

# 2016 Oregon Educator Equity Report

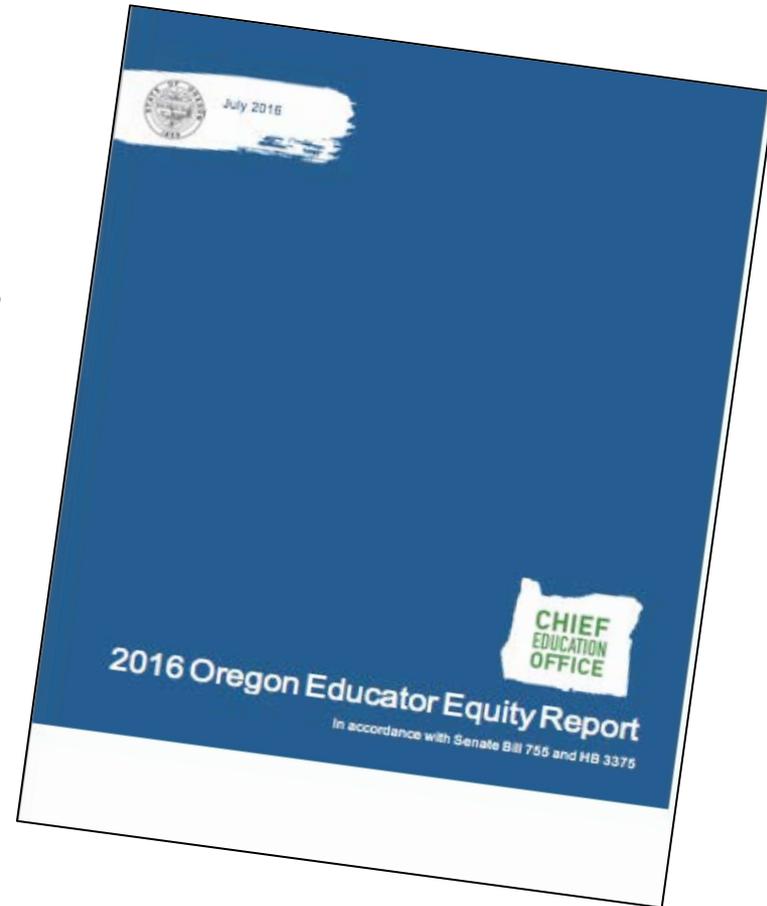


A Discussion with the Student Success  
and Institutional Collaboration Subcommittee  
Facilitated by: Veronica Dujon, Karen Gray, Mark Girod,  
Armando Laguardia, and Hilda Rosselli  
October 12, 2016

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# Annual Report and Advisory Group

- HB 3375 and SB 755 requires an annual report from Chief Education Office on state's progress in diversifying educator workforce
- 22 member Educator Equity Advisory Group oversees the annual report and drives change



# Annual Report

The 2016 Educator Equity Report provides

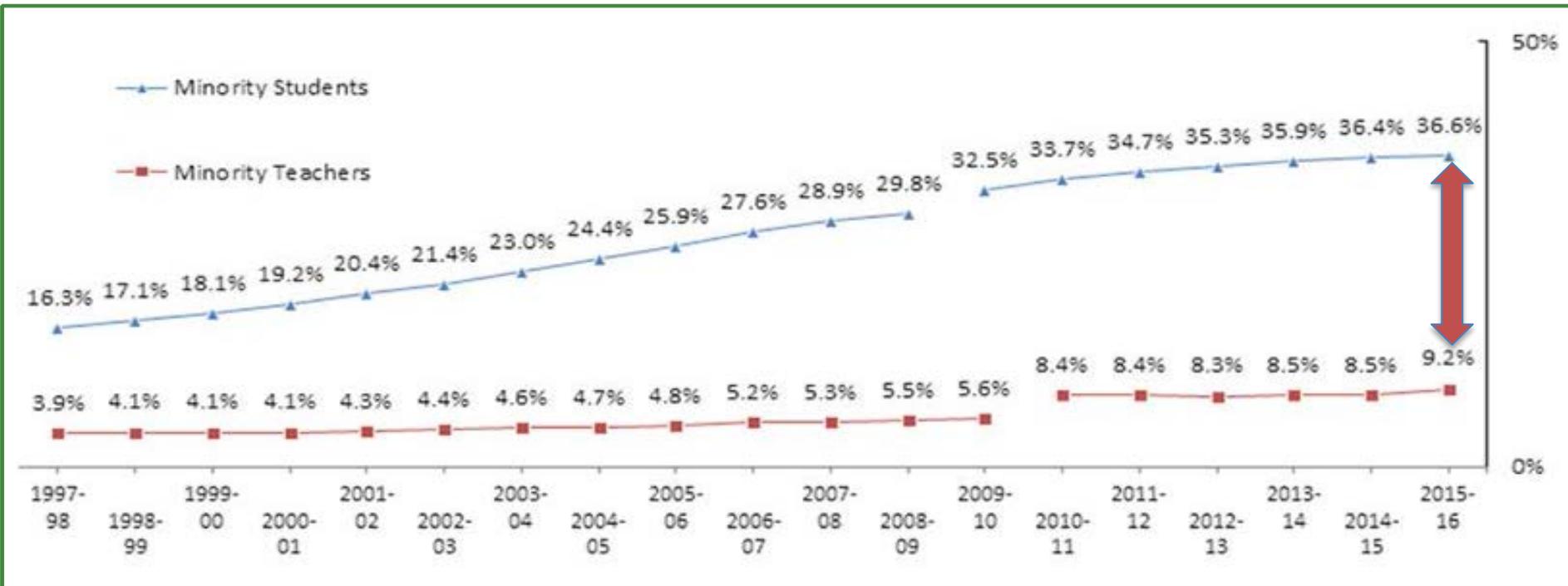
- Data on diversity in Oregon's educator workforce
- Promising practices for recruiting, preparing, hiring and retaining culturally and linguistically diverse educators;
- Strategies being undertaken by public teacher education programs; and
- Recommendations for achieving an educator workforce mirroring Oregon's K-12 student demographics.

*“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)*

# The Gap is not closing...

## Oregon Students of Color and Teachers of Color

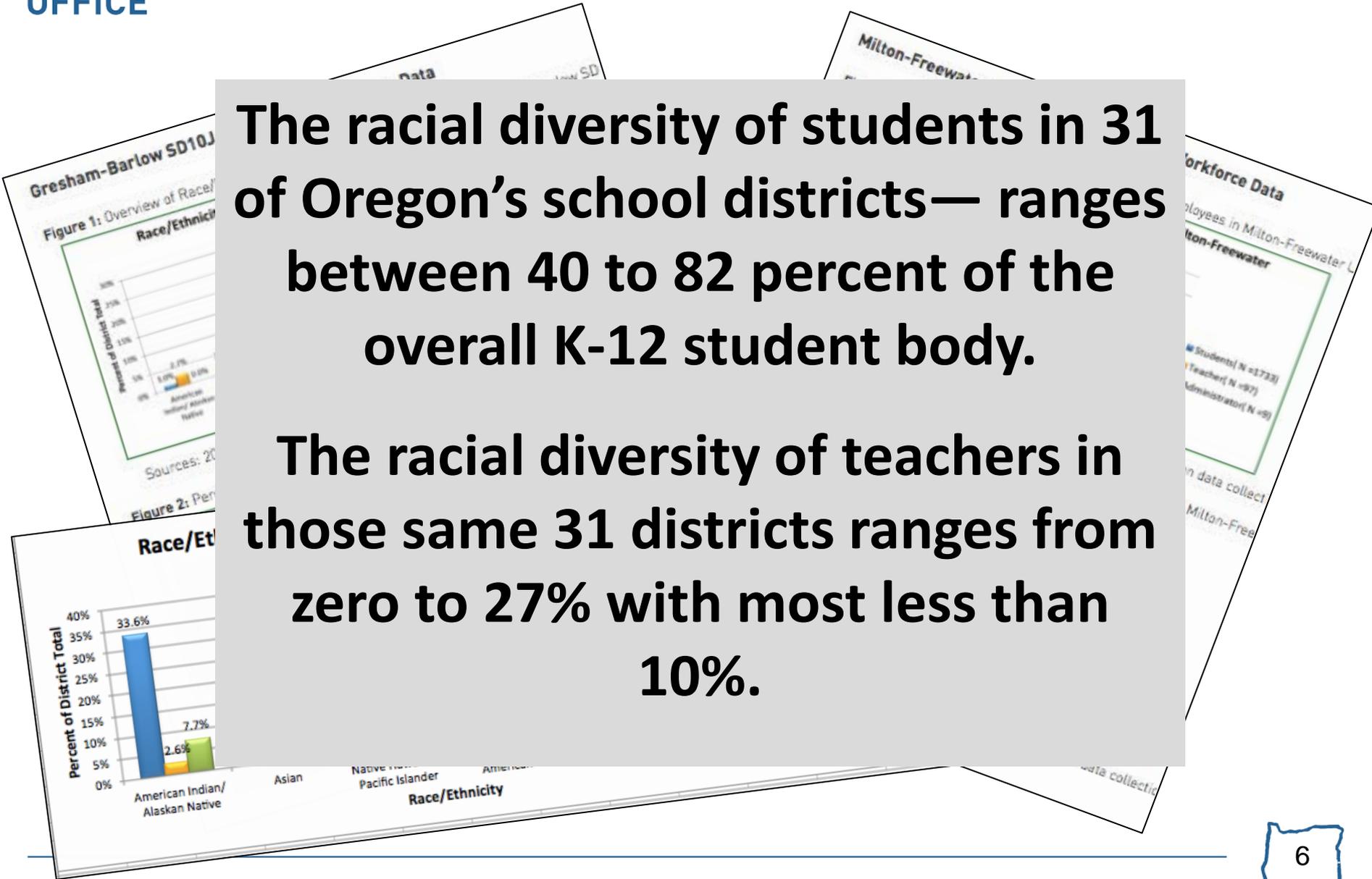


Source: ODE Department of Education Fall Membership and Staff Position Collections

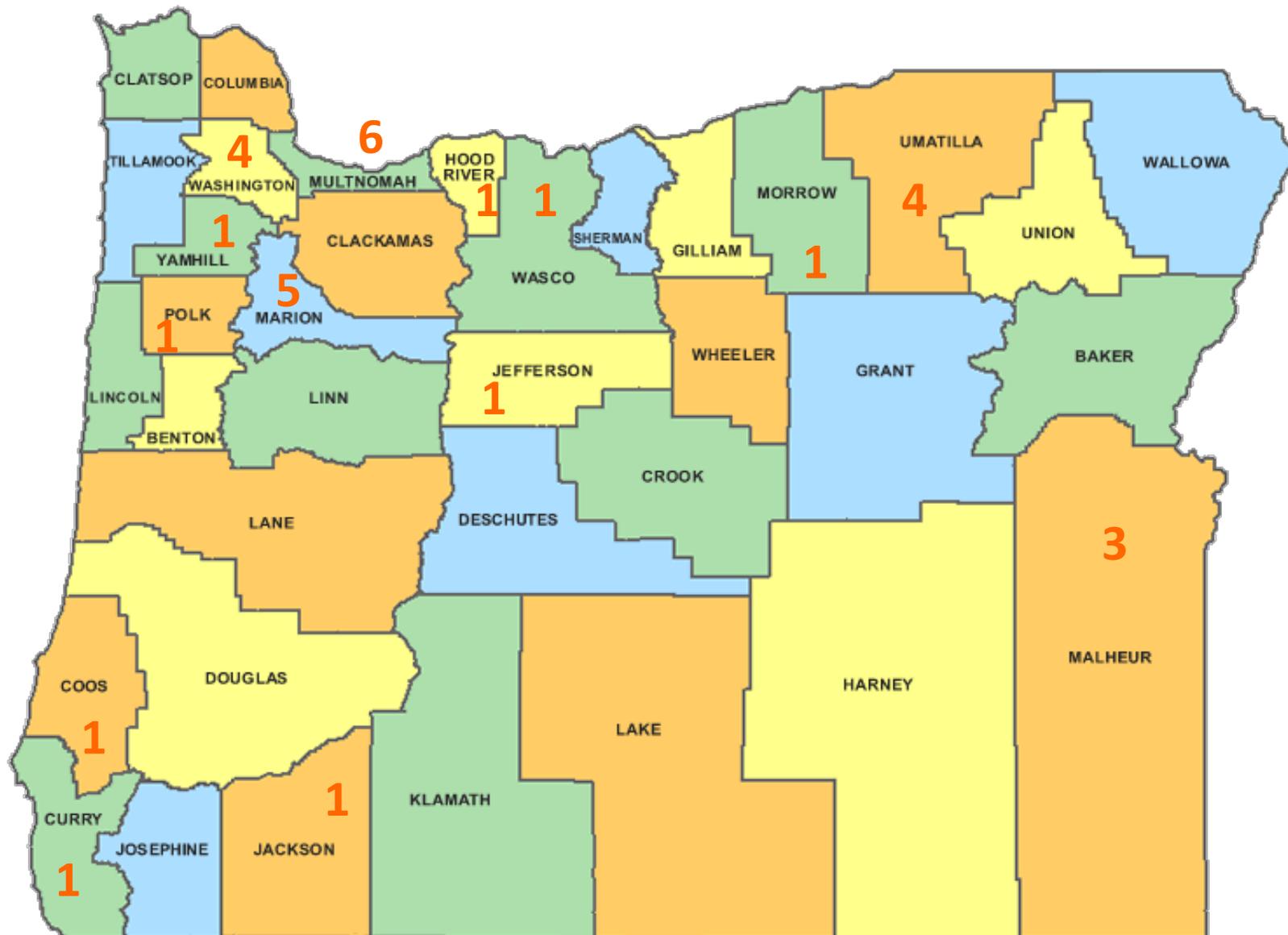
# What State Averages Hide

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

The racial diversity of teachers in those same 31 districts ranges from zero to 27% with most less than 10%.



# Where are these districts?



# A Visual Look at the Data

**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.

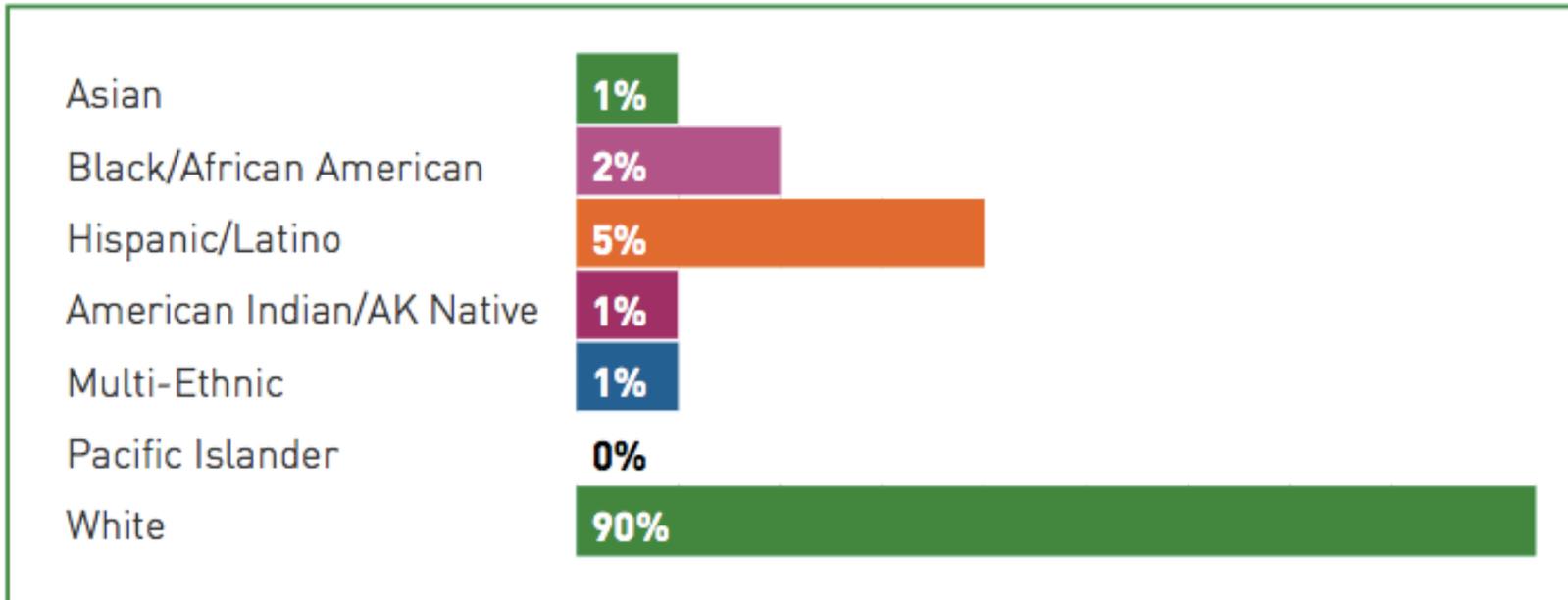
Educational Assistants



Teachers



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



# Why is this critical to HECC?

- HECC's responsibility in approval of Ed Prep Program equity plans and progress
- Potential of incentives and coordinating efforts across campuses
  - Community College and University pathways
  - Weighted funding for bilingual educator completers
  - Reducing debt and loss of credit for meeting Oregon educator workforce needs
- Commitment to Equity and Access
  - Importance of navigators or cultural brokers
  - Culturally sustaining curriculum and practices
  - Faculty and staff who reflect student diversity

# **Educator Equity Advisory Group Recommendations to the Governor's Council on Educator Advancement**

# Recommendation



- Provide state-funded scholarships or loan forgiveness programs and supports for culturally and linguistically diverse Oregon Promise students seeking to become teachers.

# Address Financial Needs

- Six states designate funds to support scholarships for candidates (CT, FL, IL, IN, NY, TN)
- Oregon could leverage PELL, OOG, Oregon Promise, to reduce student debt
- OSAC office at HECC willing to manage grants
- Suggested amount = \$750,000 for 2017-19
  - 2017-18--\$250,000 for 50 candidates (up to \$5 K @)
  - 2018-19--\$500,000 for 100 candidates (up to \$5 K @)



# Recommendation



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

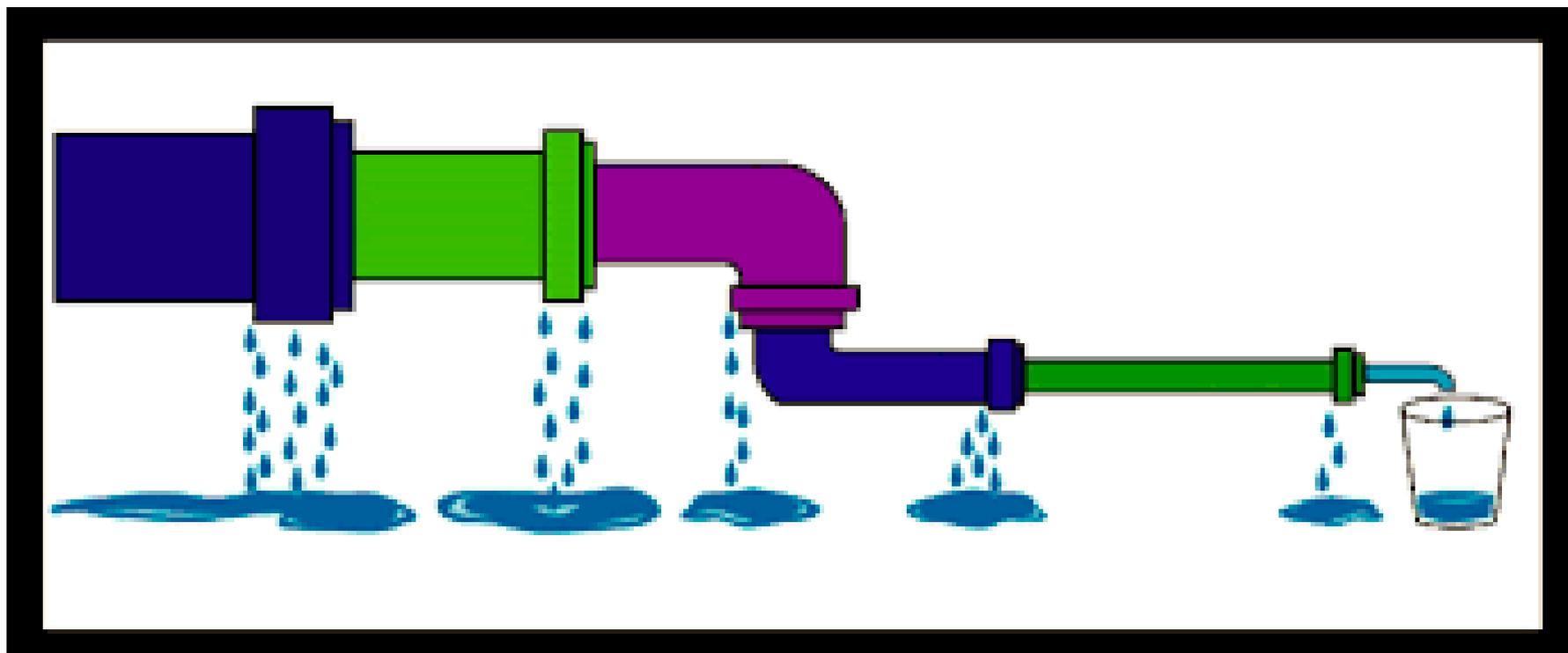
# Suggested Foci of Partnerships

- School districts, community colleges, and universities can work collaboratively on priorities and practices proven to recruit, support, and retain a more diverse teacher workforce.
  - Support for Grow your Own programs starting with K-12 students
  - Use of cultural brokers to help identify potential educators
  - Sustained relationships and supports for candidates in pipeline
  - Career pathways for school and district employees
  - Clinical placements of culturally and linguistically diverse candidates in settings that can lead to employment
  - Recruitment and interview practices that reduce implicit bias
  - Affinity groups and social networks that support candidates of color
  - Improved articulation between High Schools, Community Colleges, and 4 year institutions to streamline coursework

# Articulation of Coursework

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

# It's Retention Too!



# Recommendation



- Fund mentors for two years for every teacher hired in an Oregon school and provide continued networking and retention support for culturally and linguistically candidates who have been recently hired.

# Culturally sustaining teaching practices and curriculum

- Supports young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence (Paris 95)
- Needed in all educator preparation programs at every level and embedded in all professional learning opportunities

# Commissioner's Comments, Feedback, and Questions



**Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.**

Margaret Mead