

Update on the 2018 Oregon Educator Equity Report

Dr. Hilda Rosselli, Chief Education Office
Higher Education Coordinating Commission
October 10, 2018



Guiding Vision

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



Two Fold Approach

Develop a Future Educator Workforce



Retain Once They are Hired



History of Educator Equity Report

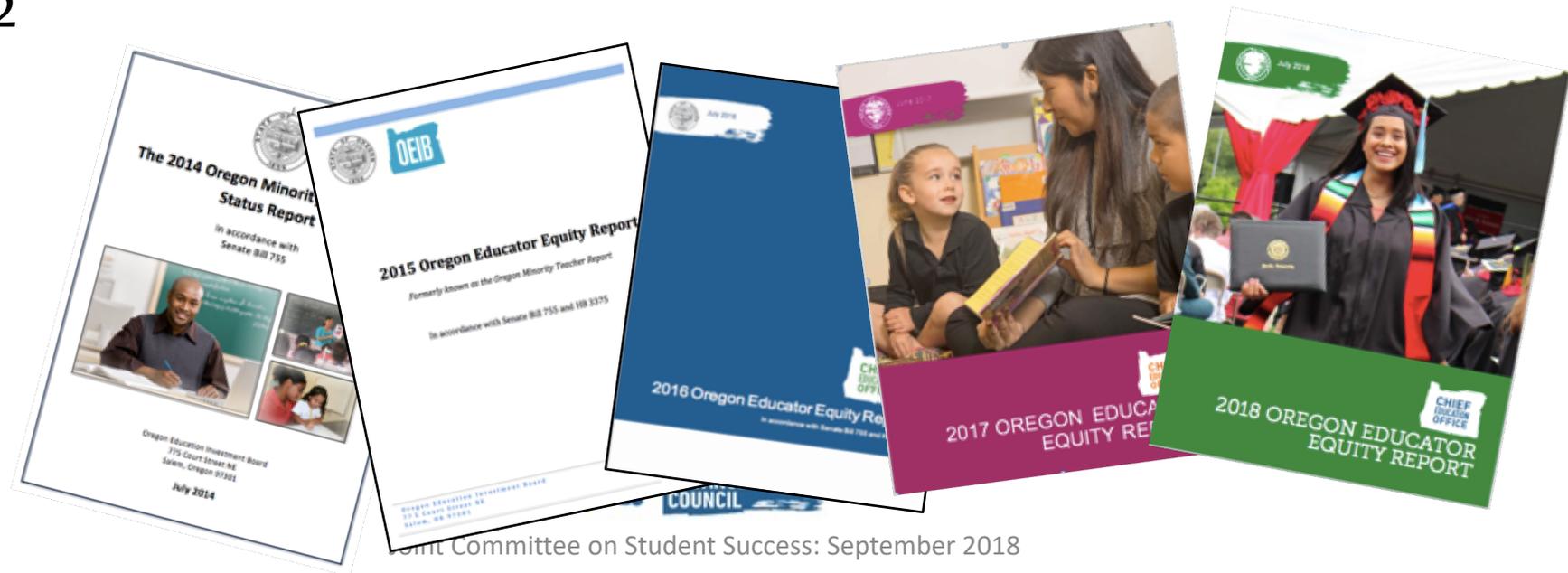
1991 – Minority Teacher Act

2013 – Minority Teacher Act Amended

2015 – HB 3375 Oregon Educator Equity Act

2016 – HB 4033

2017 – SB 182



Joint Committee on Student Success: September 2018



2018 Educator Equity Report Highlights

- Annual Legislative Report
- Guided by a 20 member Advisory Group
- Reports Oregon's progress in diversifying the state's educator workforce
- Tracks progress in 30 most diverse districts
- Provides trend data on educator preparation
- Tracks data on employment of educators
- Highlights emerging effective practices
- Describes recommended Action Steps



What we hear...

- When I asked [the school principal] why there were no teachers of color at the school and no women of color, his answer was that we have a black janitor.
- My son's school has over 500 students and 283 are English language learners and 60% are students of color and his classroom has 14 families that use interpreters when they come to teacher parent conferences. There are a couple of Slavic teachers but otherwise the rest of the teachers are white.

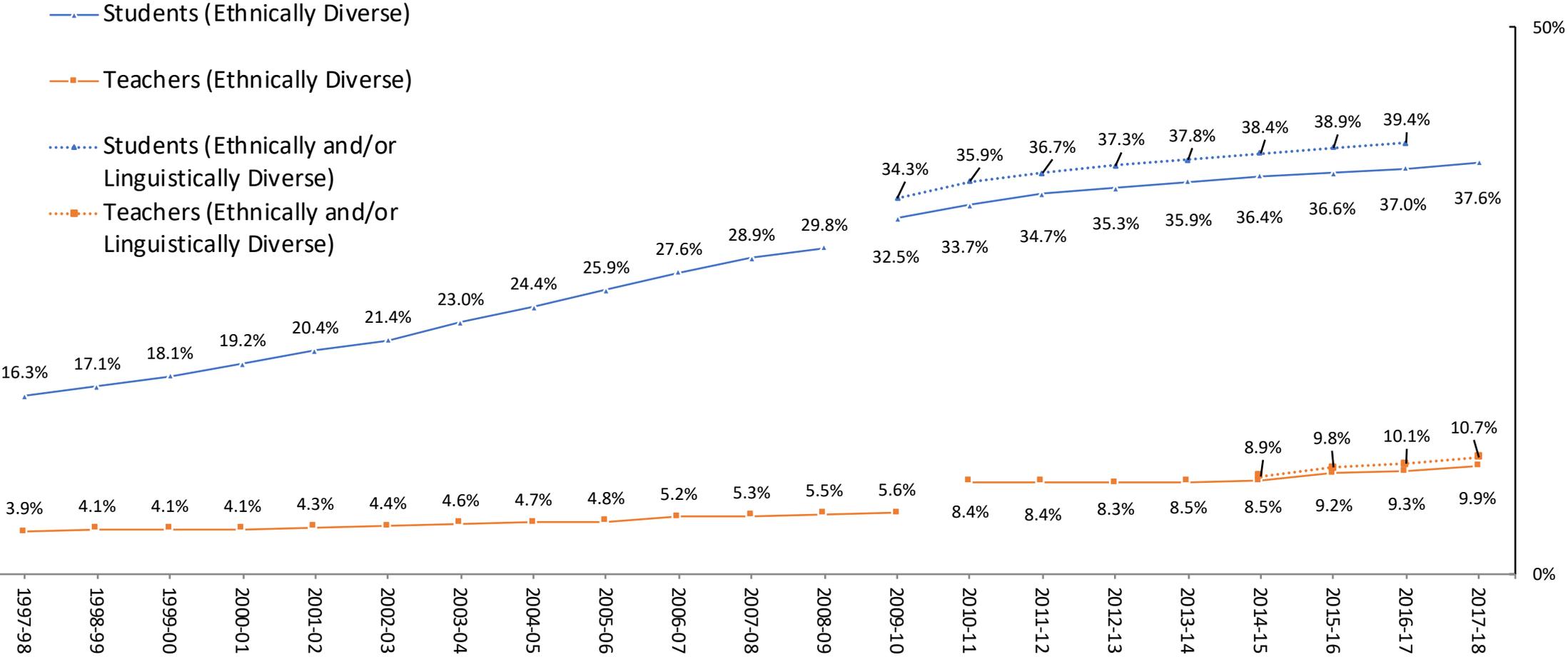


What we know...

- Students tend to benefit from having teachers who look like them, especially nonwhite students.
- Nationally, the teaching force has grown more racially diverse in that period, but it's still 80 percent white, down from 87 percent.
- In Oregon, the teacher workforce is almost 90 percent white.
- Research has found that boys, and particularly black boys, are more affected than girls by disadvantages, like poverty and racism, and by positive influences, like high-quality schools and role models. Yet they are least likely to have had a teacher that looks like them.



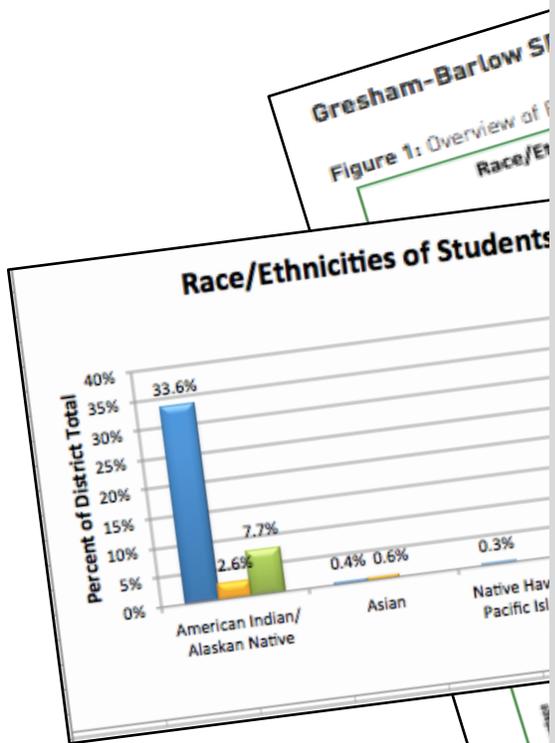
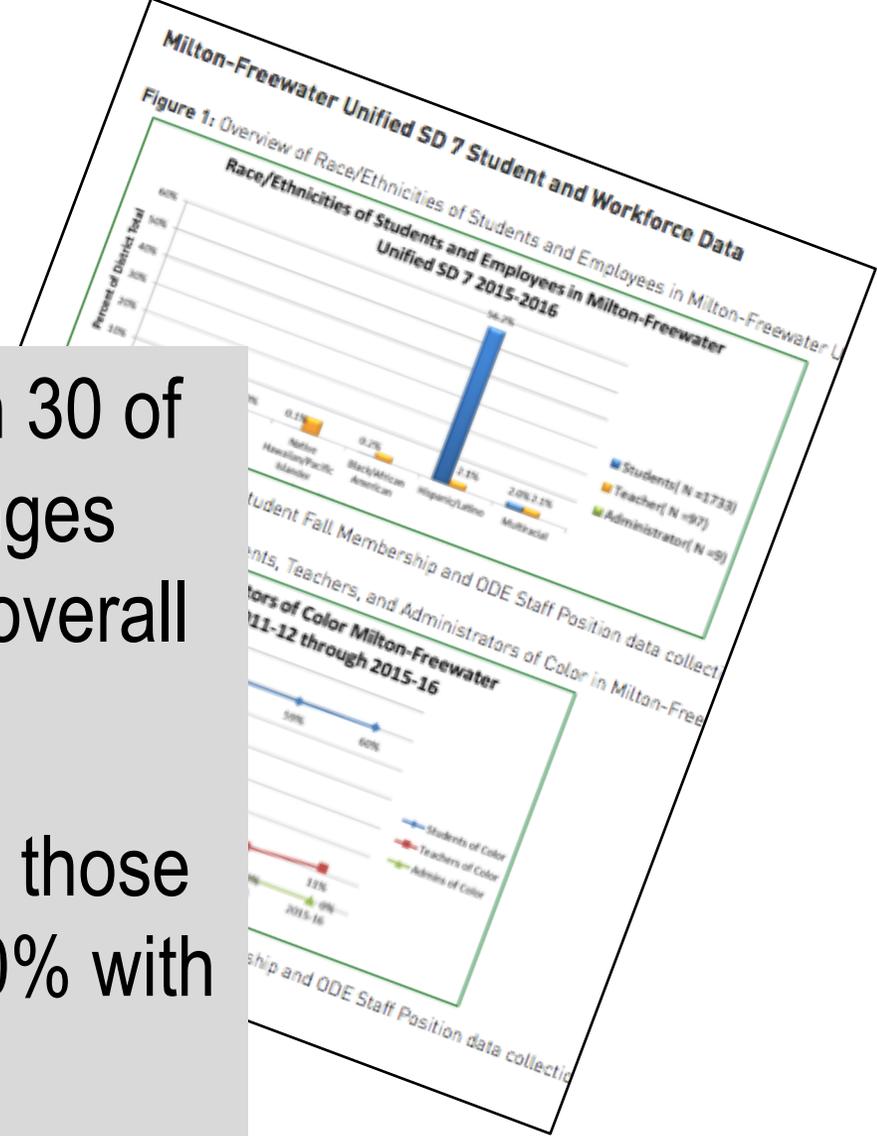
Oregon student and teacher demographic gaps



What state averages hide...

The racial diversity of students in 30 of Oregon's school districts— ranges between 40 to 84 percent of the overall K-12 student body.

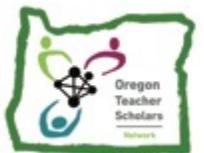
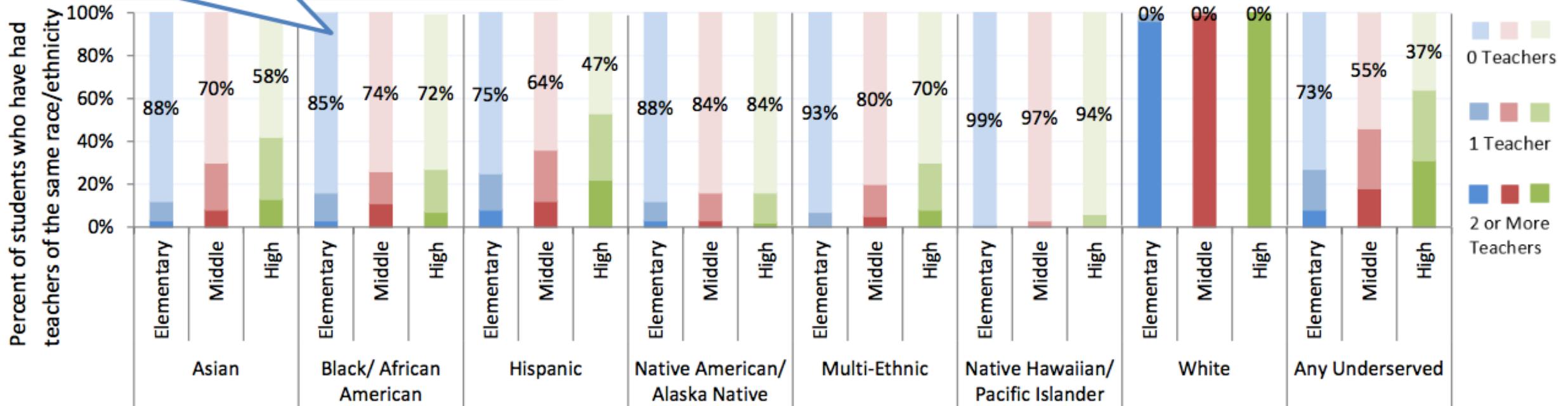
The racial diversity of teachers in those 30 districts ranges from zero to 30% with half less than 10%.



In Oregon...

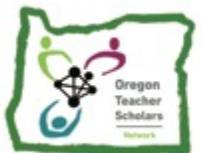
85% of Black/African American elementary school students haven't had any Black/African American teachers in the past three years.

Students with Teachers of the Same Race/Ethnicity within the Past Three Years



33% Non-white: A goal for the teacher workforce based on Oregon high school graduates...

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Multi-Racial
2016-17 Five Year Cohort	1.30%	4.60%	2.30%	19.60%	0.60%	66.50%	5.10%

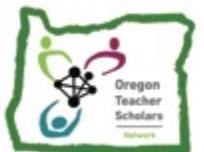


Students and teacher candidates since last year...

Key Data Points	Number	Percent	Change from 2017 Report
Ethnically diverse students (2017-18)	218,288	37.6%	↑
Ethnically and linguistically diverse students (2017-18)	228,789	39.4%	↑
Districts with 40 percent or higher ethnically diverse students	30	15.2%	Same
Ethnically diverse candidates enrolled in Oregon teacher preparation (2016-17)	592	23.6%	NA ¹
Ethnically diverse teacher preparation completers (2016-17)	283	17.3%	↑
Ethnically diverse candidates enrolled in Oregon administrator preparation (2016-17)	55+	11.1%	NA ²
Ethnically diverse administrator preparation completers (2016-17)	26	11.3%	↑

¹ Enrollment data reporting changed from last year's report and is not comparable.

² Estimated number based on suppressed data from one institution.

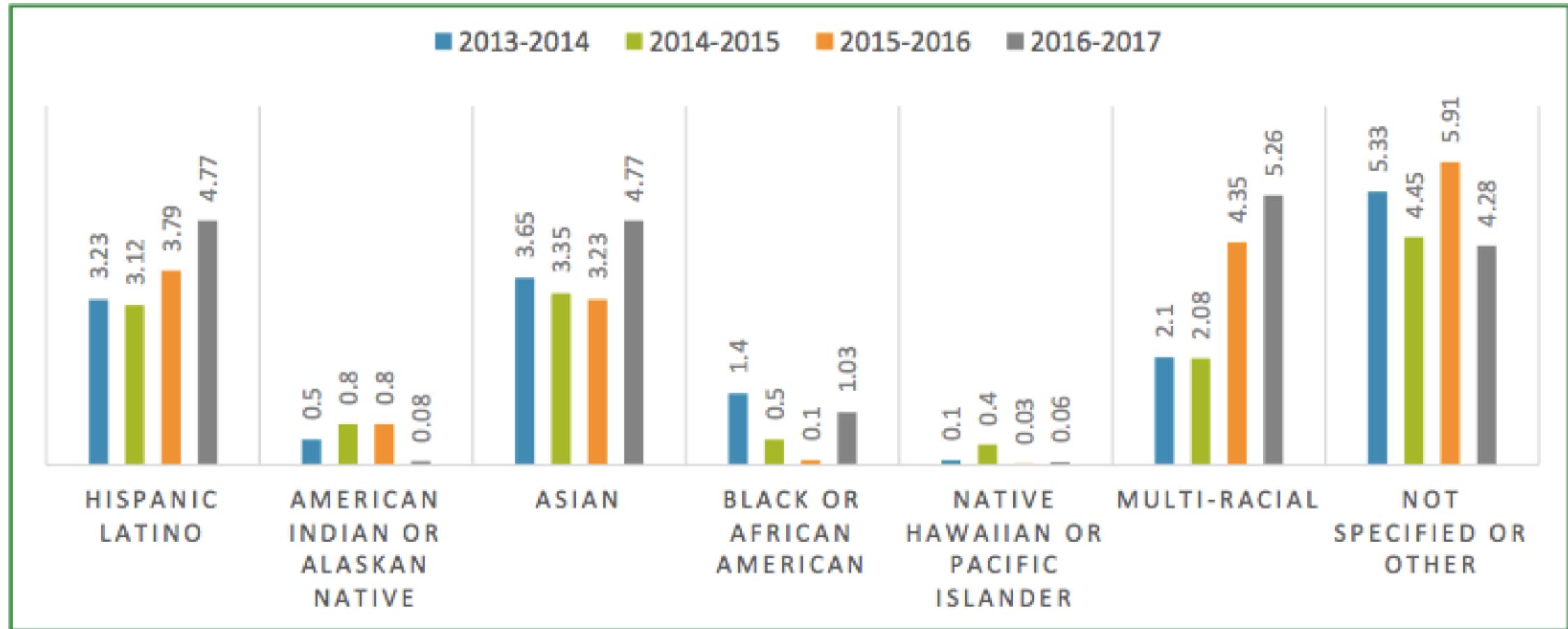


Employment figures since last year...

Key Data Points	Number	Percent	Change from 2017 Report
Ethnically diverse teachers employed in Oregon public schools (2017-18)	3,087	9.9%	↑
Ethnically & linguistically diverse teachers employed in Oregon public schools (2017-18)	3,329	10.7%	↑
Ethnically diverse administrators employed in Oregon public schools (2017-18)	262	11.4%	↑
Ethnically & linguistically diverse administrators employed in Oregon public schools	271	11.8%	↑
Ethnically diverse educational assistants employed in Oregon public schools (2017-18)	2,844	18.7%	↑



PUBLIC AND PRIVATE INITIAL TEACHER PROGRAM COMPLETERS



Source: Oregon Teacher Standards and Practices Commission



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Preparation Program Enrollees

- 22.8% - candidates **enrolled** in Oregon's initial teacher licensure programs in 2016-17 were racially diverse (N = 592 / 2,596)
 - Private Colleges/Universities: 306 out of 1,422 (21.5%)
 - Public Universities: 286 out of 1,174 (24.4%)
- 6.6% - candidates **enrolled** in Oregon's initial administrator licensure programs in 2016-17 were racially diverse (N = 33 / 498)
 - Private Colleges/Universities: 33 out of 349 (9.4%)
 - Public Universities: <36 out of 149 (some data suppressed)

NOTE: These data do not include candidates for whom ethnic diversity was not reported.



Preparation Program Completers

- 17.3% - teacher candidates **completing** Oregon's initial teacher licensure programs in 2016-17 were racially diverse (N = 283 / 1635)
 - Private Colleges/Universities: 111 out of 755 (14.7%)
 - Public Universities: 172 out of 880 (19.5%)
- 11.3% - administrator candidates **completing** Oregon's initial administrator licensure programs in 2016-17 were racially diverse (N = 26 / 230)
 - Private Colleges/Universities: 11 out of 115 (9.5%)
 - Public Universities: 15 out of 115 (13%)

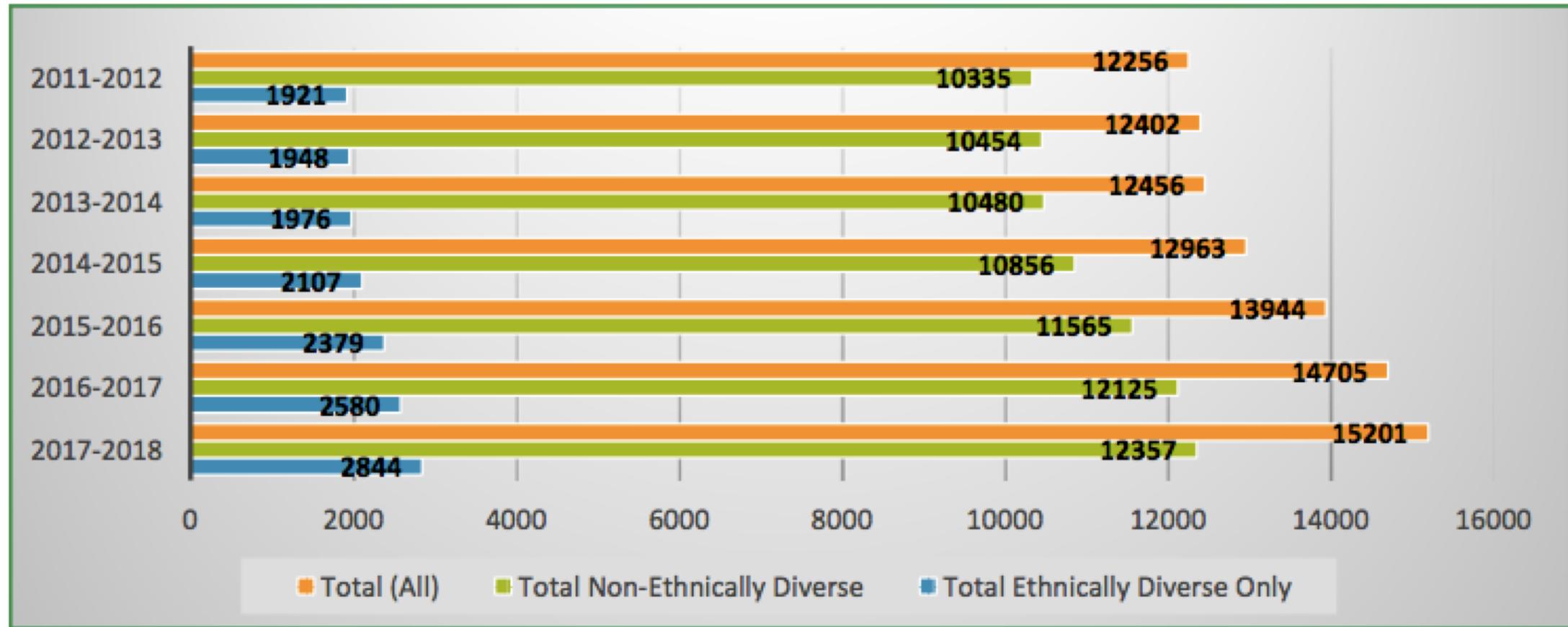


Employed Teachers in Oregon

Teachers	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Linguistically or Ethnically Diverse	3,329	3,134	2,970	2,623			
Ethnically Diverse Only	3,087	2,902	2,721	2,503	2,399	2,343	2,391
Non-Linguistically and/or Ethnically Diverse	24,801	25,016	24,746	24,278	25,954	25,650	26,030
Total (All)	31,217	31,052	30,437	29,404	28,353	27,993	28,421



OREGON PUBLIC SCHOOL STAFF DIVERSITY (EDUCATIONAL ASSISTANTS)



Source: Oregon Department of Education Staff Position Report

Note: Language of origin is currently not a required field for guidance counselors and educational assistants and therefore cannot be used to determine "linguistically and ethnically" diverse staff.

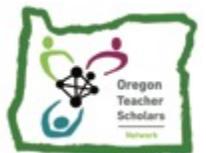


Joint Committee on Student Success: September 2018



Employed Administrators in Oregon

Administrators	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Linguistically or Ethnically Diverse	271	258	238	224			
Ethnically Diverse Only	262	247	226	219	214	196	197
Non-Linguistically and/or Ethnically Diverse	2,017	2,003	1,932	1,899	1,865	1,836	1,865
Total (All)	2,289	2,261	2,170	2,123	2,079	2,032	2,062



Employed Administrators in Oregon by Racial Identity

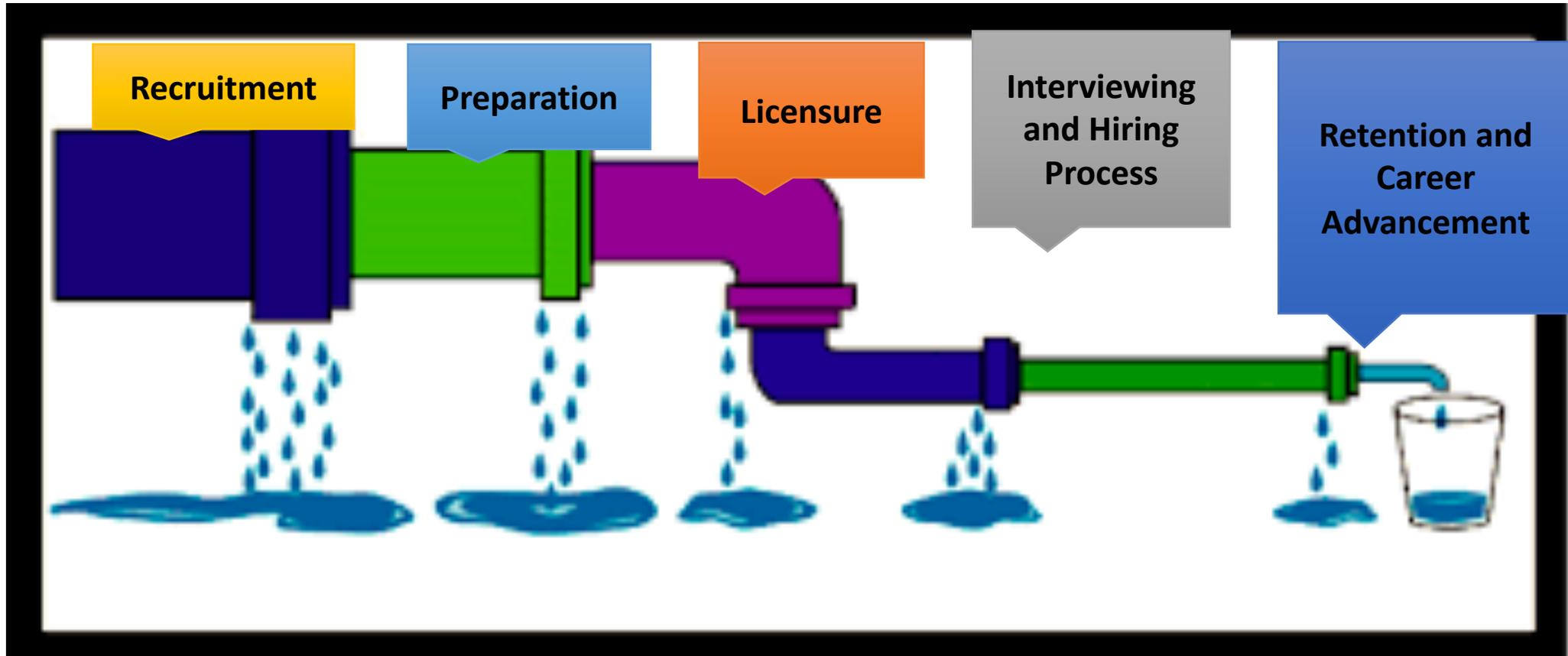


2017-18 Superintendents	Count	Percent
Asian	0	0.00%
Black/African American	1	0.51%
Hispanic/Latino	9	4.59%
American Indian/Alaskan Native	0	0.00%
Multi-Racial	3	1.53%
Native Hawaiian/Pacific Islander	0	0.00%
White	183	93.37%
Total	196	
2017-18 Principals	Count	Percent
Asian	16	1.32%
Black/African American	20	1.64%
Hispanic/Latino	60	4.93%
American Indian/Alaskan Native	9	0.74%
Multi-Racial	17	1.40%
Native Hawaiian/Pacific Islander	5	0.41%
White	1089	89.56%
Total	1216	

Promising Practices



Proactive at each stage...



TeachIn.Oregon.gov website



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Change lives. Become a teacher.



Why Oregon's Students of Color Need You

"My experience being a teacher of color in Oregon has been quite amazing."

– Mykle, First Grade Teacher



The Important Role of Bilingual Educators

"I can relate to them and their families and their reality of being an immigrant."

– Claudia, New Teacher Mentor



Find a Mentor, Be a Mentor: Supporting New Teachers

"My mentor wanted nothing but the best for me."

– Zachary, Middle School Teacher



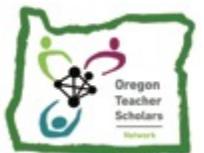
Opportunities for Teachers to Lead

"I was really focused on instruction and I wanted to grow."

– Carrie, Instructional Coach

Public Educator Preparation Program Biennial Equity Plans

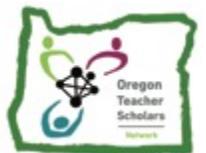
- House Bill 3375 (2015) requires that public educator preparation programs in Oregon, with guidance from the HECC, produce written plans to increase cultural and linguistic diversity in the educator workforce through recruitment, retention, and graduation of diverse candidates.
- Plans are reviewed by each institution's Board of Trustees and then by the HECC.
- Quarterly meetings with deans to uncover additional issues and to share promising practices.



Partnerships involving school districts and higher education institutions



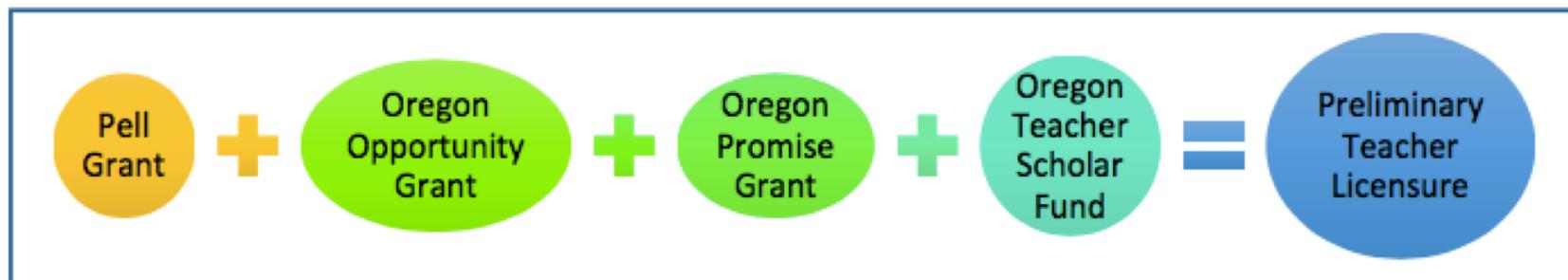
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Oregon Teacher Scholars Program



- This year, 68 scholarships are being offered (\$5000) each for racially/ethnically or linguistically diverse candidates.
- Horalia (Lala) Rangel hired as OTSP Program Coordinator to recruit candidates, help them navigate journey towards licensure and employment, network with them via social media, professional and social events, and connect them with other educators of color and job opportunities.



In the Scholars' own words...

- Growing up, I had some very exceptional teachers but as a Mexican American, I never once throughout my K-12 education had a teacher who shared the same cultural and linguistic experiences as me. When students from ethnic minorities see positive representation of their culture, it is truly empowering.
- I first realized that I wanted to go into education when I was a sophomore in high school. Like many, I had been affected by teachers who reached out to me when I was struggling with my grades and helped me to realize my own potential. From then on I worked toward educating myself on the issues that teens are facing and the ways that teachers can provide support through education, specifically literature.



In the Scholars' own words...

- As a child of migrants, higher education was always the dream that was barely out of reach. Today, with this award, I am finally able to feel that end goal at my fingertips. As promised, this award will go towards helping me become a teacher who will create culturally competent lessons that will engage my future students.
- Without this scholarship, I would be taking in a second job in order to be able to pay for school...As a child born to a 15 and 16 year old, who both graduated high school, it has been my goal to be able to support students who are not typical students to be able to graduate.



2018 Educator Equity Action Steps

- Educator recruitment marketing campaign
- Fund Grow Your Own model development
- Reduce debt for teacher candidates via scholarships
- Ensure diverse placements and strong mentoring
- Explore funding paid residencies or internships for teacher candidates
- Work with TSPC to address barriers related to licensure and testing
- Develop streamlined pathways involving community colleges also
- Track graduates through employment and retention

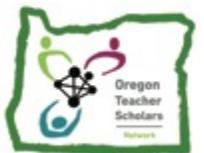


2018 Educator Equity Action Steps

- Initiate early commitments to hire diverse teacher candidates
- Ensure districts implement anti bias hiring practices
- Ensure all novice teacher candidates start strong
 - Intentional placement and work load assignments and a skilled mentor
- Provide affinity groups and other professional community networks
- Strengthen principal recruitment, preparation, induction and development to create equity-driven school leaders
- Use results from HB 4044 study
- Encourage career advancements for diverse teacher workforce



Unprecedented Alignment



Assisting all educators in becoming more culturally responsive

- SB 13 – Tribal History and Sovereignty Curriculum
- HB 2845– Ethnic Studies Curriculum
- Educator Advancement Council Professional Learning Action Items.
 - Develop common language regarding “accomplished teaching” and “culturally responsive and sustaining practices” for use in each stage of an educator’s career.
 - Coordinate existing equity-focused state work group plans around common work.
 - Prioritize professional learning and partnerships with community organizations/programs.



HB 4044 CEEdO Report Due June 2019

- Identify effective/efficient programs and funding sources used in school districts and ESDs to improve and support recruitment, retention, mentoring, and PD of educators serving at-risk students or in positively impacting at-risk student outcomes.
- Evaluate:
 - why programs are effective/efficient
 - educator or student populations served by programs
 - challenges/opportunities for success and improved outcomes, and
 - information/resources available for the programs
- Identify statewide schools or districts that have implemented said programs





Photo: Ryan Brennecke/Bulletin

Questions?

