

# CULTURALLY & LINGUISTICALLY DIVERSE EDUCATORS IMPROVE LEARNING

CHIEF  
EDUCATION  
OFFICE

## Chief Education Office Goal:

Increase the percentage of **DIVERSE EDUCATORS** in Oregon to reflect the percentage of culturally and linguistically **DIVERSE STUDENTS** in the state.

**OVER \$4 million invested**

During the 2013-15 biennium, Oregon invested in key projects designed to support and strengthen educator preparation programs and address diverse educator shortages.

**Communities of color** are the fastest growing segment of the American population\*



## Classroom Benefits of Having Teachers of Color\*

Students of color can benefit from having teachers with cultural backgrounds similar to their own because such teachers provide real-life models of career success and academic engagement.

Students who have teachers to whom they can relate become more engaged, which engenders effort, interest, and confidence – benefits that can enhance student performance.

Teachers of color have demonstrated success in improving learning for students with backgrounds similar to theirs.

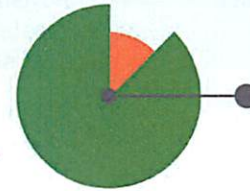
**Students of color 36.4%<sup>†</sup>**



**Teachers of color 8.5%<sup>†</sup>**



The most notable difference exists between Hispanic students and teachers.



**22.4%** Hispanic students<sup>†</sup>  
**3.9%** Hispanic teachers<sup>†</sup>

While the state average of culturally and linguistically diverse students in K-12 is 36.4%, 30 districts range from 40% to 82% diversity.

**2015 GOAL** Increase culturally and linguistically diverse educators in Oregon school districts, preparation programs by 10% from 2012.

**Results as of July 2015 compared to 2012:**

▲ 9.7% Increase in diverse educators

▲ 15% Increase in diverse administrators

▼ Fewer diverse educator candidates enrolled

\*Farah A. Ahmad and Ulrich Boser in their 2014 report entitled America's Leaky Pipeline of Teachers of Color in the Classroom published by the Center for American Progress.

<sup>†</sup>According to the Oregon Department of Education (ODE) in 2014-15 for K-12.

The full report is available at

<http://education.oregon.gov/wp-content/uploads/2015/09/Educator-Equity-Report-2.pdf>



Twenty members of the Oregon Educator Equity Advisory Group spent 17 months reviewing data, identifying root causes contributing to a lack of diverse educators, and examining existing initiatives to unearth promising practices. From that information, the group developed 10 recommendations to increase the number of culturally and linguistically diverse educators in Oregon.

Issue/Barrier	Recommended Actions
<b>Lack of Career Appeal for Teaching Profession</b>	Finding: The state can and should provide reliable and useful information promoting the education profession, linking prospective educators to useful resources, and better describing career pathways and licensure.
<b>High Cost of Preparation Programs</b>	Finding: Dedicated and sustained funding to support educator preparation scholarships is critical to attracting more diverse candidates to the profession in Oregon. The state should emulate efforts such as the North Carolina Teaching Fellows Program.
<b>Relatively Low Salaries and Limited Career Ladders for Advancement</b>	Finding: The state's current addition of a teacher leaders license must be fully leveraged to help create more career pathway options for teachers not seeking to move into administrative positions.
<b>Entrance Requirements</b>	Finding: As institutions in Oregon consider the new system of national accreditation, the Advisory Group will collaborate with deans and directors to ensure that institutions do not create additional barriers that impact the state's goal to recruit, prepare, and retain a more diverse educator workforce.
<b>Lack of Early Recruitment and Scholarship Availability</b>	Finding: Oregon needs dedicated funding either through the Oregon Opportunity Grants or through a specially designated fund to recruit teachers for rural and remote areas and to attract more linguistically and culturally diverse candidates into teaching via support programs like Pro- team and Teacher Cadet programs.
<b>Insufficient Test Preparation</b>	Finding: The Chief Education Office should coordinate efforts involving TSPC, OEA, educator preparation programs and community based organizations to provide free access to test preparation materials and workshops.
<b>Adoption of a new Required Performance Assessment</b>	Finding: The Ed Equity Advisory Group should systematically monitor and recommend policies and practices related to edTPA (Teacher Performance Assessment) implementation that eliminate bias and support culturally and linguistically diverse candidates as they pursue careers in the education profession.
<b>Lack of Consistent Access to Supports for Candidates</b>	Finding: The Chief Education Office should engage with deans and directors of educator preparation programs to identify what steps could be taken to coordinate student services across programs so that all students have access to support via programs like the Portland Teachers Program.
<b>Job Market Perceptions and Realities</b>	Finding: The Educator Equity Advisory Group will study problems and solutions relative to this issue in the coming year and will propose specific recommendations in the 2016 report.
<b>School and District Culture</b>	Finding: The state should compile resources and promising practices that can assist districts in examining their recruiting, interviewing and hiring practices. Specifically, the state should examine practices that offer implicit bias, offer guidance on strengthening new teacher retention strategies and professional networking opportunities, and help facilitate changes in building level cultures that support an inclusive work environment.

