

Docket Item:

Institutional Plans to Promote Educator Equity (HB 3375)

Summary:

Educator Equity refers to providing students in Oregon with more teachers that look like them, speak their home languages, and are culturally responsive. Teacher education programs influence who enters the field of teaching, and whether teachers have the capacity to engage diverse students. Following the leadership of the Chief Education Office through ongoing work at the state level in Oregon, within institutions of higher education, and in partnership with community based organizations, efforts around Educator Equity are impacting student learning, success and resilience.

Per [HB 3375](#), Section 6, the HECC coordinated with Oregon's six public university teacher preparation programs to prepare written plans that detail the recruitment, selection, retention, and graduation of diverse educators. The 2016 Educator Equity plans are to be reviewed and adjusted in 2018 and every two years thereafter.

The summary provided on the following pages is organized in four sections: Feedback on the plans, key highlights, public universities' contribution to the diverse teacher workforce in Oregon, and supports needed from the state around educator equity.

Docket Material:

- Eastern Oregon University - Teacher Education Equity Proposal
- Oregon State University College of Education - Educator Equity Plan
- Portland State University Graduate School of Education - Diversity Plan
- Southern Oregon University - Pathway to Teaching: Recruiting and Developing Diverse Educators in Southern Oregon
- University of Oregon - Educator Equity in Teacher Preparation: A Plan to Recruit, Retain, and Graduate Minority Educators
- Western Oregon University College of Education - Educator Equity in Teacher Preparation

Staff Recommendation:

Approve the institutional plans as recommended by staff and the SSIC in May.

Summary for 2016 - HB 3375 Educator Equity Plans

Feedback on the plans

The plans were shared with key groups in Oregon. The African American/Black student success team co-chairs reviewed HECC guidance documents and provided valuable feedback on the process and content of the plans. Substantive descriptions of the relationships programs have with community based organizations were recommended to be included in the plans. The Educator Equity Advisory Group discussed the plans and provided valuable feedback on the importance of curricular audits using an equity lens. Both stakeholder groups reminded leaders that the conversation has been ongoing for decades, and that political will and resources are needed to implement and focus attention on educator equity.

During a Government to Government Education Cluster meeting, tribal leaders reinforced the need for historically accurate and culturally embedded American Indian/Alaska Native curriculum, assessment tools, and instructional materials. In April, Governor Kate Brown opened a day-long Educator Preparation and Retention Equity Summit that brought together over 100 deans and faculty from Oregon's educator preparation programs, practitioners from many of Oregon's most diverse school districts, and community leaders and legislators. The attendees listened first-hand to stories from candidates who had experienced a variety of barriers as they sought to become educators in Oregon. The educator panel identified specific barriers regarding access, completion, and hiring.

A statewide Educator Equity Advisory Group, established by the Chief Education Office and including higher education faculty, deans and HECC Director Veronica Dujon, meets monthly to assess and advocate for statewide educational policy and practices to enhance the recruitment, preparation, hiring, and retention of culturally and linguistically diverse educators in Oregon. The group will feature aspects of the 2016 university plans in the 2016 Educator Equity Report, available electronically on the HECC website after July 1, 2016.

Importantly, the plans demonstrate that a commitment to diversity is not only about recruiting more diverse educators to teach in schools, though this is a key component to improving outcomes. Teacher preparation should provide all teachers with tools to engage students who are culturally and linguistically diverse. Research shows¹ that the teacher diversity gaps around the country are real and they are widening.

Highlights from the 2016 Plans: Promising Practices

Overarching

- Simultaneous efforts to offer both pre-service and in-service professional development on culturally responsive pedagogies and practices
- Bias review of curriculum and assessments
- A staff/faculty position with full or partial FTE dedicated to this important work, e.g. navigator, coach, assistant dean, or recruiter

¹ Boser, U. (2014). *Teacher Diversity Revisited: A New State by State Analysis*. Washington, DC: Center for American Progress. <https://www.americanprogress.org/issues/race/report/2014/05/04/88962/teacher-diversity-revisited/>

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Recruitment

- Start early in middle school with non-credit bearing activities and campus visits
- Partnerships between the universities and school districts and/or community colleges
- Work closely with communities and families

Selection

- Admission deadlines – rolling rather than annual
- Dedicated Teaching Fellows Scholarships
- Leveraging all opportunities to fund future teachers

Retention

- Scholarships including room and board costs beyond tuition
- Diversify the faculty and staff and provide professional learning around Difference, Power, and Discrimination to foster an inclusive climate campus wide, and specifically within education schools

Graduation

- Mentors and meaningful clinical experiences for teacher candidates on an articulated career pathway
- Financial aid for licensure costs including testing and other fees
- Intentional hand-off to hiring school with supportive relationships and ties to program, e.g. district guarantees an interview and stays connected to the candidate throughout program

Public University Contribution to a Diverse Teacher Workforce in Oregon

The 2014-15 data on teacher candidates enrolled in Oregon’s educator preparation programs shows mixed improvements in the number of candidates enrolled in teacher preparation programs. However, several universities have created strong pipelines for undergraduates who are either still enrolled at the community college or not yet admitted to a teacher preparation program. Thus enrollment numbers are expected to be significantly higher within the next two years.

2014-15 Enrollment - Oregon Public Institutions of Higher Education								
Institution	Total	Hispanic Latino	American Indian Alaskan Native	Asian	Black African American	Native Hawaiian Pacific Islander	White	Multi-Racial
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
Totals:	1,099	101	15	31	14	7	831	32

Source: WESTAT Title II data sent to TSPC May 2016

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In terms of completers, 95 of the 730 candidates (13.01%) completing public university programs in 2014-15 were racially/ethnically diverse candidates. Compared to 2013-14, this was a 1.61% increase in teacher candidate completers who were racially/ethnically diverse.

In 2014-15, Portland State University again had the largest number of racially/ethnically diverse candidates (29), representing 15.1% of its total completers. University of Oregon graduated the second largest number of diverse candidates (25), representing 17.9% of its total completers.

In addition, twelve new administrators of color graduated in 2014-15 from the three Oregon public university programs that offer an administrative licensure program. This is a slight decrease from the previous year.

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% racially/ethnically diverse and roughly mirroring the following:

	White	Native Hawaiian/ Pacific Islander	Hispanic/ Latino	Black/ African American	Asian	American Indian/ Alaskan Native	Multi-Racial
2014-15 Five Year Cohort	68.7%	.6%	17.5%	2.2%	4.7%	TBA	4.8%

Although university efforts to increase diversity in the pool of qualified educators for hire are trending in the right direction, efforts must be more aggressive and may require additional resources. To better understand this urgency, a scenario requested for the Educator Equity Advisory Group provides estimates making these assumptions:

- Every Oregon educator preparation program (public and private) were able to increase and maintain the percent of new teacher candidates of color prepared by 35% over 2013-14 levels (total of 216 per year) AND
- The number of new teachers of color prepared out of state stayed the same as 2013-14 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 retirements of color,

Result: it would take Oregon over five years to make a modest increase from 9 to 15% diverse teachers.

What can the state do to support continued educator equity work?

Data

As public universities in Oregon shift to accreditation through the Council for the Accreditation of Educator Preparation (CAEP), leaders at the universities have expressed a clear need for data on the connections between their graduates and the local and national teacher workforce. Few institutions have the resources to

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follow up with graduates about their career paths but all agree that this would be very valuable information and are ready to collaborate in order to obtain access to such data.

Money

Scholarships to attract and retain diverse teacher candidates were a key component within every public university educator equity plan. The Student Success and Completion funding model does have incentives for graduating diverse candidates, and bilingual teacher educators in particular, but the institutional direction of these premiums back to supporting students in those programs has varied. Additional dedicated funding for students is always needed.

Attention to Educator Equity

The requirements of the bill have given educator preparation programs opportunities to share their work on educator equity with institutional boards, presidents, and with important stakeholder groups whose continued attention and commitment to the work will help carry out the implementation.