSA to develop a state fund for school districts to offer paid residencies allowing future teachers to earn an income while they are enrolled in teacher preparation programs. These funds can be matched by districts and can help cover living costs for more career changers while they are studying to become teachers. **(Confederation of Oregon School Administrators and state legislator action steps)**

Work with Oregon Teacher Standards and Practices Commission to adjust Oregon's teacher licensure requirements to permit teacher candidates to demonstrate their competency through multiple performance measures less likely to generate racial and linguistic disparities. **(Teacher Standards and Practices Commission action steps)**

Develop transparent and streamlined pathways from community to teacher preparation programs including articulation of transferable credit across the institutions leading to licensure. **(Higher Education Coordinating Commission action steps)**

Work with the Chief Education Office, Oregon Department of Education and Teacher Standards and Practices Commission to ensure that all educator preparation programs (EPPs) in Oregon are able to track graduates by 2021 through key employment benchmarks and access statewide student performance data (and other teacher performance data) necessary to monitor the effectiveness of graduates and meet Council for the Accreditation of Education Preparation (CAEP) requirements. **(Chief Education Office, Oregon Department of Education, and Teacher Standards and Practices Commission action steps)**

Employment

Develop policy with the Educator Advancement Council to encourage school districts to work closely with local educator preparation programs to coordinate student teaching placements that maximize the assets diverse

candidates bring to schools and create opportunities to interview candidates for hire before they graduate. **(school and district level action steps)**

Provide anti-bias training for staff involved in recruiting and hiring educators. Develop diverse interview committees in which linguistically and ethnically diverse teachers can help shape more effective recruitment and hiring strategies. **(Office of Equity, Diversity, and Inclusion at ODE, school district, and Oregon School Personnel Association action steps)**

Work with the Educator Advancement Council, Oregon Department of Education, and partners to redesign the current Oregon Mentor Project to ensure that every teacher and administrator new to the profession receives a well-trained mentor skilled in offering culturally responsive support for all newly employed educators. Develop a plan to recruit and train mentors from diverse backgrounds and to match diverse new teachers and diverse mentors. **(Educator Advancement Council and Oregon Department of Education action steps)**

Retention

Assist school and district administrators in creating collaborative, supportive and culturally responsive work environments for all teachers. Provide access to affinity groups and other professional community-based networking organizations for linguistically and ethnically diverse employed educators. **(school and district level and local community associations action steps)**

Work with the Educator Advancement Council and Oregon Department of Education to prioritize Title II's optional 3% leadership set-aside funds to strengthen principal recruitment, preparation, induction, and development focused on supportive and equity-driven school leadership. Consider funding educators' membership in professional associations such as the National Association of Black School Educators as a retention strategy. **(Oregon Department of Education and Educator Advancement Council action steps)**

Work with the Educator Advancement Council and the Chief Education Office to use the results from the HB 4044 study to engage school districts in adopting promising practices that help attract and retain effective, culturally responsive teachers to work in Oregon's most complex schools. **(Educator Advancement Council and Chief Education Office action steps)**

Work with the Teacher Standards and Practices Commission to develop a marketing campaign to publicize financial support for earning National Board certification; thus helping advance the careers of more of Oregon's racially or linguistically diverse teachers. **(Educator Advancement Council and Teacher Standards and Practices Commission action steps)**

This year's report is organized around sections focused on recruitment, preparation, employment and retention. Each section includes new data and findings, spotlights on promising practices, and the Educator Equity Advisory Group's recommended actions steps. Later this summer the Chief Education Office will publish an interactive infographic to highlight data from this report.