June 2017

CHIEF EDUCATION OFFICE

2017 OREGON EDUCATOR EQUITY REPORT

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OREGON EDUCATOR EQUITY REPORT

June 30, 2017

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OREGON EDUCATOR EQUITY ADVISORY GROUP 2016-2017 MEMBERS

The Oregon Educator Equity Advisory Group is a 20-member group convened by the Oregon's Chief Education Office charged to:

- Research, coordinate and oversee legislative reports deriving from SB 755 that outline Oregon's current status and progress toward diversifying the educator workforce and to spotlight/recommend/drive needed practices and policies;
- Ensure that the voices of culturally and linguistically citizens in Oregon are engaged in examining root causes, current assets, and needed changes in policy and practices that can help diversify Oregon's educator workforce;
- Review progress and results from funded state investments intended to recruit, prepare, retain, and advance Oregon's educator workforce; and,
- Recommend future investments for the state that can improve students' access to educators who more closely mirror our K-12 student population demographics

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Executive Summary

Background

By law, the Chief Education Office (CEdO), the Higher Education Coordinating Commission (HECC), the Oregon Department of Education (ODE), and the Teacher Standards and Practices Commission (TSPC) are required to jointly create an annual report on the Educators Equity Act. Compiled and published by the Chief Education Office with oversight from a 20-member Oregon Educator Equity Advisory Group, the 2017 Educator Equity Report includes a summary of: most recently available data on diversity in Oregon's Educator workforce; promising practices for recruiting, preparing, hiring and retaining culturally and linguistically diverse[1] educators; and recommendations for achieving an educator workforce that more closely mirrors Oregon's K-12 student demographics.

Significant disparities between the diversity of students and educators continue to exist in nearly all of the districts that have more than 40 percent students of color. Five school districts have a gap of 60 percentage points or more between the racial/ethnic diversity of student and that of teachers. between the racial/ethnic diversity of student and that of teachers.

After several years of persistent advocacy and efforts, 10.1% of the PK-12 classroom teachers and 11.3% of administrators in Oregon's public schools are culturally or linguistically diverse.

State and School District Statistics

In the Fall of 2016-17 there were 577,379[1.1] K-12 students enrolled in Oregon's public schools and 213,630 (37 percent) were students of color (reliable data are not yet available on the on the linguistic diversity of K 12 students enrolled in 2016-17). In 31 of Oregon's school districts—the percentage of students of color ranges from 40 to 83 percent of the K-12 student body. Detailed analyses on data from each of these more diverse school districts are included in Appendix A. Significant disparities between the diversity of students and educators continue to exist in nearly all of the districts that have more than 40 percent students of color. Five school districts have a gap of 60 percentage points or more between the racial/ethnic diversity of student and that of teachers. Only Dayton School District and Portland Public Schools have less than a 30% gap between the racial/ethnic diversity of student and that of teachers.

Continued positive growth in the diversity of Oregon's educator workforce

After several years of persistent advocacy and efforts, 10.1% of the PK-12 classroom teachers and 11.3% of administrators in Oregon's public schools are culturally or linguistically diverse. As seen in Table 1, In 2016-17 there were an additional 320 culturally diverse educational assistants employed compared to 2015-16.

1 This report reflects current language in authorizing statute; thus, the authors' use of terms such as "culturally and linguistically diverse" educators.

1.1 There are an additional 1,568 students served in four public charter schools and the Oregon School for the Deaf. In addition, there are several hundred students in youth corrections/juvenile detention programs. Statistics on these programs were not included in the initial data analysis.

Of those assistants, 17.5% (2,580) were people of color compared to 16.98% in 2015-16. In terms of the guidance counselors employed this year in Oregon public K-12 schools in 2016-17, only 165 (13.3 percent) are racially/ethnically diverse.

Table 1: Summary of 2016-17 Key Data Points

2016-17	Number	Percent
Culturally and Linguistically Diverse Students (2015-16)	221,743	38.9 %
Culturally Diverse Teacher Candidates Enrolled (2016-17)	578	25.24%
Culturally Diverse Teacher Program Completers (2016-17)	245	13.7%
Culturally and Linguistically Diverse Teachers Employed (2016-17)	3133	10.1%
Culturally Diverse Administrator Candidates Enrolled (2016-17)	44	9.6%
Culturally Diverse Administrator Program Completers (2016-17)	21	7.6%
Culturally and Linguistically Diverse Administrators (2016-17)	258	11.4 %
Culturally Diverse Guidance Counselors (2016-17)	165	13.3%
Culturally Diverse Educational Assistants (2016-17)	2580	17.5%

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

With continued investments, the state should be able to realize an even greater increase in racially diverse candidates enrolling and completing educator preparation programs within the next three years.

Of the 1,793 preliminary teacher licensure program completers in Oregon public and private institutions for 2015-16, 245 (13.7 percent) were racially/ethnically diverse teacher candidates, a significant increase from the 10.3% reported for program completers in 2014-15.

Who is becoming an Oregon Teacher?

Teacher Preparation Program Enrollments

Enrollment data provided by Westat for Oregon's 17 teaching preparation programs shows that of the 2290 candidates enrolled in a preliminary teacher licensure program in 2016-17, 578 (25.24 percent) were racially/ethnically diverse compared to 501 (23.44 percent) in 2014-15. This represents more than a nine percent increase since first reported in the 2015 Oregon Educator Equity Report. The Advisory Group applauds this positive trend documented for the third year running. Although more robust evaluation work is needed to understand the causality, it is likely that some of the positive growth could be attributed to demographic changes in general, more pre-college level career programs promoting the education profession, focused community college pathways, intensive efforts by educator preparation programs and district/university partnerships that have been initiated in the last few years. With continued investments, the state should be able to realize an even greater increase in racially diverse candidates enrolling and completing educator preparation programs within the next three years.

Teacher Preparation Program Completers

Data from Westat shows that of the 1,793 preliminary teacher licensure completers from Oregon public and private institutions in 2015-16, 245 (13.7 percent) were racially/

ethnically diverse teacher candidates, a significant increase from the 10.3% reported for program completers in 2014-15. With less than a 4% difference between the percentage of racially ethnically diverse program completers from public and private non-profit teacher preparation programs, it is apparent that a collective effort is underway.

Administrator Preparation Program Enrollments

Enrollment data for Oregon's eight administrator preparation programs shows that 44 (9.6 percent) of the 454 candidates enrolled in 2016-17 were racially/ethnically diverse compared to 33 (17.6 percent) of the 187 candidates in 2014-15, an 8 percentage point decrease.

Since 2014-15, when the ODE Staff Position Collection report started gathering and reporting demographics on linguistic diversity in the staff collection report, there has been a 20% increase in the number of linguistically and ethnically diverse teachers employed in Oregon public schools.

Administrator Preparation Program Completers

Data from Westat shows that of the 276 administrator licensure completers from Oregon public and private institutions in 2015-16, only 21 (7.6 percent) were racially/ethnically diverse candidates, almost a one percentage point decrease from 2014-15 when 22 (8.56 percent) of the 257 completers were racially/ethnically diverse.

Hiring Trends

In 2014-15, the Oregon Department of Education began collecting data on linguistic diversity of teachers and administrators. This year 163 teacher who were either ethnically or linguistically diverse were added to the staff rosters, bringing the state's total number of 2016-17 employed culturally or linguistically diverse teachers to 10.1% (N = 3,133) which represents a 5.5% increase since 2015-16. The data show that since 2011-12, districts have increased the number of ethnically diverse teachers hired in Oregon public schools by 21%. Since 2014-15, when the ODE Staff Position Collection report started gathering and reporting demographics on linguistic diversity in the staff collection report, there has been a 20% increase in the number of linguistically and ethnically diverse teachers employed in Oregon public schools. As seen in Table 2, in 2016-17, there was a greater increase from 2015-16 in the percentage of linguistically and ethnically diverse teachers hired than for all teachers hired.

Table 2: Racially and/or Linguistically Diverse Teachers Employed in Oregon Public Schools

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Ethnically Diverse Only Teachers	2391	2343	2399	2503	2721	2901
Linguistically & Ethnically Diverse Teachers	-	-	-	2623	2970	3133
Total (All)	28421	27993	28353	29404	30437	31040

Source: ODE Fall Staff Position Collection

In terms of administrators employed in Oregon public schools, this report separates out the data by position. For all five of the administrative positions analyzed, there were slight increases in the linguistic and ethnic diversity of individuals holding these jobs with the least amount of diversity within Oregon's superintendents (3.5 percent). The most linguistic and ethnically diverse group of administrators are assistant principals (16.75 percent) which has increased by 27% since 2011-12.

2016 Oregon Educator Equity Statewide Plan

In 2016, the Oregon Educator Equity Advisory Group drafted an Oregon Educator Equity Statewide Plan to guide action and advocacy based on data from annual report. Progress to date on the 2016 Plan outlined in Figure 1 is evidenced by proposed state legislation, strategic funding requests and inclusion in agency budgets, as well as increased grass-roots initiatives across the state designed to enhance cultural and linguistic diversity in Oregon's educator workforce.

Figure 1: 2016 Oregon Educator Equity Advisory Group Statewide Plan for Educator Equity

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 educator in becoming more culturally responsive.

Efforts to Date	Objectives
Event sponsored in June 2017 and recommended for 2017-19 Network Funding *Proposed in SB 182*	**1)** Recruitment: **a)** Provide seed funding to grow and expand partnership models like the Portland Teacher Program, TeachOregon, and Chemeketa Community Bilingual Pathway Program to provide improved avenues for Oregon's culturally and linguistically diverse high school graduates and educational assistants to pursue careers in education. **b)** Provide two-year scholarships and funding for test fees and clinical stipends to support up to 100 culturally linguistically diverse transfer students admitted to educator preparation program each year.

Efforts to Date	Objectives
In Progress	**3)** Preparation: Convene faculty to align coursework between community colleges and four-year educator preparation programs to help future teachers save time and money.
Not Yet	**4)** Hiring: Annually collect and analyze data by race and gender on recruitment/applicant pools, interview pools, and hiring data from Oregon's school districts to identify where racial disparities are occurring in the hiring stage.
Proposed in the Governor's Council recommendations *Not Yet*	**5)** Retention: **a)** Fund trained mentors for the first two years of employment for all culturally and linguistically diverse teachers and administrators in Oregon. **b)** Develop and use a statewide online survey to collect and analyze exit data for educators leaving the profession.
Proposed in the Governor's Council recommendations	**3)** To impact every stage—Ensure that all educators are supported in becoming more skilled in using culturally responsive curriculum and teaching practices. **a)** Provide funds to districts, education service districts, and educator preparation programs and community based organizations able to offer high-quality professional learning based on Learning Forward Standards. Topics might include: o Anti- Bias Training for Hiring, o Culturally Responsive Curriculum, o Pedagogy and Inclusive Practices

Educator Advancement Advisory Group Recommendations for 2017-18

- Based on research from six other states, the Educator Equity Advisory Group recommended scholarships of $5000 a year for up to two years to support culturally or linguistically diverse teacher candidates enrolled in Oregon educator preparation programs.

- Members stand ready to collaborate with the Chief Education Office and the Higher Education Coordinating Commission pending finalization of the 2017 legislative session to finalize and launch the proposed Oregon Teacher Scholars Program to provide scholarships and networking resources to support culturally or linguistically diverse candidates in completing their licensure programs and moving towards employment within Oregon's public schools.
- Oregon needs to promote capacity building and coordination across an array of existing state projects, initiatives, and organizations focused on equity. Members of the Educator Equity Advisory Group have already met with Assistant Superintendent Darryl Tukufu and Chief Education Officer Lindsey Capps to share this recommendation.
- The ODE Office of Equity, Diversity and Inclusion should work in partnership with the Council on Educator Advancement to convene a broad group of stakeholders who are positioned to develop a professional learning framework that defines:
    - Common language around culturally responsive practices,
    - Current assets and high-quality resources,
    - Gaps and priority needs, and
    - Guidelines for high quality professional learning accessible to all Oregon educators.
- Absent a regularly conducted statewide educator supply and demand report, further analysis is needed on content/endorsement areas and demographics for out-of-state TSPC licensed individuals to help inform educator preparation program on district hiring priorities.
- The Educator Equity Advisory Group is advocating for additional analysis and collaboration with TSPC and education preparation programs to resolve:
    - Causes for attrition of educators of color lost from the schools and their years worked in Oregon K-12 prior to leaving.
    - Barriers contributing to the presence of 1300+ teachers of color who hold a current TSPC teaching license but are not employed in Oregon's public schools.
- Any remaining barriers that inequitably impact a culturally or linguistically diverse educator's ability to obtain a teaching license in Oregon including:
    - Program admission requirements or national accreditation requirements.
    - Attrition in preparation programs reflected in data on enrollment as well as program completion rates.
    - Existing licensure tests or performance assessments.
    - Community college to four-year program transfer processes for individuals pursuing teacher licensure.

Introduction

Legislative Charge for Annual Report

For the fourth consecutive year, the Chief Education Office (CEdO) has partnered with the Teacher Standards and Practices Commission (TSPC), the Oregon Department of Education (ODE), and the Higher Education Coordinating Commission (HECC) with oversight from the Oregon Educator Advisory Group to produce and publish the 2017 Oregon Educator Equity Report. Oregon statute 342.448 outlines requirements for reporting and analysis of annual data on diversity in Oregon's educator workforce. In addition to required data, the report highlights 1) promising practices for recruiting, preparing, hiring and retaining culturally and linguistically diverse educators, 2) progress on the Educator Equity Advisory group's 2016-17 Work Plan, and 3) updated recommendations for achieving an educator workforce that more closely mirrors Oregon's PK-12 student demographics.

While Oregon legislation limits the foci of data in this report on cultural 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 socio-economic status.

This report becomes even more urgent given:

- Persistent educational attainment gaps for Oregon's student of color;
- Increased racial and linguistic diversity in the PK-12 students served in Oregon's public schools; and
- Heightened awareness of micro-aggressions experienced and reported by students, families, and staff of color in school settings that call for more culturally responsive educational environments and educators.

Related Legislation

Since the passage of the Minority Teacher Act in 1991, Oregon has passed several pieces of legislation to address the gap between the demographics of the state's educator workforce and that of the K-12 students they serve (Figure 2). While Oregon legislation limits the foci of data in this report on cultural 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 socio-economic status. Practices that promote the cultural and linguistic diversity of Oregon's educator workforce can have lasting impact on the recruitment, preparation, hiring, retention, and advancement of diversity in general within Oregon's educator workforce.

Figure 2: Key Oregon Legislative Bills Related to Diversity of the Educator Workforce

History of Related Oregon Legislation

1991 – Minority Teacher Act (ORS 342.433) sets goal for the number of minority teachers, including administrators, employed by school districts and education service districts to be approximately proportionate to the number of minority children enrolled in the public schools of this state by 2001.

2013 –Minority Teacher Act Amended (ORS 342.437) adds persons whose first language is not English to the definition of minority and requires biennial report from Oregon Education Investment Board.

2015 – HB 3375 the Minority Teacher Act of 1991 becomes the Oregon Educator Equity Act and sets a state goal that, by July 1, 2015, the following shall be increased by 10 percent as compared to July 1, 2012: (1) The number of minority teachers and administrators employed by school districts and education service districts; and (2) The number of minority students enrolled in public teacher education programs. The bill requires annual Legislative Reports on progress and mandates public teacher education programs submit plans to promote diverse educator preparation to be reviewed and approved by each institution's board of trustees and the Higher Education Coordinating Commission.

2016 – HB 4033 (ORS 342.950) specifies that moneys may be distributed under the Network for Quality Teaching and Learning for purposes of advancing the Educators Equity Act, improving cultural competence of educators and ensuring educators are supported in developing in culturally relevant educational practices.

SB 182 – (PENDING) Authorizes Higher Education Coordinating Commission to award moneys to culturally and linguistically diverse teacher candidates to use at approved educator preparation program providers.

Oregon Equity Lens

Oregon is unique among states in the nation with statewide adoption of an Equity Lens promoting an explicitly-stated equity stance to intentionally examine policies and practices in order to identify institutional and systemic barriers and discriminatory practices that must be addressed. The Equity Lens provides guidance to clearly articulate the shared goals we have for our state, to define the intentional investments we will need to make to reach our goal of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting instances in where there is no progress. Oregon also was first in the nation to create a Legislative Commission on Indian Services and subsequently adopted Government to Government law which emphasizes Oregon's collaboration with Oregon's nine federally recognized tribes. Figure 3 includes sample Equity Lens questions that are useful for leaders and policy makers when considering resource allocations and policy development.

Figure 3: Oregon Equity Lens Questions

Equity Lens Questions

The following questions are useful for leaders and policy makers to use when considering resource allocations and decisions regarding policies:

1) Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?

2) Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact of eliminating the opportunity gap?

3) How does the investment or resource allocation advance the 40/40/20 goal?

4) What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)

5) How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?

6) How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?

7) How are you collecting data on race, ethnicity, and native language?

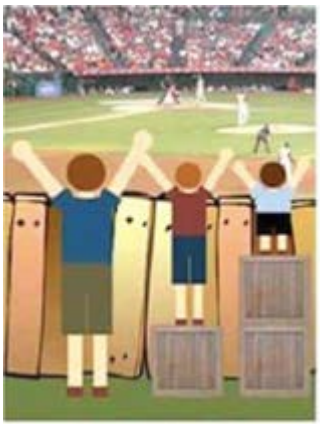
8) What is your commitment to PK-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?

For the purposes of this report, the Equity Lens supports a further analysis of the racial and ethnic diversity among our education workforce serving Oregon students in the PK-12 system and the introduction of positive, asset-based policies and practices that value and honor the circumstances, assets and contributions of students and their communities. Appendix B includes a sample of how Parkrose School District 3 has adopted the Equity Lens for use in providing guidance for any district policy, practice or decision.

In preparation for publishing the 2017 annual report, the Oregon Equity Lens has been applied to data, policies, and practices that on the surface seem to reflect equality but not equity. The Advisory Group hopes that the report findings and recommendations can help districts mitigate inequities and improve access and opportunities for students and aspiring educators, as shown in this iteration of a well-known cartoon based on the original developed in partnership by the Interaction Institute for Social Change and Artist Angus Maguire.

EQUALITY VERSUS EQUITY

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Source: http://img-9gag-fun.9cache.com/photo/ajAerM1_700b_v2.jpg

Oregon Educator Equity Advisory Group

A 20-member Oregon Educator Equity Advisory Group meets monthly to advise on the gathering and reporting of annual data, to learn firsthand about efforts underway that show promise, to engage with Oregon's nine Federally Recognized Tribes and stakeholders who can help identify related issues, barriers, and needs, and to assess, evaluate, and advocate for educational policy supporting Oregon's progress in diversifying the educator workforce.

Since July 2016, the Advisory Group has presented findings and recommendations from the 2016 report with close to 1000 individuals in 18 different meetings:

- State School Board
- Student Access and Inter-Institutional Collaboration Subcommittee
- Higher Education Coordinating Commission
- Teacher Standards and Practices Commission
- Government to Government Education Cluster Group
- African American Student Success Plan
- Council on Educator Advancement

- Oregon Association of Colleges for Teacher Education
- Oregon School Boards Association
- Oregon Association of Central Office Administrators/Oregon Association of School Executives-Confederation of School Administrators
- Confederation of School Administrators Summer Institute
- Oregon Association for Latino Administrators
- Oregon Association of Teacher Educators
- Oregon English Learners Alliance Conference
- Oregon Leadership Network
- Coalition for Quality Teaching and Learning
- Oregon School Personnel Association
- Oregon Educator Equity Community Conversation

Photo: Oregon Educator Equity Advisory Group Meeting February 2017

Valuable feedback gathered from attendees has informed this year's recommendations. For example, members heard from Tribal Education Leaders at a Government to Government meeting that:

- There need to be better ways to help districts seeking to hire American Indian/Alaskan Native (AI/AN) teachers and connect with all AI/AN graduates from Oregon educator preparation programs with an emphasis on American Indian Teacher Preparation programs within universities.

- Charter schools in Oregon near or on the reservations are particularly in need of more AI/AN teachers and would appreciate a way to directly be contacted and build relationships with AI/AN teacher candidates.
- Districts with significant populations of AI/AN students should be encouraged to explore MOUs with districts to allow prioritizing hiring of AI/AN educators, including hiring of AI/AN educators, and limit hiring of candidates from outside the district even during times of reduction in force.

Policy Survey on Role of TSPC

Recommendations from the 2016 Educator Equity Report identified the need for increased understanding regarding the role of the Oregon Teacher Standards and Practices Commission (TSPC) in building policy and practice around a diverse educator workforce. More specifically, the 2016 Report highlighted a need to explore equity issues within the education profession (from recruitment to career), Educator Preparation Program (EPP) practices, assessments for endorsements and licensure, and overall employment practices. As a result, four policy questions were posed to the Commissioners:

1) In what ways should TSPC play a role in promoting an equitable and pluralistic education profession and creating a welcoming recruitment environment for educators of color, both those in Oregon and outside of Oregon?

2) What is TSPC's role in helping EPPs adopt equitable practices around recruitment, interviews, and admission of candidates? Clinical experiences in diverse schools? Infusion of culturally sustaining curriculum and practices?

3) What is TSPC's role in monitoring and using assessments, as well as candidate test results disaggregated by demographics, identifying any equity issues that exist, and furthering discussion on implications for practice?

4) What is TSPC's policy role in identifying the root causes of 1000 plus licensed teachers of color who are not employed in Oregon public schools?

To assist in moving this work forward, Commission staff compiled these four questions in an open-ended survey posted to the TSPC website in early 2017. Responses were collected between January and April from over 120 individuals. Data was analyzed using a traditional qualitative content analysis approach to identify significant statements and overall themes. While each response is representative of one particular participant's perspective, the three themes together provide an overarching framework that allows the collection of significant statements to identify and build insight, understanding, and meaning behind issues related to equity across the spectrum of educator advancement.

Overall, findings unearthed a desire for schools, districts, EPPs, and TSPC to be accountable for their policies and practices, whether that specifically focused on equity or not. Several themes, encapsulated into interrelated strategies, propose potential mechanisms for application and implementation across a variety of contexts: those at the individual level, the institution level, and the systems level.

At an individual level, strategies included a need for increased supports for education students and current/future educators via scholarships (or other related financial incentives), central repositories for resources and information, and equity-based professional learning. At an institution level, a need for pointed strategies bolstering policies and practices in recruitment, admission, hiring, and council/committee representation were suggested. From a systems perspective, strategies included the need for building and maintenance of equitable policy, collaborative research, and marketing and communication to ensure access and support for a diverse educator workforce in Oregon. Outside of these three interrelated strategies, several respondents expressed a desire for no change to TSPC's perceived responsibilities, citing the need to stay focused on licensing only and/or believing that the responsibility for equity lies with EPPs, districts, and/or other state agencies.

These findings help provoke continuing conversations around the role of TSPC in equitable policy and practice, and further highlight the need for multiple entities (ranging across schools, districts, EPPs, and TSPC) to collectively work toward a shared goal. Strategies, next steps, and certain suggestions for recommendations moving forward were shared with Commissioners at their June 2017 meeting. Figure 4 includes several salient quotes highlighting areas of potential improvement within and across individual, institutional, and systems-level entities.

Figure 4: Selected TSPC Survey Responses

Of course, this is an issue of great complexity, but as a starting point, TSPC should make it a priority to carefully examine the polices supported by the commission for barriers to a diverse work force.

TSPC needs to make sure assessments are meaningful and fair. In order to have equity, a 'one size fits all' mentality is not appropriate. TSPC needs to ensure that all candidates have an equitable opportunity to teach in Oregon. This may mean a variety of assessments and pathways will need to be created to serve this population.

Directly addressing the historical instances of racism in Oregon is a place to begin, and then extending this to examine the contemporary iterations of these racist ideologies in our current work. There must be a deep and systemic recognition that educators of color may hold a worldview and set of perspectives that are distinctly different from "whitestream" ways of being and knowing. Creating a 'welcoming' recruitment environment for educators of color should not require educators of color to conform nor 'perform' whiteness. This will take a big shift in thinking for many with historic power in Oregon.

A very helpful strategy would be to provide significant scholarships and forgivable loans to allow prospective teachers of color to attend the graduate teacher preparation program of their choice. In addition, financial support for school-based mentoring programs once teachers are hired in Oregon schools would be helpful at increasing retention.

Continue to refine the TSPC website to make it easier for young people to get information about the requirements for licensure and where they can go to find programs ... finding that information is not easy. This is compounded for students of color and limited English proficiency who may not be aware that teachers like them exist in Oregon outside of the three major metro areas in the state.

For our teacher candidates of color, they have to still navigate a public school environment that is Eurocentric in cultural values. To get to the root of this, require Oregon teacher licensure programs to integrate systemic equity issues and culturally responsive practices in all preparation courses, not just a stand alone course on equity.

Even in districts that do not have bilingual or dual-language programs, emphasis should be placed on hiring bilingual and bicultural teachers. Students (and staffs) need to see and hear other races and other languages.

It does no good to have an all white committee come with guidelines and rules around increasing the number of people of color or people from diverse backgrounds. What does the white person sitting across from the person of color truly know about what life is like for them. Lead by example, not words.

While test scores do provide a measure of information, TSPC needs to weigh the competency of the test results through a lens of cultural awareness, ethnic diversity, and implicit bias. Testing scores and the ability of the candidates may not correlate in CONNECTING with students, EMPATHIZING, and EDUCATING.

Has TSPC conducted interviews or data gathering? Our students will be best served by employing people of color in teaching roles as well as administrative roles. Difficult and honest questions must be asked and people of color must be truly heard.

The evidence is not new; bias exists and students of color consistently lag behind white students due to institutional bias and school district boundary/ funding shortfalls. Students of color need extra support and acknowledgement that they must work harder for success than their white peers. Teachers must actively work toward racial equity and justice. People of color must be at the forefront of this movement.

TSPC should set policy requirements for Colleges of Education that examine in depth the racial history of Oregon. This part of Oregon's history is not taught in a critical way. People often wonder why there are so few black teachers in the state of Oregon and I have to wonder if it is because of this legacy. If colleges of education could begin to address this in an honest and open manner, Oregon might be seen as a welcoming place for talented teachers of color to work in the profession of education.

Recommendations Adopted by the Governor's Council on Educator Advancement

Earlier this year, Governor Brown issued Executive Order 16-08 charging a Council on Educator Advancement with providing her with recommendations on how to ensure that Oregon educators have access to high-quality professional learning and support. After reviewing the 2016 Educator Equity Report and subsequent recommendations, the Council included two key policy proposals related to diversifying the educator workforce within the Council's ten recommendations presented to Governor Kate Brown in November 2016:

Council Recommendation 1 Create and deepen partnerships between Pre-Kindergarten (PK) services, districts, community colleges and universities to promote interest in the teaching profession, coordinate teacher and administrator preparation efforts and share data sets needed to achieve a high-quality pool of licensed professionals.

Council Recommendation 2 Streamline career pathways into teaching and provide financial resources and supports to achieve an educator workforce in Oregon that is equity-driven and more reflective of PK-12 student demographics.

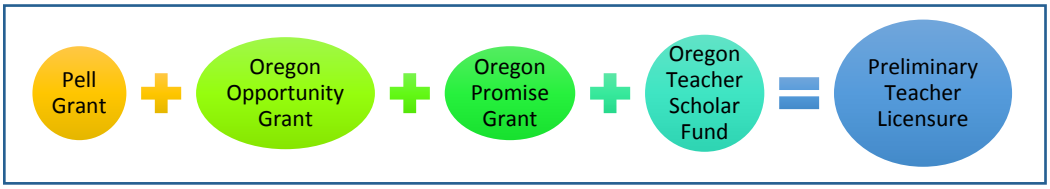
Allegretto and Mishel (2016)[2] note that while education preparation program costs have increased, salaries for teachers trail behind those of other college graduates by 17 percent. Even with the help of PELL and Oregon Opportunity grants, Oregon's new teachers can graduate from their programs and start their careers with debt easily ranging between $20,000 to $50,000. Based on research from six other comparative states, the Educator Equity Advisory Group recommended scholarships of $5000 a year for up to two years to support culturally or linguistically diverse teacher candidates enrolled in Oregon educator preparation programs.

Student teaching without pay was simply not an option for me.

Teacher Candidate

Dialogue with the HECC Office of Student Access and Completion (OSAC) affirmed the ability of such a program to be implemented in Oregon with state funding from the Legislature. A draft Legislative Concept for the 2017 session, developed and approved by the Educator Advisory Group and forwarded to the Chief Education Office to share with the Council on Educator Advancement, outlined scholarships known as the Oregon Teaching Scholars Program to help attract and increase the number of culturally and linguistically diverse teachers available for hire. Figure 5 shows an example of how such a two-year state scholarship could be leveraged in combination with PELL Grants, Oregon Opportunity Grants, and Oregon Promise (if applicable) to dramatically reduce student debt, especially when combined with university scholarships. As one teacher candidate shared, "Student teaching without pay was simply not an option for me."

Figure 5: Proposed Financial Assistance Mechanism for Undergraduate Teacher Candidates



The Educator Equity Advisory Group envisions that Oregon Teaching Scholars would be selected annually from educator preparation programs in Oregon. Each Scholar would be eligible for up to $5,000 for up to two years. The scenarios in Figure 6 below illustrate how supports could span across each stage of a culturally and linguistically diverse candidate's journey towards becoming an educator.

2 Allegretto, S.A. and Mishel, L. (2016). *The teacher pay gap is wider than ever. Teachers' pay continues to fall further behind pay of comparable workers.* Washington, DC: Economic Policy Institute. Retrieved from http://www.epi.org/ les/pdf/110964.pdf.

Figure 6: Support Scenarios for Oregon Teacher Scholars

STAGE ONE: Culturally and linguistically diverse candidates declaring their intent to become teachers would be identified and invited to join the **Oregon Teaching Scholars Network**. The Network would welcome students enrolled in early teacher cadet programs in K-12 schools, community college and university pre-education classes for which they are awarded credit, as well as current school employees interested in becoming licensed, and licensed educators of color seeking employment. All participants would have access to networks and supports that would continue through to initial employment as a teacher.

STAGE TWO: The **Oregon Teaching Scholars Network** would provide information related to volunteer opportunities, early field experiences, access to pre-education courses, test preparation supports, and summer internships working with culturally and linguistically diverse youth, workshops, field trips, site visits, and networking opportunities such as job fairs and culturally specific community networking events like "Say Hey". A cultural navigator for the program would help Scholars navigate admissions, financial aid/scholarships, and program requirements. Scholars would be invited to professional development/recruitment events and workshops offered throughout the year both in person and via the Internet. This stage could begin for Scholars when they enter either a community college or 4-year institution declaring education as a major.

STAGE THREE: **Oregon Teaching Scholars** accepted into an educator preparation program would be able to use the scholarship to pay for classes, fees, or help defray costs of required licensure assessments and student teaching. Educator preparation programs with **Oregon Teaching Scholars** would be encouraged to generate tuition remissions, work study opportunities, and additional scholarships for candidates.

STAGE FOUR: Once an **Oregon Teaching Scholar** is enrolled in an educator preparation program, he or she would continue to be mentored and when possible, placed in a clinical settings working with culturally and linguistically diverse students.

STAGE FIVE: Leading up to graduation and up to two years following graduation, **Oregon Teaching Scholars** could be provided career coaching related to resume development, job networking, interviewing, and skills to help navigate cultural barriers in the workplace.

STAGE SIX: Hiring districts would commit to provide each **Oregon Teaching Scholar** with a Beginning Teacher Mentor for at least two years. (Districts would be encouraged to provide a mentor who is culturally or linguistically diverse when available and to connect newly hired educators of color with existing community organizations such as OALA, Say Hey, Oregon Alliance of Black School Educators, and the Oregon Association of Bilingual Educators.)

STAGE SEVEN: Once employed, **Oregon Teaching Scholars** would be invited to help recruit others to the teaching profession. They would be invited to mentor current Oregon Teaching Scholars and help give back to the program.

Oregon Educator Equity Community Engagement Meeting

In November, the Oregon Educator Equity Advisory Group hosted a community conversation. Although fewer than 30 participants attended, valued feedback was gathered on continuing barriers and potential actions needed to address the issue at multiple stages of an educator's career as shown in Figure 7.

Figure 7: Analysis of Oregon Educator Equity Community Conversation Feedback

	Remaining Barriers	Actions Needed
Initial Recruitment	• How do we get individuals interested in the teaching profession?	• Program models that ladder students from HS to teacher preparation programs • Power of teachers, principals and other professionals in recruiting and retaining educators • Tap parent volunteers to move into the work force. Need Pathways for community members to become assistants and teachers • Community networkers • Look to other professionals like law enforcement who are rethinking entrance qualifications. • Appeal to career changers.

	Remaining Barriers	Actions Needed
Initial Recruitment	• Money, time, and benefits (health care) • Tuition costs for small liberal arts institutions where class sizes are small • Not enough bachelors' level programs—MAT is more costly and take longer before able to be hired	• Loan Forgiveness as well as Scholarships • Need to simplify loan forgiveness paperwork • Improve articulation between community college and four-year programs.

Preparation	• Two-year to four-year articulation systems are ineffective
	  o Inefficient transfer system
	  o Agreements on credits
	  o Unclear pathways
		• Work innovatively with community college partners

Preparation	• High stakes exams and affiliated costs • GPA barriers for entrance into educator preparation programs • Accreditation mandates that impact Ed Prep program policies • How do we better prepare new teachers to walk right into position as 1st year teachers? • Challenges for district employees to retool for careers in teaching while still working	• Alternatives to tests--- select assessments that are relevant to the work they will be doing • Support service for those to prepare tests • Partnership "residential model" of students teaching. Preparing teachers to teach in specific districts. • Emergency certifying paraprofessionals as substitutes • Elevation of Classified staff with teacher pathways •
Hiring/Induction	• Teachers' contracts written to protect experience. • Structures end up hurting teachers of color.	• Rethink timing of hiring; being able to offer positions to desirable candidates currently in teacher prep programs • Don't ask about salary history on job application. • Anti-bias training for people who are on search groups. • More staff contract language like Salem Keizer

	Remaining Barriers	Actions Needed
Induction	• Complexity of system and how to a byzantine system. • Privilege of those who can manipulate the system.	• Use cultural navigators and community networkers • Community partners (organizations) working with staff at schools to help with orientation and acclimatization – helps with staff retention.
Retention	• Alienation • Zero educators of color • Zero cultural sustaining content	• Culturally responsive training for white mentors • Affinity groups to address retention (Beaverton) Need a video of what this looks and send out to different districts to get them trying this. • More programs like OALA protégé program to help educators of color navigate their work world. • Support legislation that promotes cultural responsiveness. • Promote research on impact of teachers of color on student learning.

Perspectives from Other Statewide Engagements

In a well-documented process, the CEdO's Education Innovation Officer hosted 64 statewide face-to-face engagement sessions focused on identifying promising practices for school districts that both engage and empower students on their path to graduation The meetings spanned across 32 Oregon counties, thereby reaching diverse groups of participants, including parents, family members, students, educators, community-based organizations, members of Oregon's Federally Recognized Tribes, business leaders, and community members actively interested, engaged, and/or involved in regional school systems. Engagement sessions were conducted on location, offering the unique opportunity to converse with a range of participants from the surrounding community. Following a brief overview of the state of education outcomes in Oregon, each group was asked to openly respond to the same two questions:

1) What do you believe are the critical factors impacting high school graduation for students and families in your community?

2) What are some promising programs or practices that you have seen engage and empower students on their path to graduation in your community?

The prominent, overarching themes identified in the data included the need for increased and improved attention to equitable practices and outcomes, including culturally responsive practices and diversification of the workforce. Participants spoke to the need

for educators that resemble, "look like," or have similar backgrounds and histories to the students they serve. A workforce that more closely approximates its surrounding community allows for the development of culturally responsive and sustaining practices.

Educator preparation efforts and supports for teachers were referenced, especially in culturally diverse regions. Community members, parents, and students alike discussed a desire to populate classrooms with teachers and leaders that students of all backgrounds can relate to and trust as illustrated by some of their quotes:

In my community, about 1/3 of the population was Latino. I had a Spanish teacher in high school that told them blatantly that everything they learned was wrong in front of the entire class. It was very uncomfortable and disrespectful. The language classes in my school were taught by primarily white people. It was so uncomfortable.

Student, Hillsboro

> **Disconnected students and parents are often disconnected because of language and culture barriers. Diversity will boost student and parent involvement. (Student, Klamath County)**

> **In my community, about 1/3 of the population was Latino. I had a Spanish teacher in high school that told them blatantly that everything they learned was wrong in front of the entire class. It was very uncomfortable and disrespectful. The language classes in my school were taught by primarily white people. It was so uncomfortable. (Student, Hillsboro)**

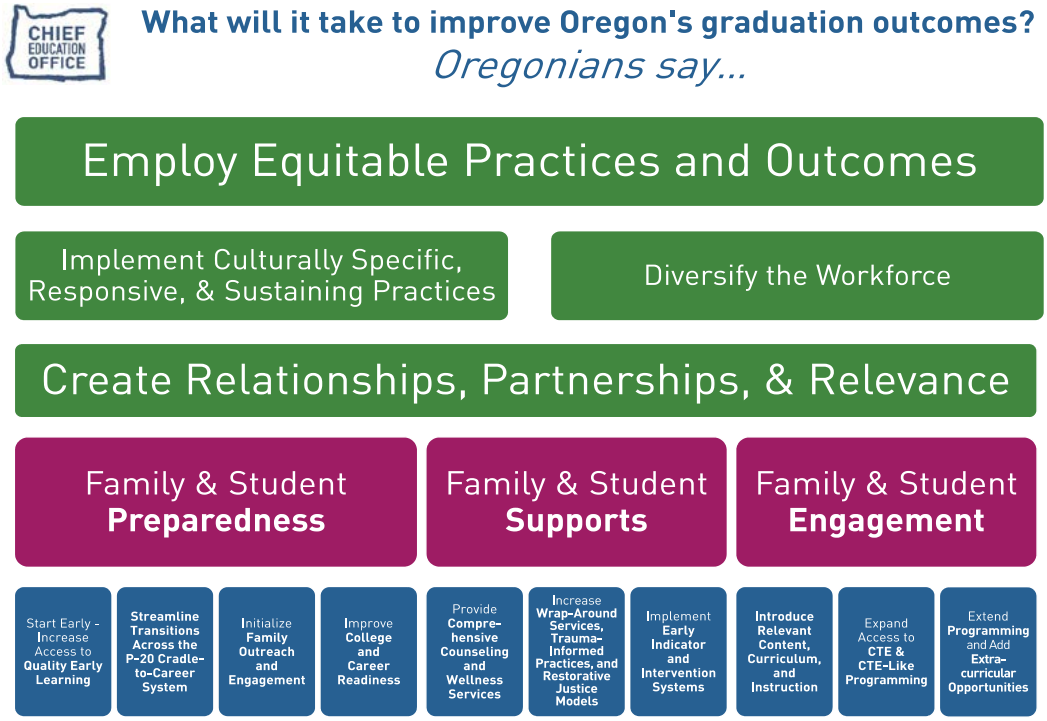
> **Many of the district staff don't know or understand our Tribal people; a bridge divides us—when our kids go over the bridge it is like they are in a different world—they are not seen. (Parent, Central Oregon)**

> **How do we incent people who look like the students they're serving? It's not enough to have them come back, but we have to find teachers that have experienced the same things. How do we incent them to live in the communities in which they serve? (Educator, Klamath Falls)**

A focus on improvements in equitable outcomes would ultimately lead to stronger relationships and feelings of belonging among students, parents, educators, and community members within the education system.

As shown in Figure 8 below, several emergent themes centered on equity and the opportunity and space to develop meaningful, connected, and lasting relationships with adults that provide the support and motivation students need to succeed in school. Participants believed that a focus on improvements in equitable outcomes would ultimately lead to stronger relationships and feelings of belonging among students, parents, educators, and community members within the education system.

Figure 8: A framework for Oregon education policy, budget prioritization, and action – including strategies and accompanying initiatives that represent prospective investments or inputs with respect to regional and local needs.



Issues of Safety and Acceptance in Oregon Schools

Recent decisions made by the White House have resulted in increased reports of institutional racism and micro-aggressions within schools. This spring, Governor Kate Brown issued an Executive Order renewing Oregon's commitment to protecting its immigrant, refugee, and religiously-diverse residents. This was followed by the State Board of Education passing a resolution reaffirming its stance that Oregon schools should be safe and welcoming for all students, regardless of national origin, immigration status or documentation status. Although not a direct reflection of the demographics of Oregon's educator workforce, the emerging needs that fall to schools seeking to provide a safe learning environment for all students call for direct actions by educators to relate to families who are undocumented immigrants. The ability to do so effectively is hampered by a dearth of bilingual educators and educators whose own experiences and community connections can help inform how support and communication is provided to students and their families.

We are testing incoming teachers but we have hundreds of teachers and administrators in our school districts who are never receiving follow up on those issues. If we are going to changes the things that need to be changed we need to not only look at incoming educators but we need to look at school districts as a whole.

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.

In April, the Oregon Educator Equity Advisory Group heard testimonials (Figure 9) from citizens who spoke to a multitude of issues related to student safety, micro-aggressions initiated by students, teachers, and administrators, blatant racism, a lack of response from teachers and administrators when issues of racism or safety are called out, and the need for all educators to develop and practice skills to respond effectively to micro-aggressions in the classroom and school. They also spoke to the lack of family and student voice on state policy groups, licensing/state reciprocity issues, ineffectiveness of the state's required Civil Rights Test for educators, lack of culturally relevant and responsive instruction in schools, inequities across district programs based on school location, lack of diverse educators for Oregon schools, treatment of educators of color and fear of recrimination, and a perceived lack of accountability for administrators who perpetuate racism or fail to address it.

Figure 9: Sample Testimony Shared with Educator Equity Advisory Group

TSPC needs to be putting greater resources towards finding and documenting the educational background the university experience, of potential teachers who are immigrating into the United States. Finding those records from overseas is extraordinarily difficult and for some individuals it is impossible; they need help and if they do not get that help we are not going to get the teachers we need with a foreign language.

I have spent almost $700 already trying to jump through all the hoops that TSPC has in place and the civil rights exam did not challenge me at all.

When white teachers try to teach lessons on black history in a classroom filled with kids that have different nationalities they need to know what they are talking about and not say anti-black comments to the students in the classroom.

So many of our children do not have a culturally relevant education. We are testing incoming teachers but we have hundreds of teachers and administrators in our school districts who are never receiving follow up on those issues. If we are going to changes the things that need to be changed we need to not only look at incoming educators but we need to look at school districts as a whole.

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.

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.

Every Student Succeeds Act and Oregon's Plan

Despite changes in the Department of Education as a result of the presidential election, the nation's Every Student Succeeds Act (ESSA) signed by President Obama has moved forward, reauthorizing the nation's federal education law and advancing equity by upholding critical protections for America's disadvantaged and high-need students. Oregon's ESSA Plan was signed by Governor Kate Brown and submitted on May 3, 2017.

Statewide data included in the state's ESSA plan reveal areas of disproportionality between Oregon's 572 Title I schools and 667 non-Title I schools. Table 3 reports the percentage of Title I and non-Title I schools with either any core courses or 50%+ core courses taught by either Out of Field (OOF)[3] teachers or teachers who hold a Preliminary or Initial teaching license[4] The data show that students in Title I schools are 8 to 9 % more likely than students in non-Title I schools to have 50% or more of their core courses taught by teachers with only a Preliminary or Initial I license.

Students in Title I schools are 8 to 9 % more likely than students in non-Title I schools to have 50% or more of their core courses taught by teachers with only a Preliminary or Initial I license.

3 Out-of-field teachers have neither a regular license and endorsement to teach a course, nor a License for Conditional Assignment for the course.

4 Preliminary teachers hold an Initial I or Preliminary teaching license meaning they have less than 3-years of teaching experience.

Table 3: Disproportionate Access by District to Out of Field Educators in 2016-17

	Count of Schools		Percentage of Schools	
	Title I Schools	Non Title I Schools	Title I Schools	Non Title I Schools
	572	667		
	50%+ OOF	50%+ OOF	50%+ Prelim	50%+ Prelim
Students of Color	3.62%	3.50%	25.77%	16.19%
White Students, Not Hispanic	2.73%	3.61%	24.29%	16.26%
Economically Disadvantaged Students	3.20%	4.09%	25.63%	16.52%
Not Economically Disadvantaged Students	2.83%	3.20%	22.69%	16.04%
OUT OF FIELD (OOF)	OOF	Any OOF	Prelim	Any Prelim
Students of Color	9.46%	17.15%	34.57%	48.95%
White Students, Not Hispanic	7.00%	16.08%	30.58%	46.66%
Economically Disadvantaged Students	8.43%	18.66%	33.48%	49.83%
Not Economically Disadvantaged Students	6.92%	14.78%	28.60%	45.61%

Source: Oregon Department of Education Office of Equity, Diversity, and Inclusion

Notes: OOF = Describes teachers teaching a subject area (course) in which they have neither a regular license and the proper endorsement nor a License for Conditional Assignment. Any OOF=These students were taught any core classes (1-100%) by a teacher that was out-of-field. Data includes all students enrolled and teachers assigned to teach core content courses on May 2, 2016 in schools that receive Annual Report Cards. Economically disadvantaged data can be misleading as some schools/districts are considered entirely economically disadvantaged due to the Community Eligibility Provision.

Within Title I schools, students of color are 1.48% more likely than white students to have 50% or more of their core courses taught by relatively inexperienced teachers. Likewise, students in Title I schools who are economically disadvantaged (a term still preferred by the U.S. Department of Education) are almost 10% more likely than students who are not economically disadvantaged to have 50% or more of their core courses taught by relatively inexperienced teachers. However, there is less than a percentage point of difference between the percentage of any group of students in Title I schools and non-Title I schools who have 50% or more of their core courses taught by Out of Field teachers. Students in non-Title I schools are 8 to 10% more likely than students in non-Title I schools to have any courses taught by Out of Field teachers. One possible explanation could be the variety of elective or CTE classes offered at the non-Title I school including course for which there are no license or endorsement areas. ODE will continue to collaborate with stakeholders to update and review these data and provide supports to school districts that ensure all students have equitable access to excellent educators.

Oregon ESSA Plan Strategies Relevant to This Report

Within the Effective Educators section in Oregon's ESSA Plan, there are a number of identified strategies specifically related to this report:

1) ODE will work with districts and other partners to develop more robust human capital and talent management (i.e. recruitment, hiring, retention) strategies that: support development of district policies and strategies for the recruitment and retention of culturally and linguistically diverse educators.

2) Strategies will be implemented from the American Indian/Alaska Native State Plan to diversify the hiring pool of American Indian/Alaska Native teacher candidates.

3) With the passing of SB 13 (Objective 7 – requiring American Indian curriculum in the classroom) ODE will be working with TSPC to create an Indigenous Education and Sovereignty Certificate for educators.

4) The Educator Equity Advisory Group will continue to evaluate licensure requirements for challenges candidates of color face during the preparation phase.

5) Seed funding will be sought for a phased-in expansion of university/district partnerships in communities where students of color exceed 40 percent of the student population.

6) Coordination of plans need to continue amongst partners from each equity-focused state plan work group and regular reporting to the Legislature via future Educator Equity Reports.

7) ODE will require school districts to include data in their Comprehensive Needs Assessment on the disproportionate rates of access to educators as part of districts' continuous improvement process in order identify opportunities to make continuous progress towards closing potential belief, opportunity and systems gaps.

8) ODE will provide differentiated technical assistance to districts when data analysis and needs assessments reveal disproportionalities and when it is determined that systems for professional learning are in need of additional development.

What the Research is Saying

Approaches to Diversifying the Teacher Workforce

In 2016, the Brown Center on Education Policy at Brookings published a provocative report co-authored with leaders from the National Council on Teacher Quality. This report used a workforce model to manipulate teacher inflow and outflow numbers to estimate how workforce demographics would shift if a solution or combination of solutions could overcome obstacles to increased diversity. Putnam, Hansen, Walsh and Quintero (2016)[5]looked at outcomes based on five opportunity scenarios (e.g., equating hire rates of minority teacher candidates to those of white candidates, including the examination of additional proactive strategies such as bringing in a higher proportion of minority candidates to consider teaching than white candidates). They found the following with regard to approaches examined:

1) Motivating more adults of color in pursuing a career in teaching: If as high a proportion of black and Hispanic students and adults would choose teaching as white students and adults do currently, the black diversity gap would be reduced by two percentage points and the Hispanic diversity gap by seven percentage points.

2) Increasing college graduation rates for students of color: If black and Hispanic students graduate from college at the same rate as white students, workforce diversity gaps would drop by over one percentage point and by five percentage points, respectively, by the year 2060.

3) Hiring more teachers of color: Just increasing hiring from the pool of available minority teachers (all things equal) does almost nothing to achieve parity.

4) Retaining more teachers of color: If districts were to achieve the same retention rate for black teachers as they do for white teachers, the black diversity gap would shrink by two percentage points by 2060.

5) A combination of strategies across 1-4: Combining hiring and retention strategies alone will not close the diversity gap.

Most significant in their findings is that "proactive strategies intended to promote minorities at every point in a teacher's career pathway would accelerate the timetable to reach parity, which is calculated to occur in 2022 and 2026 for black and Hispanic teachers, respectively" (p. 14). As has been noted in previous Oregon Educator Equity Reports, achieving a diverse teacher workforce requires a long-term set of strategies, and in our opinion, the political will or moral imperative to sustain efforts.

Benefits of Same Race Teachers for Students of Color

The positive academic impacts resulting from students of color having teachers of color

5 Putman, H., Hansen, M., Walsh, K., & Quintero, D. (2016). *High hopes and harsh realities: The real challenges to building a diverse workforce.* Washington, DC: Brown Center on Education Policy at Brookings. Retrieved from: https://www.brookings.edu/wp-content/uploads/2016/08/brown-center_20160818_teacherdiversityreportpr_hansen.pdf.

has been clear for some time. For example, Dee (2004)[6] found that third grade black and white students randomly assigned to racially similar teachers saw improved math and reading test scores by roughly two to four percentile points. Dee found the largest effects when black students were assigned to black teachers.

Several new research studies made possible by use of large-scale and longitudinal data sets are now extending findings beyond previously known short term effects of same-race teachers to include improved test scores, attendance, and fewer suspensions. A new study by Gershenson, Hart, Lindsay, and Papageorge (2017)[7] finds that black males assigned to a black teacher in the third, fourth, or fifth grades significantly reduces the probability by 39% of dropping out of high school, a trend especially profound among economically disadvantaged black male students. This level of exposure also increases aspirations of attending a four-year college among both male and female low-income black students.

A new study by Gershenson, Hart, Lindsay, and Papageorge (2017)7 finds that black males assigned to a black teacher in the third, fourth, or fifth grades significantly reduces the probability by 39% of dropping out of high school, a trend especially profound among economically disadvantaged black male students. This level of exposure also increases aspirations of attending a four-year college among both male and female low-income black students.

In addition to academic outcomes, Egalite and Kisida (2017)[8] show that assignment of a student, particularly a student of color, to a demographically-similar teacher affects student reports of personal effort, happiness in class, feeling cared for and motivated by their teacher, the quality of student-teacher communication, and college aspirations.

Egalite and Kisida's research also demonstrates that teachers of color may be particularly well situated to explain new material in a culturally relevant and engaging way. For black students in particular, black teachers ask probing questions to make sure students understand class material, explain what they are learning and why (including different approaches if there is a lack of understanding), provide helpful comments about mistakes on assignments, and invites them to share insights and ideas. In this way, demographic matches between students and teachers often influence students' academic perceptions and attitudes and help shed light on the many ways students are affected by the wide demographic divide in American public education.

Learning from Other State Efforts

Earlier this year, the Educator Equity Advisory Group was contacted by the Minnesota Education Equity Partnership (MnEEP) after reading 2016 report. Their state has a diversity gap is even more dramatic (28% students of color and 4% teachers of color). In February 2017, Minnesota Representative Carlos Mariani Rosa, MnEEP Executive Director and Senior Policy Fellow Rose Chu traveled to Oregon to meet with the Advisory Group.

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6 Dee, T. S. (2004). Teachers, race, and student achievement in a randomized experiment. *The Review of Economics and Statistics*, 86(1), 195-210.

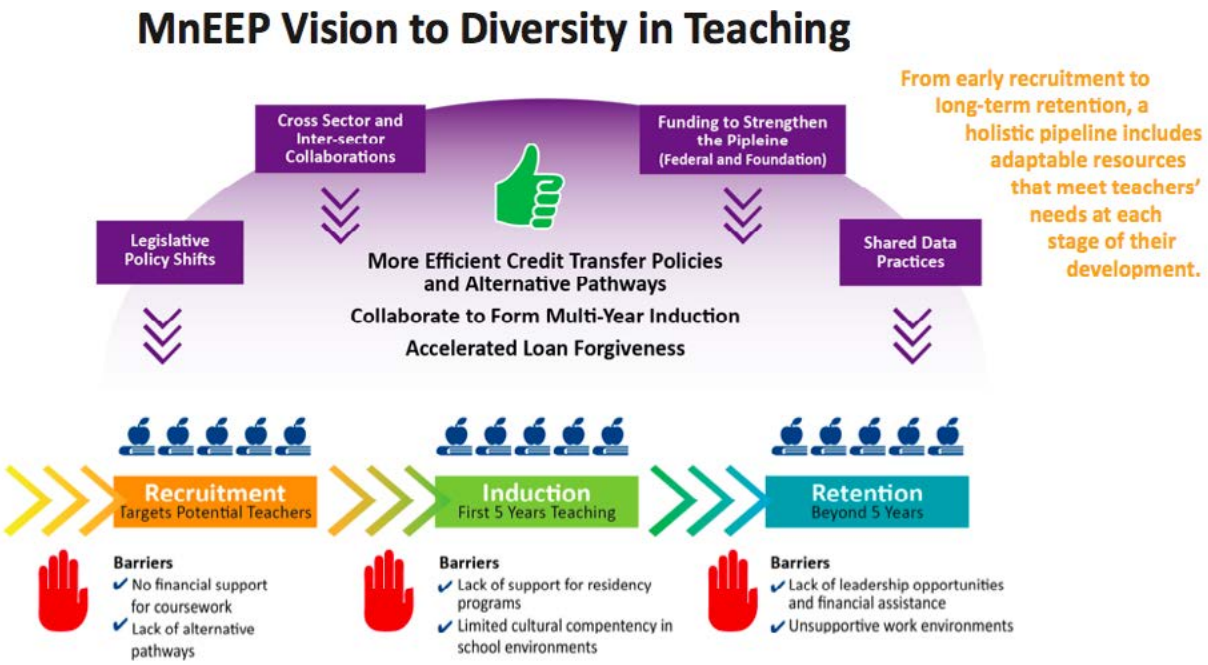
7 Gershenson, S., Hart, C.M.D., Lindsay, C.A. & Papageorge, N.W. (2017) The long-run impacts of same-race teachers. Retrieved from: http://ftp.iza.org/dp10630.pdf.

8 Egalite, A. & Kisida, B. (2017). 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.

While in Portland, they met with President Andrea Cook from Warner Pacific University, Oregon's only four-year institution in Oregon to be listed as an Emerging Hispanic Serving Institution. They also visited Portland Teachers Program Director Deborah Cochrane and shared their state's efforts with the Advisory Group.

As illustrated in Figure 10, MnEEP has posed five simultaneous efforts that are needed: legislative policy shifts, cross-sector collaborations, comprehensive recruitment and retention programs for teachers of color, shared data practices and overall adaptive responses to the evolving educational environment in the state.

Figure 10: MnEEP Vision to Diversity in Teaching



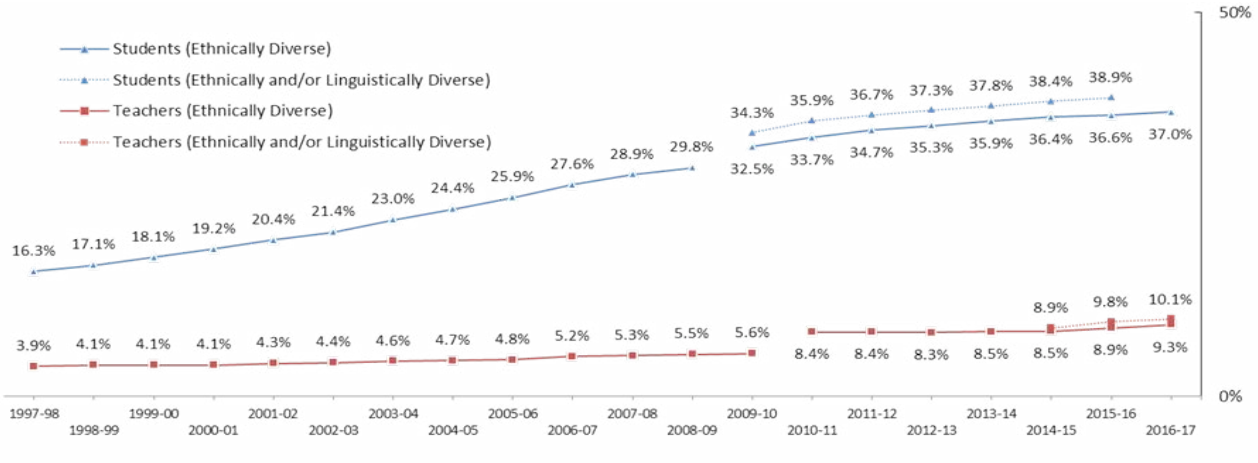
A similar structure will be utilized this year by the Educator Equity Advisory Group to frame and highlight next year's report findings and recommendations.

Data Findings

Student and Educator Demographics

Oregon continues to see small but steady increases in the diversity of the students served within Oregon's public schools. In the Fall of 2016-17 there were 577,379 K-12 students enrolled in Oregon's public schools and 213,630 (37 percent) were students of color. Although this report seeks to reflect both racial/ethnic diversity as well as linguistic diversity, data are not yet available on the on the linguistic diversity of K 12 students enrolled in 2016-17.

Figure 11: Oregon Culturally and Linguistic Students and Teachers



Source: Oregon Department of Education Annual Membership Report and Staff Collection Report

NOTE: 2015-16 data adjusted to reflect late corrections to the teacher race/ethnicities.

Student and Educator Diversity by District

The Educator Equity Advisory Group recommended reporting more than just a state average for the diversity of students served and educators employed in Oregon. Since 2015, this report has been tracking Oregon's most diverse school districts, defined as districts serving a percentage of students of color that exceeds 40 percent of the PK-12 student population. In 2016-17, 31 districts met this criteria with students of color ranging from 40 to 83 percent as shown in Table 4. Significant disparities between the diversity of students and educators continue to exist in nearly all of the districts that have more than 40 percent students of color. Five school districts have a gap of 60 percentage points or more between the racial/ethnic diversity of student and that of teachers. Only Dayton School District and Portland Public Schools have less than a 30% gap between the racial/ethnic diversity of student and that of teachers. Detailed analyses on data from each of these more diverse school districts are included in Appendix A.

Table 4: Demographics of Oregon School Districts with 40 percent or More Students of Color. from Oregon Department of Education.

School District	2016-17 Total Enrollment	Percent White and Non-Hispanic Students	Percent Students of Color	Percent Teachers of Color	Percent Administra-tors of Color
Woodburn SD 103	5650	17%	83%	28%	33%
Umatilla SD 6R	1356	27%	73%	12%	0%
Jefferson County SD 509J	2963	29%	71%	11%	0%
Nyssa SD 26	1162	30%	70%	10%	13%
Gervais SD 1	995	30%	70%	5%	40%
Ontario SD 8C	2432	33%	67%	10%	20%
Parkrose SD 3	3238	34%	66%	11%	17%
Reynolds SD 7	11538	34%	66%	6%	13%
Milton-Freewater Unified SD 7	1768	40%	60%	15%	0%
David Douglas SD 40	10616	40%	60%	10%	14%
Morrow SD 1	2228	41%	59%	6%	8%
Forest Grove SD 15	6219	42%	58%	26%	33%
Mt Angel SD 91	747	45%	55%	7%	0%
Hermiston SD 8	5645	45%	55%	8%	18%
Centennial SD 28J	6275	45%	55%	7%	29%
Hillsboro SD 1J	20686	47%	53%	12%	30%
Beaverton SD 48J	40806	49%	51%	12%	18%
Stanfield SD 61	506	50%	50%	7%	0%
Salem-Keizer SD 24J	41718	50%	50%	9%	11%
Central SD 13J	3310	50%	50%	3%	9%
Hood River County SD	4120	51%	49%	6%	13%
North Wasco County SD 21	3099	56%	44%	2%	0%
Powers SD 31	119	56%	44%	0%	100%
Dayton SD 8	981	56%	44%	15%	0%
Portland SD 1J	48198	57%	43%	19%	33%
Phoenix-Talent SD 4	2651	57%	43%	9%	25%
Annex SD 29	88	58%	42%	0%	0%
Tigard-Tualatin SD 23J	12808	58%	42%	11%	19%
Gresham-Barlow SD 10J	12124	59%	41%	9%	3%
St Paul SD 45	245	59%	41%	5%	0%
Long Creek SD 17	30	60%	40%	0%	0%

Source: ODE Fall Student Enrollment Data Collection

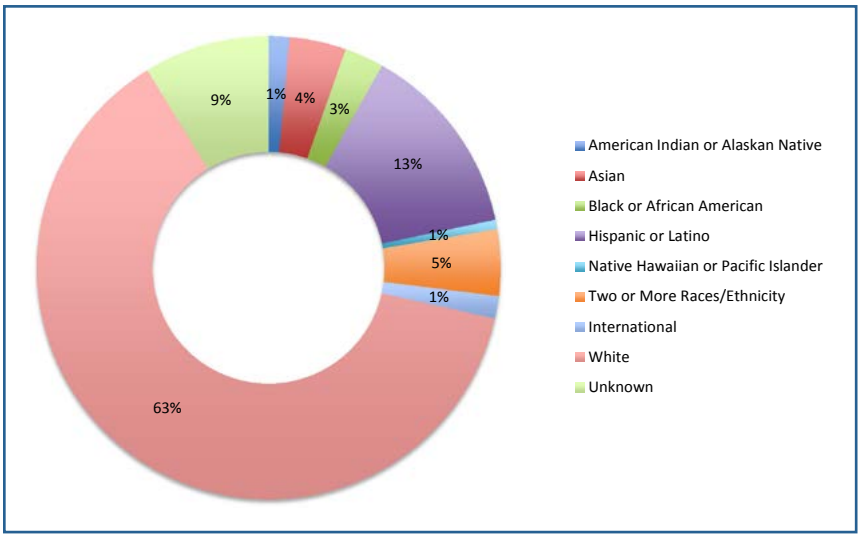
Diversity within Enrollment in Oregon's Higher Education Institutions

In 2016-17, thirty-seven percent of Oregon's K-12 student population identified as students of color. A slightly lower level (32%) of the 2015-16 graduating students identified as students of color. But how do the demographics of students enrolled in Oregon's higher education institutions compare to K-12 demographics?

Oregon Community College Student Enrollment Demographics

Figure 12 shows the race/ethnicity of 93,143 Oregon community college students enrolled in Fall 2015. While sixty-three percent of the students identified as white, one percent identified as international students, twenty-seven percent of students could clearly be characterized as students of color with the largest percentage (13%) identifying as Hispanic or Latino. An additional nine percent were reported as unknown race/ethnicity and many of these student are most likely also students of color.

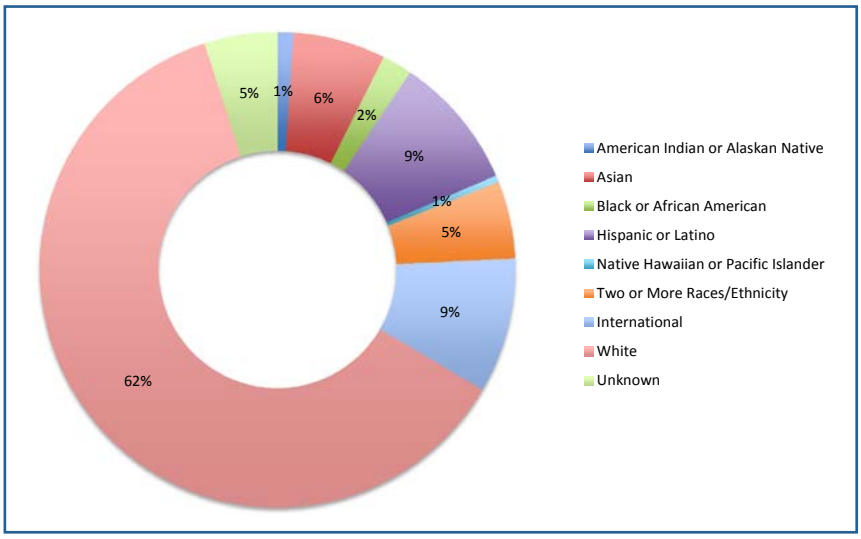
Figure 12: All Oregon Community Colleges; Percent of all students enrolled, by race/ethnicity: Fall 2015.



Oregon Public University Student Enrollment Demographics

Figure 13 shows the race/ethnicity of the 101,910 Oregon university students enrolled in Fall 2015. While sixty-two percent of the students identified as white, an additional nine percent identified as international students, and five percent were reported as unknown race/ethnicity. This leaves twenty-four percent of the students enrolled who could clearly be characterized as students of color with the largest percentage (9%) identifying as Hispanic or Latino. Clearly, there is a notable difference between Latino/Hispanic students enrolled in Oregon community colleges and those enrolled in Oregon's public universities.

Figure 13: All Oregon Public Universities; Percent of all students enrolled, by race/ethnicity: Fall 2015.

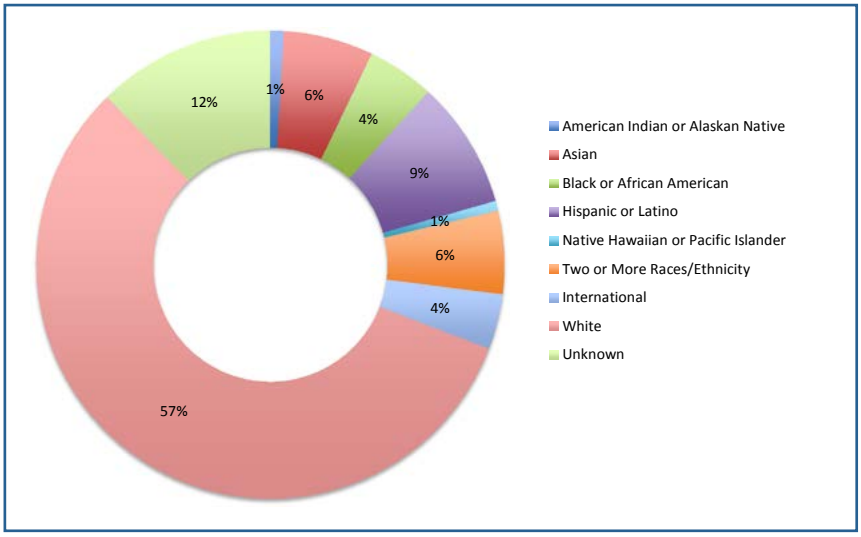


Source: Integrated Postsecondary Education Data System

Oregon Private Non-Profit College and University Student Enrollment Demographics

Within Oregon's private, non-profit colleges and universities, 33,563 students were enrolled in Fall 2015, fifty-seven percent of whom were white, four percent of whom were international, and twelve percent whose racial/ethnic identity was unknown. Figure 14 shows that within the thirty-one percent student enrollment who identified as students of color, nine percent were Hispanic or Latino.

Figure 14: All Oregon Private Non-Profit Colleges and Universities; Percent of all students enrolled, by race/ethnicity: Fall 2015.



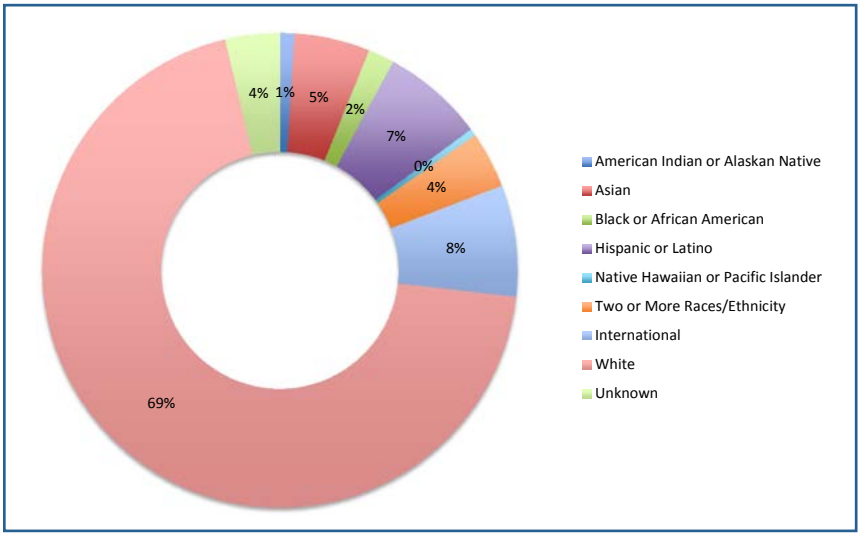
Source: Integrated Postsecondary Education Data System

Diversity within University Degrees and Certificates Awarded in Oregon's Higher Education Institutions

Oregon Public University Degrees and Certificates Awarded by Student Demographics

Another interesting data picture emerges when examining demographics for 23,496 students awarded certificates or degrees from Oregon public universities. Figure 15 shows the race/ethnicity of Oregon university students awarded a degree or certificate from a public university during the 2014-2015 school year. Sixty-nine percent of the students identified as white, eight percent identified as international students, and only four percent were reported as unknown race/ethnicity. The percentage of students of color awarded a degree or certificate was nineteen percent with only 7% Hispanic or Latino.

Figure 15: Oregon Public Universities; Percent of degrees and certificates awarded by race/ethnicity: July 1, 2014 - June 30, 2015.

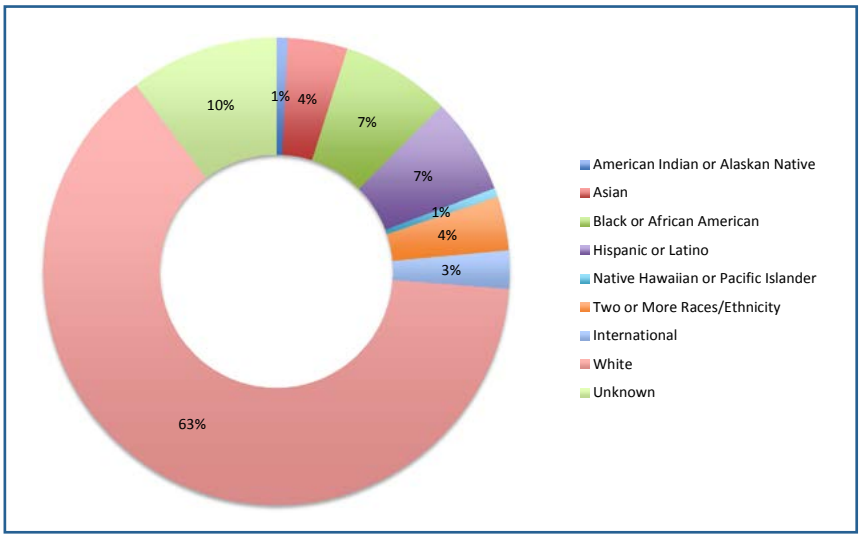


Source: Integrated Postsecondary Education Data System

Oregon Private and Non-Profit College and University Degrees and Certificates Awarded by Student Demographics

Figure 16 portrays the race/ethnicity of 11,574 Oregon private and non-profit college and university students awarded a degree or certificate during the 2014-2015 school year. Seventy-six percent of the students identified as white, ten percent identified as international students, and only three percent were reported as unknown race/ethnicity. The percentage of students of color awarded a degree or certificate was twenty-four percent with seven percent Black or African American students and seven percent Hispanic or Latino students.

Figure 16: Oregon Private or Non-Profit Colleges and Universities; Percent of degrees and certificates awarded by race/ethnicity: July 1, 2014 - June 30, 2015.



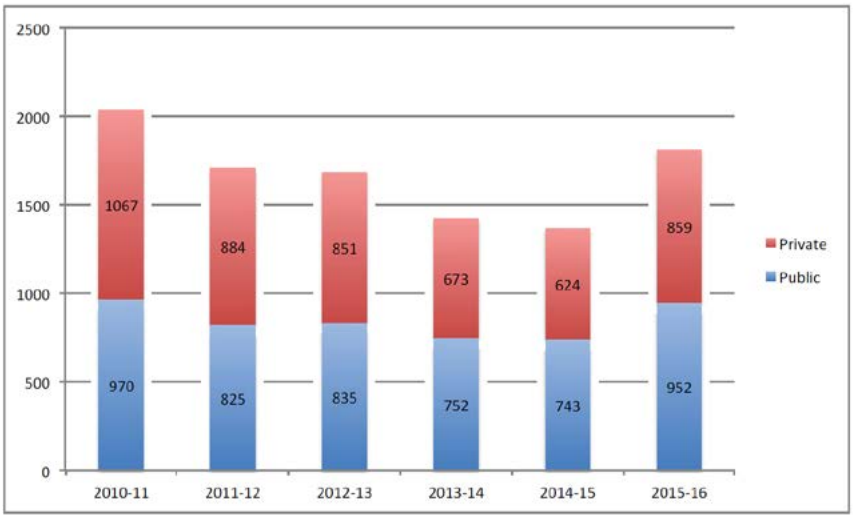
Source: Integrated Postsecondary Education Data System

Diversity within Oregon's Teacher Preparation Programs

In 2016-17 Oregon offered 18 teacher preparation programs, six of which are located at public universities and twelve of which are at private universities or colleges (one program will sunset as of May 31, 2018). There is great variability in size of campus and the number of graduates produced and all but one campus are located in more urban communities near the I-5 corridor. Of the 18 programs, one provides a preliminary teacher licensure program at the undergraduate level only, four provide a preliminary teacher licensure program at the graduate level only, and thirteen provide a preliminary teacher licensure program at both the undergraduate and graduate levels.

Although Oregon legislation only requires data on the state's six public universities who prepare teachers, not-for-profit universities and private for-profit universities contribute significantly to the diversity of a candidate pool for teaching positions in Oregon; thus, data for public, private not-for-profit, and private for-profit (EPPs) are included in this report. Figure 17 shows the relative contribution of both public and private non-profit/for-profit programs over the past six years in terms of preparing new teachers.

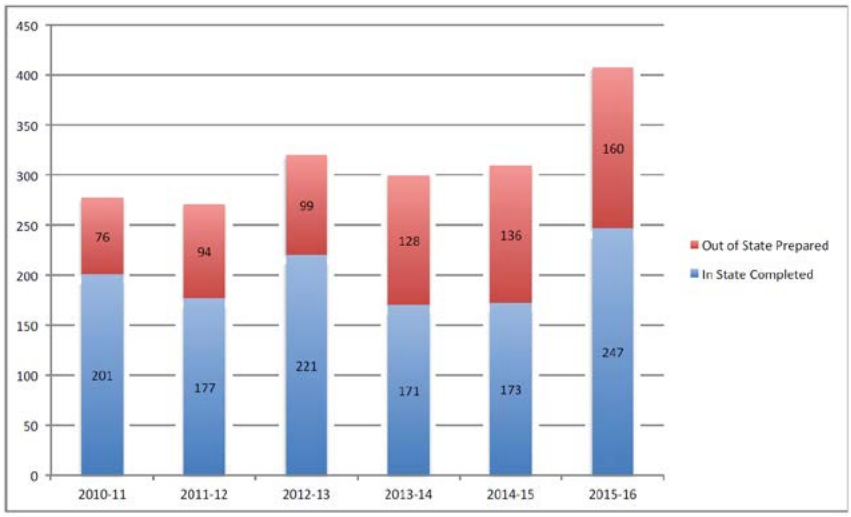
Figure 17: Oregon Public and Private Initial/Preliminary Teacher Licensure Completers



Source: Westat data provided by the Oregon Teacher Standards and Practices Commission

Given that districts often hire teacher candidates who were prepared in other states, this report includes data on the number of Initial/Preliminary teacher licensures issued by TSPC. Although there was a significant increase in 2015-16 for both in-state and out-of-state licensures as shows in Figure 18, the percentage of in-state prepared candidates stayed within 5% of last year's data. Some of these teachers may be the result of targeted out-of-state recruitment by school districts seeking to hire a more diverse workforce.

Figure 18: Out of State Compared to In-State Racially Diverse Teacher Candidates.



Source: Westat data provided by the Oregon Teacher Standards and Practices Commission

Who Could Be Preparing to Become a Teacher?

The Oregon Educator Equity Advisory Group continues to consider Oregon's graduating class student demographics as one aspirational metric for educator preparation programs. If education preparation programs were able to graduate candidates who mirrored the demographics of Oregon's graduating high school students, the pool of traditional age candidates entering teacher education programs should be over 32 percent racially diverse to reflect the 2015-16 five year graduating cohort shown in Table 5.

The pool of traditional age candidates entering teacher education programs should be over 32 percent racially diverse to reflect the 2015-16 five year graduating cohort.

Table 5: Goal for Oregon Teacher Enrollees to Mirror HS Graduating Class Student Demographics

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Multi-Racial
2015-16 Five Year Cohort	1.40%	4.70%	2.30%	18.60%	0.60%	67.60%	4.80%

Source: Oregon Department of Education Fall Student Membership Report

Who is Preparing to Become a Classroom Teacher in Oregon?

Formally, state efforts to track candidates starts during enrollment in an educator preparation program, defined as when a candidate submits an application for finger-printing required prior to first placement in a field experience after admission to an Oregon-approved educator preparation program. This serves as a proxy for enrollment data and distinguishes between teacher candidates and those who may be taking an education course but not pursuing a preliminary license.

Of the 2290 candidates enrolled in a preliminary teacher licensure program, 578 (25.24 percent) were racially/ethnically diverse compared to 501 (23.44 percent) in 2014-15. This represents more than a nine percent increase since first reported in the 2015 Oregon Educator Equity Report. The Advisory Group applauds this positive trend documented for the third year running and credits some of the increases to pre-college level career programs promoting the education profession, community college pathways, and district/university partnerships that have been initiated in the last few years.

Enrollment data in Table 6 provided by Westat for Oregon's 17 teacher preparation programs operating in 2016-17 show that of the 2290 candidates enrolled in a preliminary teacher licensure program, 578 (25.24 percent) were racially/ethnically diverse compared to 501 (23.44 percent) in 2014-15. This represents more than a nine percent increase since first reported in the 2015 Oregon Educator Equity Report. The Advisory Group applauds this positive trend documented for the third year running and credits some of the increases to pre-college level career programs promoting the education profession, community college pathways, and district/university partnerships that have been initiated in the last few years. With continued investments, the state should be able to realize an even greater increase in racially diverse candidates enrolling and completing educator preparation programs within the next three years.

Table 6: Demographics of Candidates Enrolled in Teacher Education Preparation in 2016-17.

Institution	Total	Hispanic or Latino	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Multi-Racial
Public Institutions	1132	115	18	45	21	8	820	35
Eastern Oregon University	100	8	2	2	2	0	82	0
Oregon State University	163	8	0	4	1	2	130	10
Portland State University	469	75	7	29	10	2	289	23
Southern Oregon University	110	2	3	2	0	2	92	0
University of Oregon	141	17	3	6	2	0	103	0
Western Oregon University	149	5	3	2	6	2	124	2
Private Institutions	1158	73	10	40	23	9	892	66
Concordia University-Oregon	230	2	1	4	11	2	172	17
Corban University	50	0	0	0	0	0	46	3
George Fox University	275	21	3	12	3	1	204	13
Lewis and Clark College	81	4	0	2	0	0	64	3
Linfield College	48	5	1	1	3	0	29	6
Marylhurst University	42	3	0	1	1	0	34	0
Multnomah University	17	0	0	0	0	0	17	0
Northwest Christian University	106	3	1	0	2	1	97	2
Pacific University	101	10	1	6	0	2	77	5
University of Portland	118	11	2	12	2	2	84	14
Warner Pacific College	90	14	1	2	1	1	68	3
Totals	2290	188	28	85	44	17	1712	101

Source: Oregon Teacher Standards and Practices Commission

Teacher Candidate Completers

Another key data point for the state occurs when candidates have been recommended for licensure by a Commission-approved educator preparation program. This data point represents a proxy of newly prepared teacher candidates who have completed teacher licensure program requirements and are ready to seek a teaching license. It should be noted that these data can provide a slightly inflated indicator of teacher supply, as some candidates apply for teaching positions in other states, some may not seek a license, and others complete and obtain a license but do not seek employment.

Data from Westat shows that of the 1,793 preliminary teacher licensure completers from public and private institutions in 2015-16, 245 (13.7 percent) were racially/ethnically diverse teacher candidates, a significant increase from the 10.3% reported for program completers in 2014-15. With less than a 4% difference between the percentage of racially/ethnically diverse graduates from public and private non-profit teacher preparation programs, it is apparent that a collective effort is underway.

Data from Westat shows that of the 1,793 preliminary teacher licensure completers from public and private institutions in 2015-16, 245 (13.7 percent) were racially/ethnically diverse teacher candidates, a significant increase from the 10.3% reported for program completers in 2014-15. With less than a 4% difference between the percentage of racially/ethnically diverse graduates from public and private non-profit teacher preparation programs, it is apparent that a collective effort is underway.

Among the public institutions who had 145 racially/ethnically diverse program completers in 2015-16, Portland State University, had the highest number (N = 61) and highest percentage (20 percent) of racially/ethnically diverse program completers as shown in Table 7. However, compared to 2014-15, all but one institution showed an increase in the number of racially/ethnically diverse program completers and three out of six public institutions had a higher percentage of racially/ethnically diverse program completers.

Among the private not-for-profit institutions who had 99 racially/ethnically diverse program completers in 2015-16, University of Portland had the highest number (N = 23) and highest percentage (21%) of racially/ethnically diverse program completers as shown in Table 7. However, compared to 2014-15, seven out of the ten institutions showed an increase in the number of racially/ethnically diverse program completers and although some programs had very small numbers of completers in general, eight institutions had a higher percentage of racially/ethnically diverse program completers than in 2014-15.

Table 7: Demographics of 2015-16 Program Completers in Oregon Teacher Preparation Programs. Dates of completion between 9/1/15 - 8/31/16

Institution	Total	Hispanic or Latino	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Multi-ethnic	Not Specified	Other
Public Institutions	952	48	11	32	9	3	754	42	46	7
Eastern Oregon University	96	4	0	0	0	1	83	5	2	1

Institution	Total	Hispanic or Latino	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Multi-ethnic	Not Specified	Other
Oregon State University	139	4	2	5	0	0	118	5	5	0
Portland State University	302	22	5	13	7	0	220	14	18	3
Southern Oregon University	122	5	1	4	0	0	102	2	6	2
University of Oregon	170	7	2	10	1	1	130	11	7	1
Western Oregon University	123	6	1	0	1	1	101	5	8	0
Private Institutions	841	20	4	26	10	4	688	36	47	6
Concordia Universi-ty-Oregon	228	6	0	2	3	2	194	9	11	1
Corban University	31	0	0	0	0	0	30	1	0	0
George Fox University	128	1	1	1	0	0	116	3	5	1
Lewis and Clark College	159	3	1	5	5	1	129	5	8	2
Linfield College	16	1	0	3	0	0	8	4	0	0
Marylhurst University	39	0	0	0	1	0	33	3	2	0
Northwest Christian University	30	2	0	1	0	1	23	1	2	0
Pacific University	86	2	1	4	0	0	67	1	10	1
University of Portland	108	5	1	9	0	0	75	8	9	1
Warner Pacific College	16	0	0	1	1	0	13	1	0	0
Totals	1793	68	15	58	19	7	1442	78	93	13

Source: Oregon Teacher Standards and Practices Commission

Who is Preparing to Become a School Administrator in Oregon?

Only eight Commission-approved administrator preparation programs were in operation during the 2016-17 school year. All programs are located in Oregon except for the COSA/ Concordia of Chicago program. Available enrollment data for Oregon's administrator preparation programs in Table 8 show that 44 (9.6 percent) of the 454 candidates were culturally diverse, compared to 33 (17.6 percent) of the 187 candidates in 2014-15. This represents a 8 percent decrease from 2014-15.

For Oregon's administrator preparation programs in Table 8 show that 44 (9.6 percent) of the 454 candidates were culturally diverse, compared to 33 (17.6 percent) of the 187 candidates in 2014-15. This represents a 8 percent decrease from 2014-15.

Table 8: Demographics of Candidates Enrolled in Initial Administrator Licensure Preparation in 2016-17. Data from TSPC.

Institution	Total	Hispanic or Latino	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Multi-Racial	Unknown
Public Institutions	170	5	1	4	0	0	132	2	3
Portland State University	75	4	0	3	0	0	64	2	0
Southern Oregon University	17	1	1	1	0	0	10	0	3
University of Oregon	78	ds	ds	ds	ds	ds	58	ds	0
Private Institutions	284	10	3	3	11	0	222	5	8
Concordia University-Oregon	139	3	1	0	7	0	108	3	0
George Fox University	28	0	0	0	0	0	23	0	0
Lewis and Clark College	32	2	0	0	1	0	24	1	4
University of Portland	36	2	0	3	1	0	25	1	4
COSA/ Concordia of Chicago	49	3	2	0	2	0	42	0	0
Totals	454	15	4	7	11	0	354	7	11

Source: Teacher Standards and Practices Commission

Administrator Candidate Completers

That trend is not yet reflected in the number of program completers shown in Table 9. Of the 276 candidates completing a public or private not-for-profit Commission approved initial administrator licensure program in 2015-16, only 21 (7.6 percent) identified as candidates of color. This represents a very slight decrease from last year's report when 22 (8.56 percent) of the 257 completers were racially/ethnically diverse. Seven more candidates declined to specify their ethnicity compared to last year. Of the 136 candidates completing initial administrator licensure programs in Oregon's three public institutions, only 10 were candidates of color. Of the 122 candidates completing the initial administrator licensure programs in Oregon's four private not-for-profit institutions, only nine were candidates of color. Of the 18 completing the new COSA/Concordia in Chicago initial administrator licensure program in 2015-16, two were candidates of color.

Of the 136 candidates completing initial administrator licensure programs in Oregon's three public institutions, only 10 were candidates of color. Of the 122 candidates completing the initial administrator licensure programs in Oregon's four private not-for-profit institutions, only nine were candidates of color. Of the 18 completing the new COSA/Concordia in Chicago initial administrator licensure program in 2015-16, two were candidates of color.

Table 9: Demographics of 2015-16 Program Completers in Oregon Administrator Preparation Programs. Dates of completion between 9/1/15 - 8/31/16

Institution	Total	Hispanic or Latino	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Multi-ethnic	Not Specified	Other
Public Institutions	136	1	3	2	2	0	121	2	4	1
Portland State University	78	0	1	1	1	0	69	2	3	1
Southern Oregon University	16	1	1	1	0	0	13	0	0	0
University of Oregon	42	0	1	0	1	0	39	0	1	0
Private Institutions	140	2	1	4	2	1	123	1	6	0
Concordia University-Oregon	39	0	0	1	0	1	34	0	3	0
COSA/ Concordia of Chicago	18	1	1	0	0	0	16	0	0	0
George Fox University	24	0	0	0	0	0	23	1	0	0
Lewis and Clark College	43	0	0	1	2	0	38	0	2	0
University of Portland	16	1	0	2	0	0	12	0	1	0
Totals	276	3	4	6	4	1	244	3	10	1

Source: Westat Report

Licensure Test Results

The Educator Equity Advisory Group continues to monitor all licensure test results for candidates, disaggregating the results by race/ethnicity (Appendix C). Due to low numbers of candidates for individual demographic groups in a given year, some data are suppressed. Table 10 shows a sample of test areas that were of interest to the Advisory Group.

Table 10: 2015-2016 Sample Content Test Passage Results for Oregon Teacher Candidates

	Elem Ed I	Elem Ed I	Elem Ed II	Elem Ed II	Math	Math	Spanish	Spanish
All Selections*	273	85.0%	1110	86%	142	78%	73	62%
African Amer/Black	8	ds	8	ds	1	ds	1	ds
Asian/Pac Islander	21	76.0%	14	71%	11	80%	1	ds
Hispanic	28	57.0%	30	77%	10	ds	29	82%
Multiracial	13	92.0%	7	ds	5	ds	2	
Nat Amer/Amer Ind/ Alaskan Nat	5	ds	2	ds	ds	ds	1	ds

Source: Oregon Teacher Standards and Practices Commission

* Data in All Selections row include students reported as White, Other, and Undeclared.

Note: ds = data suppressed

Protecting Student and Civil Rights in the Educational Environment Exam

Oregon is the only state that requires a specific test on civil rights and cultural competence and it consists of a 60-item multiple-choice test for Oregon, customized and offered through Pearson, with a cost of $95 to candidates. The framework for the test includes two foci that each have several categories of questions:

1) Legal foundations-

- Understand federal and state laws that protect individual civil rights and prohibit discrimination in educational settings, as well as ethical standards for educators in Oregon.
- Understand federal and state court decisions related to individual civil rights and discrimination in educational settings.

2) Equity in the school environment-

- Understand strategies for ensuring equity, inclusion, and cultural awareness in the educational environment.
- Understand the implications of student diversity for teaching and learning and how to interact with all students in ways that promote their self-confidence and achievement of educational goals.
- Understand situations involving equitable student access to educational courses, programs, and experiences, nondiscriminatory grading and advising.

Based on data provided by TSPC in Appendix C, only 126 of 26,002 candidates or 4/10 of one percent have not passed the test since 2010. For 2014-15, passage rates for all student groups ranged from 91 percent to 100 percent. Since its development, 26,002 candidates seeking initial teacher licensure have taken the Protecting Students and Civil Environment Test required by TSPC per ORS 342.123 and 99% have passed the test. This calls into question the usefulness of this type of instrument to discern skills and dispositions related to civil rights and cultural competence, particularly when it adds an additional cost for all teacher candidates.

Since its development, 26,002 candidates seeking initial teacher licensure have taken the Protecting Students and Civil Environment Test required by TSPC per ORS 342.123 and 99% have passed the test. This calls into question the usefulness of this type of instrument to discern skills and dispositions related to civil rights and cultural competence, particularly when it adds an additional cost for all teacher candidates.

Current License Holders who are Not Employed

The 2015 Educator Equity Report first reported that a considerable number of educators of color who were maintaining a current teaching license with TSPC were not currently employed in an Oregon public school district. Updated data retrieved by TSPC staff show that the number decreased by almost a thousand from 23,248 in 2015-16 to 22,268 in 2016-17. Of these, almost six percent (N = 1,335) are educators of color as shown in Table 11. There may be legitimate reasons for this. Individuals may be working in a related field of education, employed in a private school, working in a neighboring state, pursuing extended college coursework/degrees, or taking time for family or personal reasons. They may also be unable to find a position or may be laid off due to workforce reductions. Better systematic networking between districts seeking to hire teachers of color and those in the TSPC database who may be interested in employment could improve the diversity of Oregon's employed educator workforce.

Table 11: 2017 Currently Licensed Educators in TSPC Database who are Not Employed in an Oregon Public School District

Ethnicity	Number Unemployed	Percentage Unemployed
White	19046	85.5%
Black/African American	176	.008%
American Indian/Alaskan Native	162	.007%
Asian	442	1.9%
Not Specified	1887	8.5%
Native Hawaiian/Pacific Islander	56	.002%
Hispanic/Latino	418	1.8%
Multiethnic	81	.003%
Total		22268

Source: Oregon Teacher Standards and Practices Commission

Oregon Employment Trends

Table 12 shows that after several years of persistent advocacy and efforts, 10.1 percent of the K-12 classroom teachers and 11.3 percent of administrators in Oregon's public schools as shown in Table 12 are culturally or linguistically diverse. In 2016-17, there were an additional 320 culturally diverse educational assistants employed compared to 2015-16.

After several years of persistent advocacy and efforts, 10.1 percent of the PK-12 classroom teachers and 11.2 percent of administrators in Oregon's public schools are culturally or linguistically diverse.

Of those 2,580 employees, 17.5 percent were people of color compared to 16.98 percent in 2015-16. Not only do our state's racially and ethnically diverse employees represent a cultural asset for schools, they often have the dispositions and relationships within the community that would make them a valuable asset to the local teacher workforce. Also of note, only 165 (13.3 percent) of the guidance counselors employed this year in Oregon are racially/ethnically diverse.

Not only do our state's racially and ethnically diverse employees represent a cultural asset for schools, they often have the dispositions and relationships within the community that would make them a valuable asset to the local teacher workforce.

According to data from the Oregon Department of Education, 163 more culturally or linguistically diverse teachers were added to the staff rosters, bringing the state's total number of 2016-17 employed culturally or linguistically diverse teachers to 10.1% (N = 3,133) which represents a 5.5% increase since 2015-16.

Table 12: Summary of 2016-17 Employment Statistics

2016-17	Number	Percent
Culturally and Linguistically Diverse Students	221,743	38.9 percent
Culturally and Linguistically Diverse Teachers	3133	10.1 percent
Culturally and Linguistically Diverse Administrators	258	11.4 percent
Culturally Diverse Guidance Counselors	165	13.3 percent
Culturally Diverse Educational Assistants	2580	17.5 percent

Source: ODE Fall Staff Position Collection

Oregon Employed Teachers

According to data from the Oregon Department of Education, 163 more culturally or linguistically diverse teachers were added to the staff rosters, bringing the state's total number of 2016-17 employed culturally or linguistically diverse teachers to 10.1% (N = 3,133) which represents a 5.5% increase since 2015-16. The data in Table 13 show that since 2011-12, Oregon has increased the number of racially and linguistically diverse teachers hired in Oregon public schools by 21% since 2011-12. And since 2014-15 when the ODE Staff Position Collection report started to report demographics on linguistic diversity, there has been a 20% increase in the number of linguistically and ethnically diverse teachers employed in Oregon public schools. In 2016-17, there was a greater increase from 2015-16 in the percentage of linguistically and ethnically diverse teachers hired than for all teachers hired.

Table 13: Racially and/or Linguistically Diverse Teachers Employed in Oregon Public Schools

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total Ethnically Diverse Only	2391	2343	2399	2503	2721	2901
Total Linguistically & Ethnically Diverse	-	-	-	2623	2970	3133
Total (All)	28421	27993	28353	29404	30437	31040

Source: ODE Fall Staff Position Collection

Oregon Employed Administrators

In terms of administrators employed in Oregon public schools, this report separates out the data by position in Table 14. For all five of the administrative positions analyzed, there were slight increases in the linguistic and ethnic diversity of individuals holding these jobs with the least amount of diversity within Oregon's superintendents and the most diversity among assistant principals (16.75%) which has increased by 27% since 2011-12.

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Table 14: Oregon Employed Administrator Data

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Superintendents						
Total Linguistically & Ethnically Diverse	-	-	-	6	5	7
Total Ethnically Diverse Only	6	6	5	6	5	7
Total (All)	196	194	198	196	196	197
Assistant Superintendents						
Total Linguistically & Ethnically Diverse	-	-	-	7	8	6
Total Ethnically Diverse Only	5	6	7	7	8	6
Total (All)	56	56	58	61	60	68
Principals						
Total Linguistically & Ethnically Diverse	-	-	-	124	125	128
Total Ethnically Diverse Only	112	109	128	122	119	123
Total (All)	1167	1151	1172	1147	1169	1190
Assistant Principals						
Total Linguistically & Ethnically Diverse	-	-	-	80	91	101
Total Ethnically Diverse Only	64	65	67	79	89	98
Total (All)	472	464	477	535	559	600
Special Education Directors						
Total Linguistically & Ethnically Diverse	-	-	-	12	12	20
Total Ethnically Diverse Only	12	13	11	10	8	17
Total (All)	244	249	239	249	249	266

Source: ODE Fall Staff Position Collection

Given that the position of assistant principal is frequently an entry level administrative position, Oregon may be situated to see more linguistically and ethnically diverse individuals advance in their careers as administrators the next few years as they gain experience. The next natural career move for these individuals would be a promotion to school principal and currently only 10.75% of Oregon's 1190 employed principal workforce is linguistically or ethnically diverse.

The retention rate for teachers of color in Oregon was 2.5 percentage points lower than the retention rate for all teachers in Oregon.

The Educator Equity Advisory Group has continued to monitor the hiring and retention of culturally or linguistically diverse superintendents given their key leadership roles in shaping school district policies and practices. As seen below in Figure 19, we are aware of six superintendents of color. Only one, Superintendent Yvonne Curtis from Forest Grove School District has been in her position for more than five years.

Figure 19: Oregon's Current Superintendents of Color

Photos from left to right: Yvonne Curtis, Forest Grove; Gustavo Balderos, Eugene 4J; Paul Coakley, Centennial; George Mendoza, Morrow; Koreen Barreras, Colton; A. Katrise Perera, Gresham-Barlow.

Educator Retention Data

Retention of culturally and linguistically diverse educators is as important as the preparation process. The process starts with sound hiring practices that result in a job placement that, when possible, matches the job context with an individual's credentials and relative level of experience, considers how to resolve known challenges faced by educators who are new to the profession and includes a welcoming and supportive induction process that can help ensure a strong start.

Documenting the retention of first year teachers to their second year is a complex process but can be approximated by flagging teachers new to teaching in an Oregon public school and tracking their progress to year two. Table 15 shows that the retention rate for teachers of color in Oregon was 2.5 percentage points lower than the retention rate for all teachers in Oregon. Although there are many variables that can influence these data, including a reduction in workforce caused by budget cuts, the Advisory Group continues to monitor this indicator and promote policies and practices that help retain a more diverse educator workforce.

Table 15: First or Second Year Teachers in Oregon

	Teachers of Color			All Teachers		
Year	First and Second-Year Teachers*	Number Returning the Following Year	Return Rate	First and Second-Year Teachers*	Number Returning the Following Year	Return Rate
2000-01				4,137	3,739	90.4%
2001-02				3,876	3,178	82.0%
2002-03				2,857	2,361	82.6%
2003-04				2,893	2,534	87.6%
2004-05				3,791	3,393	89.5%
2005-06				4,029	3,706	92.0%
2006-07	348	286	82.2%	5,206	4,176	80.2%
2007-08	363	307	84.6%	5,260	4,380	83.3%
2008-09	329	262	79.6%	4,655	3,724	80.0%
2009-10	212	161	75.9%	2,751	2,256	82.0%
2010-11	277	199	71.8%	2,843	1,832	64.4%
2011-12	253	202	79.8%	2,405	1,928	80.2%
2012-13	249	195	78.3%	2,495	2,035	81.6%
2013-14	370	293	79.2%	3,362	2,853	84.9%
2014-15	536	448	83.6%	4,733	4,190	88.5%
2015-16	644	532	82.6%	5,330	4,538	85.1%

Source: ODE Fall Staff Position Collection

* First or second year of teaching in Oregon. May have taught elsewhere prior to teaching in Oregon.

Spotlight on Promising Practices

Recruitment efforts

Statewide Teach in Oregon Website

Since launching a one-stop website last year to support prospective teachers, the Teachin.Oregon.gov website, accessible in both English and Spanish has offered future teachers information and resources about becoming a teacher as well as short videos featuring some of Oregon's teachers of color. With Oregon's increased need for Career and Technical Education (CTE) teachers, the website was enhanced this year with a video highlighting the role of CTE educators and a chart to help future teachers understand the CTE licensure process.

This year, seven of Oregon's seventeen teacher preparation programs updated their Institutional Profiles for the website to help prospective teacher candidates learn more about their programs. The profiles provide brief snapshots of information that candidates would be most likely to want to research easily such as which licensure programs are offered, types of program options offered, e.g. face-to-face, online, or hybrid, location of clinical partnerships, percentage of racially diverse graduates, articulation agreements with community colleges, and student supports offered.

Historically, colleges and universities were viewed as the recruiters for future teachers. Now, more than ever, initial recruitment into the teaching profession is seen as a shared responsibility between educator preparation programs who prepare teachers for licensure and districts who are the eventual employers. More and more there is a call for navigators who can help future teachers traverse the journey through admissions, coursework, licensure, and employment. This may be most essential for recruiting individuals who are the first in their families to attend college.

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Recruiting for Dual Immersion Programs

Portland Public Schools (PPS) has the largest number (24) of dual immersion language programs in the state. Students who participate in dual language immersion (DLI) receive instruction in two languages to become bilingual, biliterate and develop the cultural competency to succeed in a global society. Senior Director Debbie Armendariz noted: "We have the local bilingual human resources with the dispositions critical for serving our Historically Underserved students in our dual langauge programs". In addition to extensive recruitment of licensed and experienced teachers from across the country, the district uses the TSPC Restricted Substitute Teaching License to

Last year, PPS had 75 applicants. They accepted close to 40, 86% are teachers of color and 100% are bilingual. Sixteen became classroom teachers, the others were offered positions as substitutes, educational assistants or para educators.

Oregon's Growing Number of High School Graduates Earning a Biliteracy Seal

Oregon is one of 22 states that provide a Seal of Biliteracy to students graduating from high school who meet three criteria:

- Meet all high school graduation requirements;
- Meet Essential Skills in English Literacy through any of the existing pathways; and
- Demonstrate intermediate-high level (on the ACTFL Guidelines) proficiency in all four language domains on a selection of partner language assessments.

Now in its second year of implementation, the Oregon Seal of Biliteracy has been awarded to almost 800 students in Beaverton SD, Centennial SD, Corvallis SD, Four Rivers Community School, Hillsboro SD, Medford, North Clackamas SD, Portland Public Schools, Salem-Keizer SD, West Linn-Wilsonville SD, and Woodburn SD. A more intentional recruitment effort to connect these skilled graduates to teacher licensure programs could help address Oregon's growing need for bilingual educators. As one advisory group member noted, "These are the students that need to be brought forward in college so we don't lose them... and maybe they could become teachers."

"These are the students that need to be brought forward in college so we don't lose them... and maybe they could become teachers."

Educator Equity Advisory Group Member

Growth of District/University Partnerships

The benefits of partnerships involving school districts, community colleges, and educator preparation programs cannot be underestimated. Convening these groups take time and resources but with clear goals and action steps, Oregon is starting to reap the benefits of leveraged resources that each partner can bring to the table. In partnership with the Chief Education Office, the ODE Equity, Inclusion, and Diversity Team, the Chalkboard Project, the Oregon School Personnel Association, and the Oregon Association of Colleges for Teacher Education, the Educator Equity Advisory Group hosted a Teacher Pathway Partnerships workshop that attracted close to 80 attendees representing 16 school districts, 7 ESDs, and 14 higher education partners. The meeting provided a chance for participants to:

The benefits of partnerships involving school districts, community colleges, and educator preparation programs cannot be underestimated. Convening these groups take time and resources but with clear goals and action steps, Oregon is starting to reap the benefits of leveraged resources that each partner can bring to the table.

1) Learn about current district/higher education partnerships that are addressing educator workforce needs in rural communities and districts with diverse K-12 students.
2) Glean lessons learned from selected pathway partners on how to initiate and sustain the partnerships.
3) Explore innovative ways that pathways partnerships are leveraging resources to address educator workforce needs in rural and/or diverse K-12 districts.
4) Discuss districts' short and longer term pressing educator workforce needs.
5) Build new networks and relationships that may lead to new teacher pathway partnerships.

Discussion points around steps needed to support these critical partnerships referenced the need for: 1) funding to bring partners together, 2) scholarships and navigators for potential teacher candidates, particularly those who mirror Oregon's changing demographics, 3) tracking of candidates from recruitment into employment to understand what interventions have the greatest impact, and 4) less competition and more collaboration more across education preparation programs.

Each year, the Oregon Educator Equity Report highlights examples of partnerships that are supporting new and innovative career pathways that attract and support more culturally and linguistically diverse candidates to the profession of teaching.

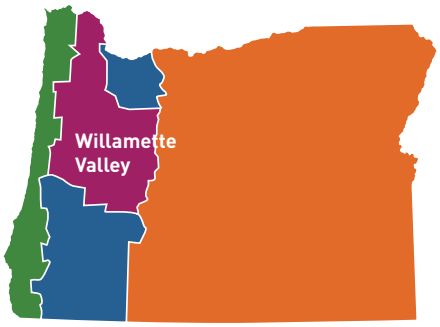
The benefits of partnerships involving school districts, community colleges, and educator preparation programs cannot be underestimated. Convening these groups take time and resources but with clear goals and action steps, Oregon is starting to reap the benefits of leveraged resources that each partner can bring to the table. Each year, the Oregon Educator Equity Report highlights examples of partnerships that are supporting new and innovative career pathways that attract and support more culturally and linguistically diverse candidates to the profession of teaching.

Some career pathways are very specific as in the case of a new partnership involving three partners: 1) Beaverton School District's AVID program where potential teachers are first identified and encouraged to consider a career in education, 2) Portland Community College where they can take their first two years of college, and 3) Marylhurst University where they can complete their bachelor's degree and a MAT that would license them to return to Beaverton as science teachers. Still in the design phase, partners are envisioning the experiences they want for candidates who complete this unique career pathway. The list is extensive but includes a flexible program, seamless transitions

throughout the pathway, a guaranteed job and interview, little to no debt upon completion, skills to teach in culturally responsive ways, externships that excite them about teaching science in authentic ways, and commitments to help recruit future candidates to the program. As the partners began brainstorming needed steps to achieve these outcomes, they included the need to create and refine a powerful introductory class at the high school level for dual credit, intentional supports to prevent attrition, and cultural navigators to help candidates access resources.

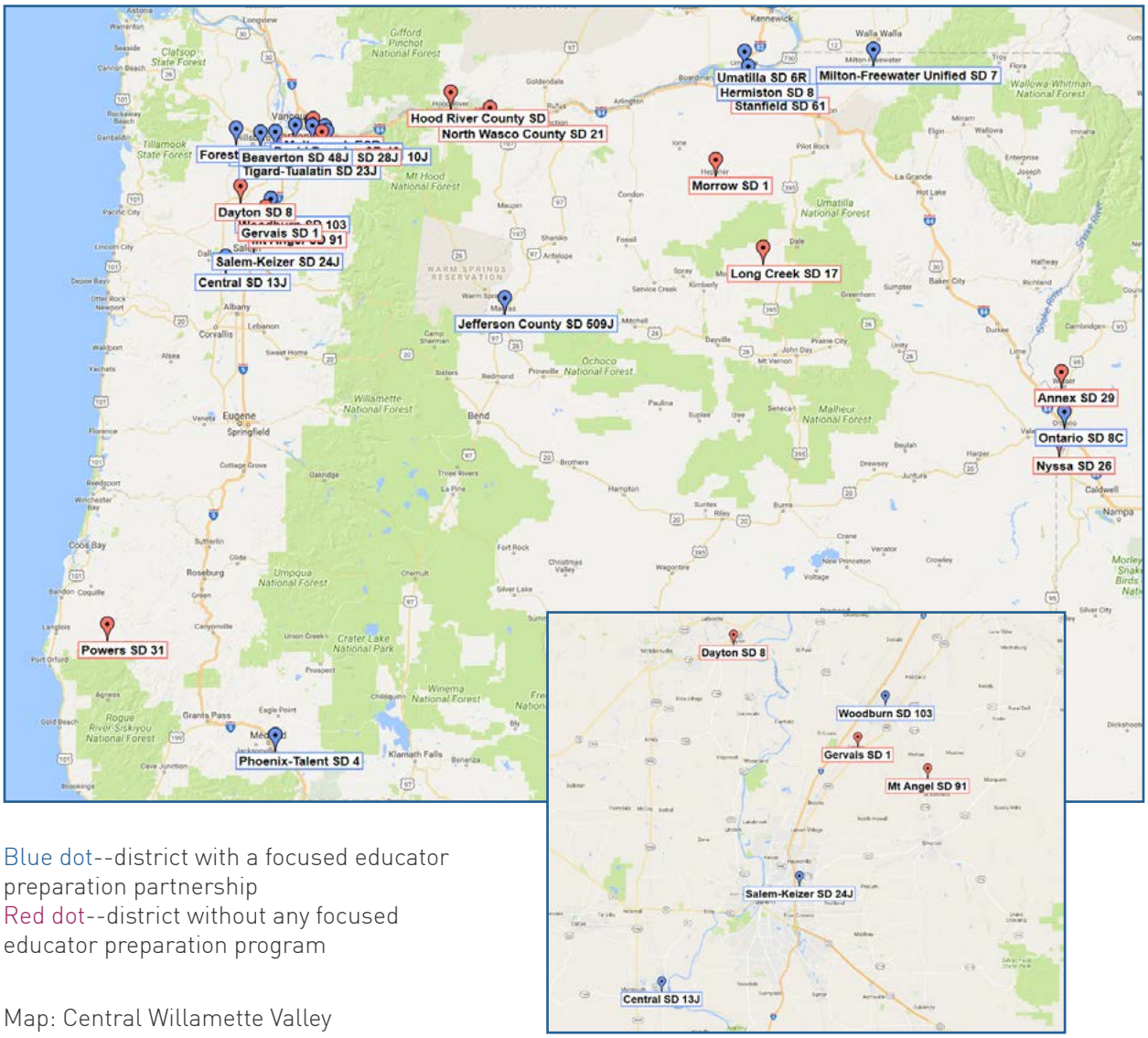
With help from the Oregon Department of Education, a map has been created to document known district/educator preparation program partnerships occurring in the State's school districts with the most student racial diversity. Figure 20 provide three snap shots of these partnerships. Those with red notations have no current partnerships with educator preparation programs. Of the 31 districts with high diversity of students studied this year, 18 have some form of recognized teacher pathway partnerships. Lessons from many of these projects were highlighted at a half day meeting sponsored by the Chief Education Office, Oregon Educator Equity Advisory Group, the Confederation of Oregon School Administrators, the Chalkboard Project, the Oregon Association of Colleges for Teacher Education and the Oregon School Personnel Association.

Figure 20: Maps of Partnership Involving High Student Diversity Districts and Educator Preparation Programs



Blue dot--district with a focused educator preparation partnership
Red dot--district without any focused educator preparation program

Map: Central Willamette Valley



Blue dot--district with a focused educator preparation partnership
Red dot--district without any focused educator preparation program

Map: Central Willamette Valley

Connections to CTE Course of Study

As the diversity of K-12 schools continues to increase, some partnerships are considering how to leverage a CTE Course of Study to first interest culturally and linguistically diverse high school students in teaching as illustrated in Figure 21. In this case, Lane Education Service District received funding from two small grants to support the design of a Foundations of Education Elective Course, which will be aligned and articulated at the Community College level. ODE has reviewed the proposal and is encouraging the team to be forward thinking and submit this course as a CTE K-12 Education Pathway Program of Study, which can augment and complement existing Early Childhood Education Pathway programs around the state.

Figure 21: Sample Partnership Planning Process from Lane ESDRural District Recruitment Partnerships

TOWARDS A CULTURALLY SUSTAINING TEACHER PATHWAY MODEL

VISION STATEMENT

We envision a *K-12 Culturally Sustaining Teacher Pathway* Program aimed at recruiting culturally and linguistically diverse high school students with the purpose of achieving a teacher workforce that mirrors Lane County's student demographics.

GOALS FOR 2017-18

1. Develop a college credit high school education course aligned with Lane Community College Education 200 Level Course.
2. Provide meaningful opportunities for high school students to gain teaching experience in content areas they excel while earning transferable college credits that will set them on a path towards an Associates and/or a Bachelor's Degree in K-12 Education.

PROPOSED TIMELINE

Phase I Research and Exploration	Phase II Design & Early Implementation	Phase III Full Implementation
Fall 2016 – Winter 2017	**Winter 2016– Fall 2017**	**Fall 2017 – Fall 2018**
NETWORK Create an inventory of local existing programs and resources such as teacher cadet programs, community college pathways, and district/university partnerships RESEARCH Research local and regional Universities' Teacher Preparation Programs and Community Colleges' Teacher Pathways: Lane Community College, Chemeketa Community College, UO, OSU, NWU, Corbin College, Pacific University, and WOU COLLABORATION Connect with other college aspiration programs such as Rites of Passage (LCC) and Ganas Program (Puertas Abiertas)	DESIGN Winter 2016/Spring 2017 Identify the course that will be adopted as a dual credit course: Foundations of Education 105 Summer 2017 Design "Foundations of Education 105" by a cadre of high school educators and higher education faculty Winter 2018 Offer "Foundations of Education 105" at Lane Community College to both high school and LCC students by LCC faculty and/or approved high school educators Provide and promote "Foundations of Education 105" to high schools to be included in course catalogs for forecasting purposes	IMPLEMENTATION Spring 2018 Recruit mentor HS teachers and high school student – (Juniors) going into their senior year to take the Foundation of Education course. Target minority and bilingual students with an affinity in a content area and/or excel in a specific content area (CTE/STEM, Science, Math, ELA, and SS). Summer 2018 *3- Day Seminar for perspective students and mentor teachers. Content of the three day course would focus on **Culturally Sustaining Instruction** in the content area. The course could be offered as a graduate level credit course to high school teachers and a requisite for high school students enrolling in the fall 105 Education Course. Fall 2018 Offer "Foundations of Education 105" at high schools. Students become Teacher apprentices and are given opportunities throughout the school year to do classroom observations and opportunities to co-teach with their mentor-teacher. *** Pending conversations with UO, PU, WOU, and NCU**

"Culturally Sustaining Instruction" refers to teaching that explores, honors, and implicitly integrates the linguistic, literate and cultural pluralism of our students and their families as part of the democratic nature of schooling.

As the diversity of K-12 schools continues to increase, some partnerships are considering how to leverage a CTE Course of Study to first interest culturally and linguistically diverse high school students in teaching.

Universities make good teachers and schools educate k-12 students, but we are often working in isolation. The irony is this is that we desperately need each other for many reasons, and my partnership with Jefferson County 509J has been a powerful reminder of this reality.

Katy Turpin, Assistant Professor
George Fox University

Rural District Recruitment Partnerships

The need for culturally and linguistically diverse educators is not limited to urban areas in Oregon. Jefferson County 509J is collaborating with George Fox University to provide an innovative pathway for educational assistants employed in the district. Together the partnership developed a new model for student teaching that would ensure that the candidates would be able to remain employed with benefits during a year-long co-teaching placement at Warm Springs K-8 Academy. This partnership demonstrates the commitment to K-8 students, and the importance of expanding a grow-your-own model to support rural districts and teacher candidates who need alternative routes to complete a degree. The co-teaching model also means that there are two adults with professional training in a classroom to support student learning for an entire year. The partnership between Jefferson County and George Fox allows the student teachers to receive a discounted tuition rate of $480 per credit hour.

The partnership between the Jefferson County school district and George Fox University is called Grow Your Own. It has allowed four Jefferson County educational assistants to work full time and be placed in student-teaching positions at the Warm Springs K-8 Academy. Those in the program were viewed as educational assistants in the eyes of the district, but in the classroom, any onlooker would see them co-teaching with their mentor teachers. Often, the student teacher and mentor teacher split the class into two groups to work with them separately. Krysten Saldaña, a student teacher and member of the Confederated Tribes of Warm Spring, shared, "I wanted to make a difference and be a part of our community and a part of the youth in our community." From before Saldaña pursued her teaching credential through the program, she heard encouraging words from students. They'd tell her "Ms. Saldaña, you should be a teacher."

Source: Kailey Fisicaro, Bend Bulletin

Photo: Ryan Brennecke/Bulletin

Katy Turpen, an assistant professor at the University reflected on the partnership: "I have learned that many potential teachers simply do not have access to an education because finding a location that will offer working candidates an opportunity do school and life simultaneously are limited. In fact "routes of access" that seem so clear to those in the Higher Education world are actually full of obstacles. Had I not walked through this process with prospective students, I would not be able to articulate any of these issues, and now I can articulate so many. We cannot claim students have "routes of access" unless K-12 districts and higher education are willing to pave the way through all of the obstacles together".

I think it's so important that we diversify our educator workforce. We want to make sure that our educators look like the communities that they teach in. ... you're wanting to connect and help students ... that makes an incredible difference for those students."

Governor Kate Brown

IGNITE Program in Hillsboro School District

Some of the partnerships are part of larger College and Career Pathway initiatives as in Hillsboro School District where students like Ana Sally Gonzalez Barragan participate in programs like IGNiTE (Inspiring Growth Now in Teacher Education). As Ana noted to Governor Kate Brown:

> **"Through IGNiTE, I was given the opportunity to do an internship with the Hillsboro School District's migrant summer schools. There, I suddenly was called 'Mrs. Gonzalez' by the second and third-graders. Those moments made me realize that education is something that I definitely want to do with my life because I want to impact the lives of the students and their families."**

Upon visiting with students in the program, Governor Kate Brown told the students, "I think it's so important that we diversify our educator workforce. We want to make sure that our educators look like the communities that they teach in ... you're wanting to connect and help students ... that makes an incredible difference for those students."

Photo: Governor Kate Brown and future teacher Ana Sally Gonzalez Barragan

Investments to Develop and Strengthen Career Pathway Partnerships

Over the past three and half years, the state's Network for Quality Teaching and Learning has funded TeachOregon, a partnership among universities, community colleges, and school districts to pilot innovative models for collaborative and needs-driven teacher preparation in Oregon. Working with five project teams, representing 13 districts, one education service district, and 11 higher education institutions, Chalkboard Project has provided technical assistance and guidance as the partnerships addressed four components of teacher preparation:

1) Recruitment and selection
2) Classroom experience/clinical placement
3) Hiring and placement
4) Mentoring and induction of new teachers

As a result of three years of investments in five projects, TeachOregon's Three Year Report noted several key findings relative to teacher candidate recruitment and selection:

- Stepping up the recruitment of teacher candidates did not result in a drop in grade point average among candidates upon admission. While some stakeholders voiced concerns about possible lower GPAs due to a more aggressive recruitment push, all TO programs reported candidates with 3.0 GPAs and higher. In other instances, working closely with community college programs helped other students increase their GPA prior to program admission.
- The majority of Oregon's teacher preparation programs prepare teacher candidates at the graduate (master's) level, which makes it difficult to justify the time and expense ($20K-$50K) among prospective teacher candidates given low starting teacher salaries and the slow increase in salary over many years.
- Multi-faceted marketing and social media programs that target culturally diverse students and their families in their native language help them explore teaching as a potential career for themselves or their children. Programs, such as Juntos at Oregon State University, have been especially helpful. Continuing these efforts will require resources and ongoing effort by collaborative partners.
- Developing a pipeline program in middle and high schools for prospective teacher candidates through teacher cadet programs, mentor programs, future educator clubs, and summer internships that involve classroom teaching experiences is critical to building a strong pool of future high quality and culturally diverse teacher candidates. These options give students an opportunity to experience the joy of teaching and are paramount in building a cadre of future teachers. A teacher cadet program at the high school level with career technical education or dual credit creates interest in teaching and gives high school students the confidence to handle college level work. Having university faculty participate in the teacher cadet program builds a bond between the university and teacher cadets and increases student comfort level for post-secondary education. Summer internships support district summer school programs and mentor programs engage community college students and make excellent use of AmeriCorps volunteer talent.
- Most students, and especially first-generation college students, require financial support to complete their college education. Navigating the world of financial assistance and scholarships is challenging, making the availability of support personnel to assist in the process critical. It's important that such personnel exist and students have easy access to their advice and expertise. Teacher candidates in the TO pilot received financial assistance primarily through funding available from university partners, project funding, and district resources through service agreements.

- Recruitment of the next generation of teachers who are culturally and linguistically diverse, and more closely match the demographics of students in Oregon's pre-K-12 schools is dependent upon an increased awareness of the need and stronger relationships and frequent connections with community groups representing people of color. Employing recruiters in districts and in university preparation programs to make these connections is showing great promise. This is important work and requires a scope beyond that of the TO partners.
- Continuing conversations and agreements with community college programs where culturally and linguistically students make up 27 percent to 35 percent of enrollment provides Oregon with an excellent source of diverse teacher candidates and helps us achieve our state education goal of 40-40-20. The execution of articulated pathway/ transfer agreements between community colleges and universities that allow students to attend community college programs, live at home, and then complete their four-year degree and/or master's degree at the university is gaining ground and has additional support from new legislation (Oregon Promise). This is increasing the number of culturally diverse students and students from families living in poverty who are considering post-secondary education.

Teacher Preparation

Policy Change Impacting Educator Preparation Programs

At their April Meeting, the Commission adopted the national benchmark of 220 as the 'passing score' for most licensure tests. The new passing scores apply to most National Evaluation Series™ (NES® - the ORELA) tests, with the exception of the 'Administrator' and 'Protecting Student and Civil Rights in the Educational Environment' tests. The new passing score of 220 will be applied to applications received on or after April 6, 2017 and could impact upwards of 800 candidates who may now be eligible to continue pursuing teacher licensure. If individuals have achieved a score of 220 or above on a test and wish to be licensed in that area, they should either contact their Oregon teacher preparation program where they completed a teacher preparation program or contact TSPC if they hold an Oregon teaching license and wish to add an endorsement based on the new passing score benchmark.

Support Structures, Networking and Cultural Navigators

The importance of support structures and networking for educators of color can start as early as high school and should evolve as teacher candidates progress through their careers and have more opportunities for leadership. In 1991, the American Association of Colleges for Teacher Education (AACTE) initiated the Holmes Scholars Program which originally supported doctoral students from historically underrepresented backgrounds pursuing careers in education at AACTE member institutions. Now AACTE has expanded the program to support students at earlier points in their education career opportunities at four levels:

1) AACTE Holmes Cadets Program at the high school level

2) AACTE Holmes Honors Program at the undergraduate level

3) AACTE Holmes Master's Program at the master's level

4) AACTE Holmes Scholars Program at the doctoral level

Although currently no Oregon AACTE member institution is part of the Holmes initiative, the concepts of mentorship, peer support and professional development opportunities in addition to scholarship support have been undergirding programs the Portland Teachers Program, the Oregon Teacher Pathway (OTP) at Eastern Oregon, and the WOU Bilingual Teacher Program and are being refined as features accompanying the proposed Oregon Teaching Fellows scholarships.

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Oregon Teacher Pathway at Eastern Oregon University

In Eastern Oregon, a well-established program, the Oregon Teacher Pathway (OTP) seeks to both diversify teacher education by increasing the number of quality diverse teachers in Oregon and produce quality teachers trained in culturally responsive practice. To reach these goals, the program focuses on recruiting, educating, and retaining pre-service teachers of color and pre-service teachers interested in becoming culturally responsive teachers. Currently OTP has 56 students enrolled across 5 high schools (Milton-Freewater, Umatilla, Pendleton, Vale, and Hermiston) and will be adding 2 additional high schools (Ontario and Imbler) next year, and others (Baker City, La Grande, Parkrose and possibly Reynolds and David Douglas) the year after. Fifteen OTP students are successfully attending EOU and have a 100% retention rate to date with 15 more anticipated next year in the OTP mentoring program. OTP is centered on student success by partnering with local schools and community organizations, developing mentors at the high school and college level, and recruiting, retaining, supporting, and graduating quality teacher candidates. Housed at Eastern Oregon University, OTP offers partners a rich array of resources used for preparing candidates who can teach using culturally responsive pedagogy and supporting the professional growth of currently employed educators.

Photo: Eastern Oregon University Oregon Teacher Pathway students from local high schools and the teacher preparation program in May 2017.

Candidates express their appreciation for the sense of community that programs like this provide. Bethany from Eastern Oregon University reflected:

> **"OTP means a community and a support system. It provides you with a cohort of like-minded students who have similar career and educational goals... Additionally, it helps shape your mindset for the kind of inclusive teacher you want to be in the future. After coming from a small town with relatively little diversity, it shed new light on the importance of being a culturally responsive teacher and the positive impact that embracing and celebrating diversity in the classroom can have on students."**

Western Oregon University Bilingual Teacher Scholars Program

At Western Oregon University, the Bilingual Teacher Scholars Program (BTS) is committed to the diversification of the educator workforce through an innovative and collaborative "grow your own" program in collaboration with a local community college and several school districts. Funding comes from school districts and the university to:

- Seek outstanding bilingual/bicultural high school students interested in education careers.
- Braid district and university funds to support all students.
- Provide extensive scholarship and remission opportunities to all qualifying students.
- Build an annual cohort program of 50-60 students from multiple school districts.
- Facilitate monthly professional development activities for future educators.
- Focusing on academic success and dual language development.
- Deliver academic coursework in both Spanish and English.
- Provide the highest quality advising and mentorship.
- Support test prep and tutoring support to assure ability to pass required educator tests.
- Offer summer/school year employment in home district or other agencies.
- Assure student teaching placements in home district.
- Guarantee "first to interview" status.

In 2015-16, WOU welcomed 38 teacher candidates. Thirty-five teacher candidates started their studies in the 2016-17 academic year with a third cohort starting in fall 2017. Working closely with Chemeketa Community College and neighboring school districts, the WOU Bilingual Teacher Scholars Program provides a combination of scholarship and tuition assistance up to $6,000 annually and is renewable for up to five years. The Chemeketa/WOU transfer pathway has been strengthened with the implementation of 3 new ED transfer courses (ED 230, ED 233, ED 265). In January, 12 bilingual Chemeketa students completed all 2-year transfer requirements, were accepted into the WOU program at Junior level with scholarships and will be part of the third cohort of Bilingual Teacher Scholars. Community College Pathway work

Community College Pathway Work

Significant work has continued this year regarding the creation of an academic pathway into the teaching field from community college to four-year institutions. The first statewide summit meeting was held November 8 at WOU, with attendance of more than 80 interested educators, from school districts to community colleges and universities. The work underway aligns with statewide initiatives supporting academic pathways and will continue to move the following actions forward:

- School districts have increased the availability of college level courses in education in order to facilitate a pathway into the teaching field that begins in high school.
- Community Colleges continue to build transfer agreements that are efficient and consistent for transfer students.
- Universities have met to refine the transfer agreements in ways that align with larger state and national accrediting, such as CAEP.

High school, community college, university pathways have shown promising potential for increasing the number of diverse students entering the teaching field. Because diverse and first-generation students are new to the systems of higher education, clarity in the academic pathway and academic support is essential.

Photo: Chemeketa Community College bilingual students transferring to Western Oregon University

Portland Teachers Program

This spring, Governor Kate Brown visited Portland Teachers Program (PTP) at Portland Community College. PTP is a nationally recognized program committed to diversity, equity, excellence and collaboration through the development of a multicultural workforce in the educational system. Over 200 students have graduated from the program since its inception, many of whom have gone on to become administrators. Governor Brown heard from current students, program alumni and partners about how the program prepares students of color aspiring to be educators. Students and alumni alike shared how the program prepares future educators not just how to teach, but how to navigate supporting today's students who have myriad challenges outside of school that make it difficult to come ready to learn. Participants also spoke about how valuable the peer community, cultivated as part of program, is in terms of providing support and encouragement to new educators who may be among the only educators of color at their school.

PTP is a partnership effort among Portland Public Schools (PPS), Portland Community College (PCC), Portland State University (PSU) and Beaverton School District (BSD) that began in 1989. It is designed to recruit and help prepare culturally responsive teachers, *with a special focus on historically underrepresented groups in the teaching profession*. Students receive scholarships to attend the Portland Teachers Program with a commitment to teach in Portland or Beaverton Schools for a minimum of three years following graduation and licensure. Graduates then continue to be a resource to other PTP students.

Photo: Governor Brown visits with Portland Teachers Program students and Deborah Cochrane at Portland Community College.

Rural District, Community College & University Partnerships

Community college/university Education pathways are also emerging to address the acute shortage of teachers in rural areas. Partnerships in Douglas County, Coos/Curry County and Central Oregon are all using a "grow our own" approach that will cultivate teachers from those communities.

- Umqua Community College has partnered with The Douglas ESD and Pacific University to develop a pathway into teaching that includes dual credit course offerings at the high schools, coursework at UCC, and completion of teacher licensure requirements through Pacific University, with the full range of courses taught in Douglas County. The information meeting held in March had over 90 in attendance!
- Central Oregon Community College is collaborating with OSU Cascades to establish a bachelor degree program for Elementary Education at the Bend campus. COCC is

also partnering with George Fox University to serve a cohort of students in Madras. The beauty of this model is that students will be able to work as instructional assistants for the Jefferson County School District to gain valuable linkage to the local school district.

- SOCC also has created a regional partnership with SOU to cultivate teachers in Coos and Curry counties. This partnership developed the new Associate of Science in Elementary Education at Southwestern that builds off the already robust ECE program. This fall, SOCC/SOU will offer the first satellite program on the coast for a Bachelor in Elementary Education. This program provides a path to licensure for the working adult who lives on the Coast by providing a part time model.
- Chemeketa Community College continues to invest in the Woodburn Education Pathway, with strong links to the local Pacific University campus in the community. This fall, 14 of the 16 Pacific students in Woodburn transferred from Chemeketa. The Chemeketa Salem Campus has a strong pathway with WOU, with 12 bilingual student candidates transferring this fall, in addition to a large general transfer group.
- Clackamas Community College has also crafted a strong pathway for students in Clackamas County.

Clearly, the connections between community colleges and university education programs are robust. The foundation of this work began with TeachOregon initiatives, but the work has continued this year, and a statewide meeting is already being planned for the coming year. As was noted in the TeachOregon report:

> **Continuing conversations and agreements with community college programs where culturally and linguistically students make up 27 percent to 35 percent of enrollment provides Oregon with an excellent source of diverse teacher candidates and helps us achieve our state education goal of 40-40-20. The execution of articulated pathway/transfer agreements between community colleges and universities that allow students to attend community college programs, live at home, and then complete their four-year degree and/or master's degree at the university is gaining ground and has additional support from new legislation (Oregon Promise). This is increasing the number of culturally diverse students and students from families living in poverty who are considering post-secondary education. p. 7**

The Oregon work being done to streamline community college/university pathways mirrors a national trend to create academic pathways that support diverse student achievement as noted by Oregon educators Cecelia Monto (Chemeketa Community College) and Laurette Scott (Clackamas Community College) who presented at the 2017 The National Association of Community College Teacher Education Programs.

Hiring Practices

Recruiting and preparing educators of color is only part of the equation. Recruitment, hiring, mentoring, retention, and advancement of educators of color are all key stages

during which equity-driven policies and practices can impact a more diverse educator workforce. Last year the Educator Equity Advisory Group discussed typical educator hiring processes and researched various types of professional development focused on bias-awareness which have helped districts' hiring teams reduce both explicit and implicit sources of bias based on stereotypes and attitudes.

In Parkrose School District, an Equity Hiring Guide (Appendix D) has been developed to help guide the entire process that is based on a belief stated in the introduction:

> The Parkrose School District believes that racial, cultural and ethnic diversity is strength for our community. We value equity as a top school district commitment. Equity ensures that all students have an opportunity to reach their fullest potential. It closes the achievement gap and supports our district vision:
>
> "All students read and think critically at high levels, graduating college and career ready".
>
> We believe that it is our moral obligation to empower the Parkrose Community by embracing, accepting and reflecting our diverse cultures, which includes hiring a workforce that is as diverse as the students and families that live in Parkrose.
>
> Parkrose School District Equity Hiring Guide

The guide also offers sample interview questions that reflect the strong emphasis on equity.

1) Have you worked with communities of color?

2) What experience do you have living, working and socializing in diverse communities?

3) What experience do you have working with organizations that advocate for social justice or marginalized populations?

4) How are you going to impact your students?

5) What experience do you bring to enrich our district?

Anti-Bias training at OSPA

Based on recommendations from the 2016 Educator Equity Report, the Advisory Group teamed up in 2016 with the Oregon School Personnel Association (OSPA) and the Oregon Department of Education's Office of Equity, Diversity and Inclusion to sponsor additional training for Human Resource Directors at the OSPA Spring Conference. The training focused on:

1) Developing a foundational and beginning knowledge base of bias and all the ways our brains drive deficit thinking.

2) Engaging in dialogue regarding how bias can be addressed in the hiring process which included reflecting on quotes such as:
   - "When we are constantly exposed to certain identity groups being paired with certain characteristics, we begin to automatically and unconsciously associate the identity with the characteristics, whether or not that association aligns with reality." -- Kirwan Institute, 2016
   - "We're guarding against not just racial slurs, but we're also guarding against the subtle impulse to call Johnny back for a job interview but not Jamal." -- Former President Barack Obama

Participant comments reflected the importance and need for this type of training: "We need this training at the district level. These are conversations some of us are having but not enough of us are having." "This was a good 101 introductory training." "This was dynamic...people really want to see you again."

Sharing of similar efforts at the college and university level e.g. University of Oregon https://facultyhiring.uoregon.edu/ may become more common with the passage of HB 2864 requiring each community college and university to establish a process for recommending, and providing oversight for implementation of cultural competency standards for institutions and institutions employees

Changes in TSPC Policies Impacting Hiring

Previous TSPC barriers are being eliminated that have potential for impacting the hiring process. Senate Bill 205 allows an individual with a pending application for teaching license to teach in public school for limited time if certain requirements such as fingerprinting are met.

International Visiting Teacher Licensure Extension

The International Visiting Teacher License is issued to educators who permanently reside in another country and who are participating in a cultural exchange of teachers and teaching strategies between Oregon and their country. In the past, participating educators could be licensed as International Visiting Teachers for up to three years and the license could be reissued twice. At their April 2017 meeting, Commissioners voted to extend an additional two (2) years, for a total of five (5) years possible on the license, a change prompted by the US Department of State rule change allowing the J-1 Visa extension in years four and five for qualified exchange teachers.

Lessons from TeachOregon

Lessons learned from TeachOregon highlighted in Figure 22 relative to hiring and placement emphasize the significant internal changes that when made, can result in positive outcomes.

Figure 22: TeachOregon Lessons Learned Regarding Hiring and Placement

Lessons Learned from TeachOregon

1) Efforts to hire more TeachOregon culturally diverse and bilingual teacher candidates included district recruitment earlier in the year and district-specific recruitment fairs combined with human resource and administrator contact with teacher candidates during their clinical practice experience.
2) Administrators and teachers involved in hiring need to recognize implicit bias and use behavior-based interviewing techniques to break down barriers to hiring culturally and linguistically diverse teacher candidates. TeachOregon partners received training in implicit bias and behavior-based interview techniques.
3) District hiring practices often involve obtaining teacher commitments for the impending school year in the prior year and honoring transfer requests before posting positions for hiring. This often means the loss of high-quality culturally diverse and bilingual teachers for the district and can often mean even losing the Oregon-trained teacher to another state. Teach Oregon districts reviewed their hiring practices and collective bargaining agreements with their associations and with additional data were able to revise and update their practices to streamline hiring so that they were able to hire first choice applicants.
4) Placement of beginning teachers in schools with high-need students is challenging for new teachers and often results in early attrition. While districts recognize this challenge, more work needs to done to address this issue. A complicating factor is that many of the newly trained beginning teachers have ESOL endorsements and are bilingual, which is often the very competencies needed in these high-need schools.
5) Efficient and cross-linked data tracking of new teacher hires is important in mapping performance and levels of support needed after hiring and retention. Analysis of this combined data provides useful information to teacher preparation programs for continuous improvement and to districts for planning professional development and staffing. Universities are required to submit these data for CAEP accreditation.

Source: TeachOregon (May, 2017)
Lessons Learned, Promising Practices, and Recommendations for the Future

Retention Efforts

Retention strategies are as important as initial recruitment to the profession and preparation. As Abdikar Bashir, Chief Executive Officer from the Center for African Immigrants and Refugees in Oregon noted:

> **"When I look for a shoemaker, I look at his shoes. Potential candidates should be able to see that you take good care of your hires. Look inside first at your hires first and take care of them as well."**

The Educator Equity Advisory Group believes that retention efforts include a wide range of strategies including:

- Creating a safe, welcoming and inclusive school and district culture for students, their families and educators of color.
- Using culturally relevant curriculum.
- Offering professional learning for all educators focused on culturally responsive teaching and institutional practices.
- Providing career advancement opportunities.
- Viewing this work as a moral imperative critical to the education agenda.

Given the important role that school and district administrators have related to retention, the Advisory Group believes that all school administrators must learn about creating culturally inclusive and responsive school systems that nurture and retain teachers and administrators of color; in turn, maintaining the presence of educators of color to serve students and families of color.

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Another part of retention involves how employees are able to advance in their careers. However, premature advancement can burnout personnel. Administrators of color have shared that many new graduates and employees are promoted prematurely into advanced leadership positions because they are the only minority, or one of only a few. This type of leadership pressure without support can result in early burnout, lower performance evaluations, isolation, or early departure from the K-12 system.

Culturally Responsive Teaching Practices and Related Professional Learning

Although the charge of the Oregon Educator Equity Advisory Group is to document Oregon's progress in diversifying the educator workforce, members continually acknowledge the importance of efforts to increase the knowledge, skills, and belief systems of all educators to embrace culturally responsive teaching strategies and practices. In that spirit, we highlight several efforts underway in Oregon that are making significant strides in providing educators with professional learning and resources on culturally responsive practices.

Although the charge of the Oregon Educator Equity Advisory Group is to document Oregon's progress in diversifying the educator workforce, members continually acknowledge the importance of efforts to increase the knowledge, skills, and belief systems of all educators to embrace culturally responsive teaching strategies and practices.

Student-Authored Guide on Culturally Responsive Strategies

In Springfield School District, Student VOICE groups have formed at four district high schools to ensure that students feel safe and respected in school, have access to caring adults, and experience curriculum, programs and activities that interest and engage them. One of their current projects is the development of a student-authored guide around Culturally Responsive Strategies. Figure 23 provides a sample of one strategy and an accompanying student story that can help educators better understand students' perspectives.

Figure 23: Sample from Springfield Student Developed Culturally Responsive Strategies

Empathy:

When you introduce a hard topic say it as it is. (Ex "Class today we are going to take time out of our day to talk about _____")

Common ground is a great way to open up your students' mind. This is the foundation to talking about hard subjects. You must show that your classroom is a safe environment to talk and learn. Empathy is the next key to going anywhere with hard topics. If there is no empathy, then learning will go nowhere and no one will care. There are four steps to empathy:

1) See their world. You may not understand it, but you must try or show that you are trying. This is done by simply hearing to hear them not hearing to respond.

2) Understand their feelings you want to show you care, so listen to them the full way through.

3) Communicate understanding. This isn't the part to say a silver lining or to say what the person should be grateful for. This is the part where you ask what they need and try to help them. Then, the most important one of all:

4) Appreciate them as human beings while withholding judgment.

When you do these four steps that is how you truly show empathy. This is the guiding force to making a change in someone's life, and the guiding force to any good conversation. When you introduce these topics to your students have them know these 4 steps.

-Jacob Sieczkowski, 10th grade student,

Thurston High School, Springfield School District.

Student Story:

"I came to school on a 'B' day, my favorite day, I was happy but over the course of the day, I got told as I was talking to some of my friends, "you seem like a serial killer". That didn't mean much at first, but as the day went on people kept this going. People that don't even know me, or didn't think it was offensive. I didn't bring it up to my teachers, but I remembered something from my childhood about this and how this was one thing that people said. People compared me to someone with no empathy, no soul, someone who took people away from their family. I went home and I did something I would regret, I decided to try drinking it helps so many people why not me... I down shot after shot.... I then grabbed my dad's gun in his safe, I knew the lock combo...I started to grab it, but then I put it down and said to myself, "hold on...:".

I decided "Let's call the person who started this, so I called my buddy who started this as a joke and he talked me out of it. I put it back and I went to bed. The next day I went to all of my classes, but only had half the homework done for some of them due to what happened the night before. I remember one of my teachers getting mad at me and going on a rant about the homework completion in the class, my only thought was, "why don't they ask if everything is ok." I turn in most of my assignments, I work hard, but instead I felt like I got punished after this event. Teachers need to see us as human beings and that we aren't trying to upset them, things are happening in our lives. We just want to be seen as people, even if we aren't perfect."

Teachers need to see us as human beings and that we aren't trying to upset them, things are happening in our lives. We just want to be seen as people, even if we aren't perfect.

Teaching With Purpose

Teaching With Purpose is a Portland-based organization that supports and expands a network of educators committed to learning, inventing, enacting and sharing culturally responsive pedagogies and institutional practices to transform Oregon's equity-focused education policies into practice. Their first Conference was initiated in 2001. More than 550 participants attended the Teaching With Purpose Annual Conference in 2016.

Funded by the Network for Quality Teaching and Learning in 2013-15 and through legislative funding during the 2016 short session, Teaching With Purpose also offers a Lecture Series (Figure 24) featuring nationally and internationally acclaimed scholars who address and engage audiences in the fundamentals and current research on Culturally Responsive Practices.

Figure 24: Teaching With Purpose 2017 Report

TEACHING WITH PURPOSE

www.teachingwithpurpose.education

"Until educational stakeholders take responsibility for the inferior and inequitable resources, the persistent lack of funding, and the racism and classism that are institutionalized in the system, the achievement gap will remain firmly in place and children of color and of poverty will most certainly continue to be left behind." ***- Dr. Gloria Ladson-Billings***

The Teaching With Purpose Leadership Institute is designed to facilitate leadership development to implement culturally responsive practices and help districts align policy with equity laws.

The Teaching With Purpose Lecture Series is an exploratory series covering the fundamentals and current research of culturally responsive practice.

The series is designed to create a conversation and to interact with our national experts—scholars who are nationally and internationally renowned regarding the field.

What are people saying?

"As a pre-service teacher, these trainings help me visualize my first year in the classroom and how I can use my space to help foster the change we all know needs to happen."

Yes, I sat in my car after the presentation was over and literally wrote up an idea of how to use her speech in a Professional Development with a current problem of practice on my team: how do we identify and circumvent cultural deficit language about students?

"Teachers need to be trained in implementing cultural responsive curriculum. As a teacher I feel that there are not enough opportunities or resources to create curriculum that is meaningful and relatable for our students."

Educators need proper resources to properly implement CRPP. We need training, and time to reflect with colleagues, collect and analyze data on practices that are working and receive coaching and support as needed.

Over 99% of participants think **"the content is relevant to my position".**

Speakers:

- **January 19, 2017- Principal Kafele**: International speaker and author spoke about "Principal and Teacher Leadership." Principal and Teacher Leadership. Principal Kafele ***10 people***

- **February 16, 2017 - Dr. Doris McEwen**: Former director for the Oregon Education Investment Board, with the goal of graduating 80 % of Oregon's high school graduates attend post-secondary studies. Her lecture was on "Activating the Equity Lens." Activate Equity Lens. Dr. Dorris McEwen ***12 people***

- **March 16, 2017 - Tim Wise**: Author and influential speaker and change agent talks to institutions, education systems, law enforcements and work places that need to wake up. His lecture was titled, "What is your Perception? Unpacking White Privilege." ***346 people***

- **April 20, 2017- Dr. Jeff Duncan-Andrade:** A researcher, author of two books and public speaker on effective pedagogy in urban settings, teaching and education. He talked about the "Student and Parent Assessment of Bill of Rights." ***133 people***

- **May 18, 2017 - Dr. Gloria Ladson-Billings** researches curriculum and instruction, education policy studies and education leadership and policy analysis. ***120 people***

621 participants in the TWPLI lecture series. TWP reached **1200** educators representing **21** districts across the state.

@TEACH2EMPOWER77

During the two days, a number of participants posted Tweets with pictures and comments, with the hashtag #TWPC2016

Teaching With Purpose Director Karanga Crews noted in a Portland Tribune article by Lyndsey Hewiit: "Our state is excellent in terms of passing education policy. However, our policies don't have any teeth to them." Crews and his colleagues are advocating for an "equity index indicator" to hold districts accountable. This year they worked to introduce SB 204 during the 2017 legislative session intended to direct Department of Education to establish pilot program to certify schools, school districts and educators that exemplify culturally responsive practices and competencies, require every school district, public school and public educator to be certified in culturally responsive practices and competencies and direct the department to collaborate with Teaching with Purpose Consortium for purpose of reviewing policies and practices of educational state agencies to ensure that educators are providing instruction that is culturally responsive and culturally relevant.

Our state is excellent in terms of passing education policy. However, our policies don't have any teeth to them.

Karanja Crews

Eastern Oregon University Center for Culturally Responsive Practices

Across the state at Eastern Oregon University, the Center for Culturally Responsive Practices brings leading scholars to campus where they offer presentations and workshops for K-12 educators, future teachers, community members and university faculty, which are available online along with:

- Current research on culturally responsive pedagogy and practices.
- Resources that identify how culturally responsive practices can be used to promote equity and engaged learning across the curriculum.
- Tools on how culturally responsive practices can be used to reach educational learning outcomes and standards.
- Engagement in a collegial, safe environment to explore and discuss the difficulties and perceptions of learning and development of culturally responsive teaching.
- Opportunities to collect data, perform research, and promote the scholarship of culturally responsive practices.
- Support for continuing assessment, research and implementation of strategies to improve teaching and learning based research.
- Participation in forums to share research and teaching strategies with colleagues and in the surrounding community.

Oregon's Lack of Tribal Curriculum

The 1972 Indian Education Act was landmark legislation establishing a comprehensive approach to meeting the unique needs of American Indian and Alaska Native students. It recognizes that American Indians have unique, educational and culturally-related academic needs. The Act covers pre-school to graduate-level education and reflects the diversity of government involvement in Indian education and focuses national attention on the educational needs of American Indian learners.

Yet Oregon continues to fail to meet the needs of its American Indian students as reflected by high dropout rates at 56%[9] and absenteeism rates at 70%[10]. The state is missing a critical opportunity to fully leverage the strengths, assets, and contributions these students bring to their communities. The lack of accurate and complete curricula is contributing to the persistent achievement and opportunity gaps between American Indian and other students.

Objective 7 of the Oregon American Indian/Alaskan Native Plan states: Every school district in Oregon implements (K-12) historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate American Indian / Alaska Native curriculum. In 2017, Senate Bill 13 was introduced by Governor Kate Brown. The bill mirrors similar laws enacted in other states including Washington, Montana, California, and Alaska and would direct ODE to:

1) Make available funds during the Academic year 2017-18 to each of Oregon's nine federally recognized tribal governments, for the creation of accurate place-based curriculum about each Oregon tribe. Oregon Department of Education will retain $200,000 to hire a contractor to work with Oregon's nine federally recognized tribes and ODE's American Indian Alaska Native Advisory Panel to create Essential Understandings of Oregon Indians curriculum which will be aligned to state standards (Phase 1).

2) Offer professional development during the Academic year 2018-19 to districts on the Essential Understandings of Oregon Indians curriculum (Phase 2).

3) Require all districts during the Academic year 2019-20 to teach the Essential Understandings of Oregon Indians curriculum (Phase 3).

The Senate Hearing included testimony from tribal representatives including Modesta Minthorn, Education Director of the Umatilla Indian Reservation who reminded legislators:

9 Chronic Absenteeism Rates Oregon Department of Education 2015-2016 Fall Membership Report.

10 Four year Cohort Rates Oregon Department of Education 2015-2016 Fall Membership Report.

"Each of the nine federally recognized Tribes in Oregon are sovereign - with distinct languages, customs, values, beliefs and independent relationships with the state and federal government. And SB 13 provides an opportunity for each of us to educate Oregonians about who we are as a people."

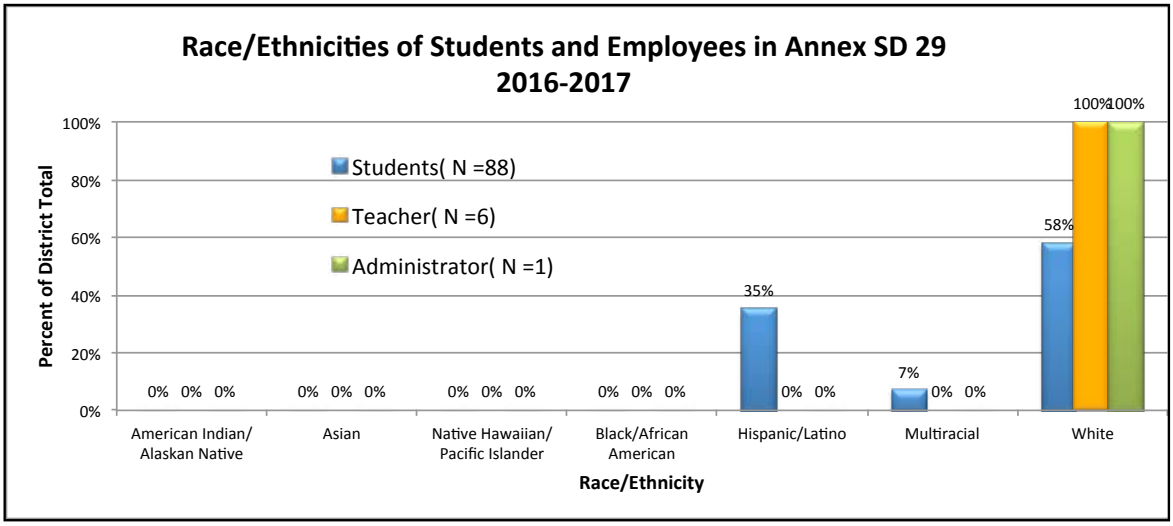
Ethnic Studies Bill

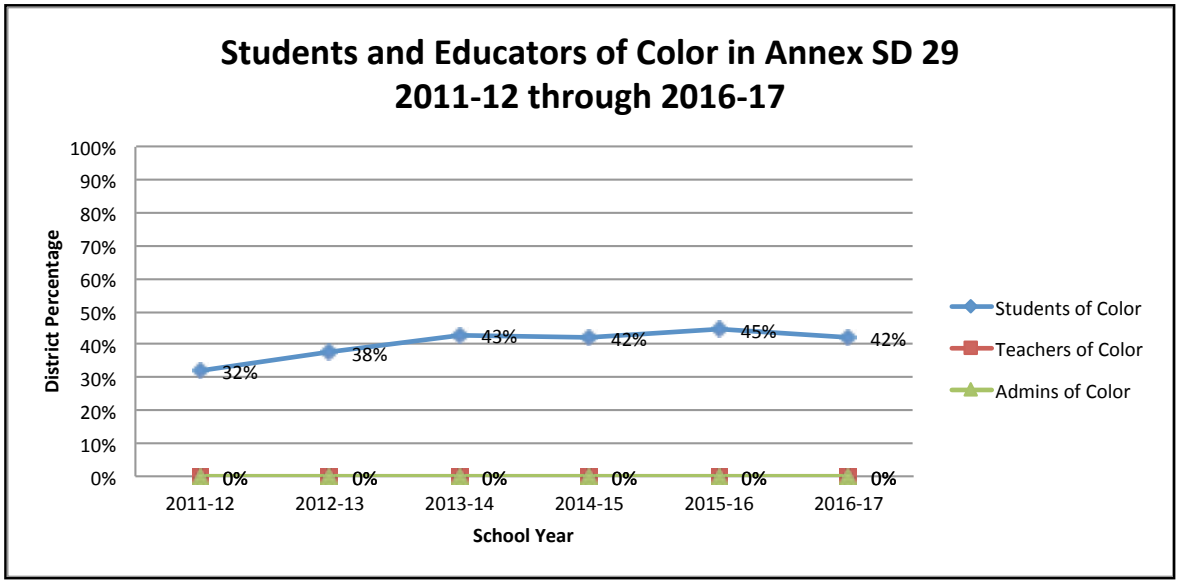
Reflecting the history and contributions of all people in school curriculum can also help increase student engagement, attendance and foster civic engagement. By gaining more knowledge and understanding of different cultures and histories, Oregon students are better equipped to participate in the global economy and engage with diverse communities. HB 2845 in the 2017 Legislature directs Department of Education to convene an advisory group to develop statewide ethnic studies standards for adoption into existing statewide social studies standards for public kindergarten through grade 12. It also directs the department to adopt ethnic studies standards into existing statewide social studies standards for public kindergarten through grade 12.

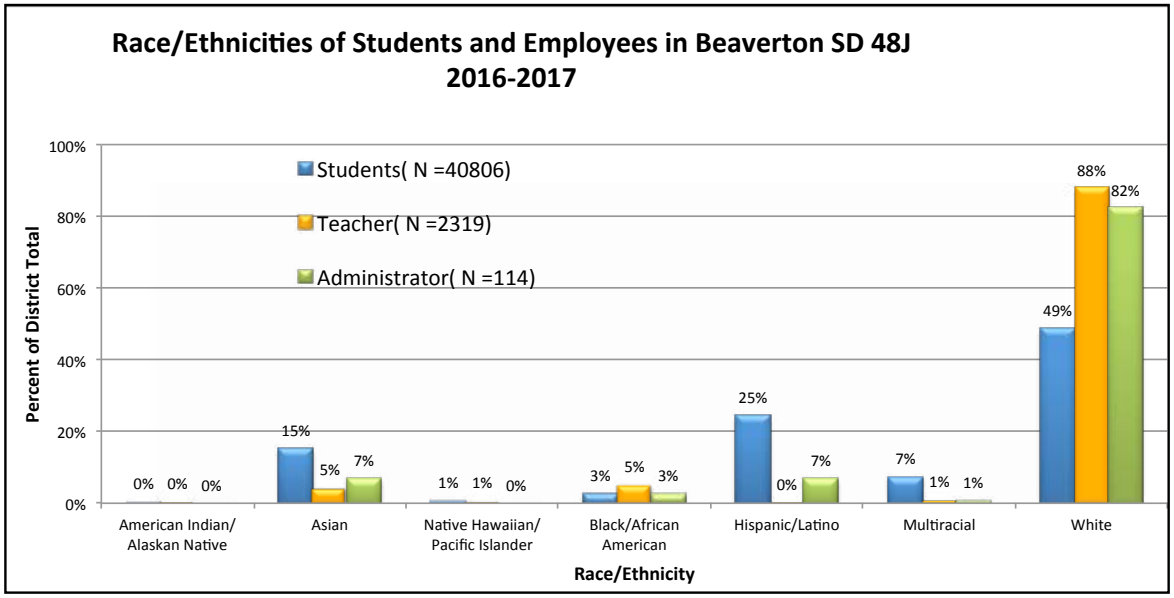
Educator Advancement Advisory Group Recommendations for 2017-2018

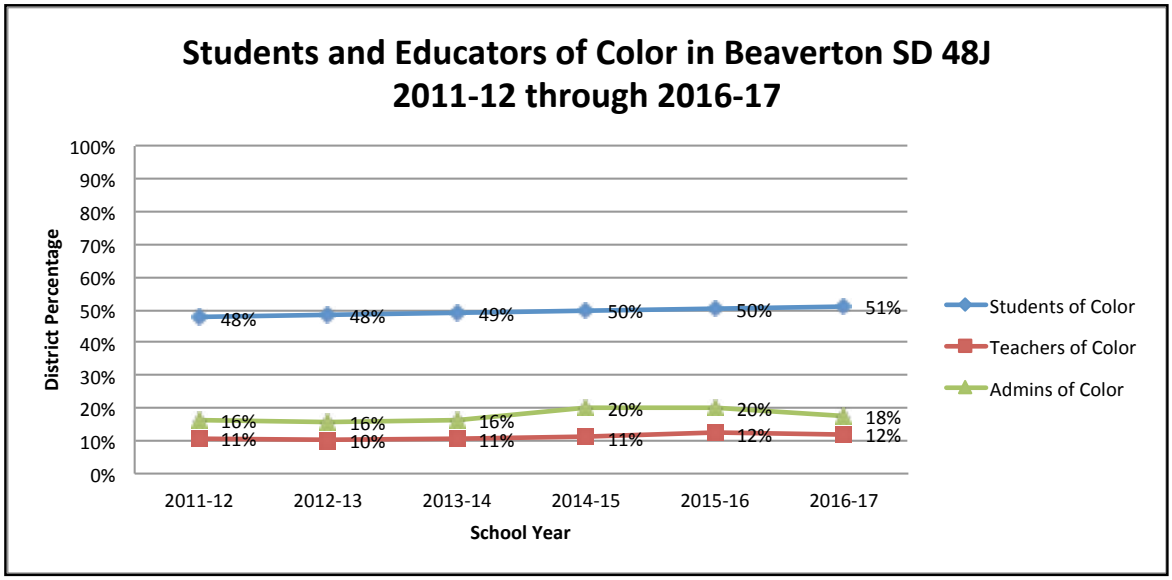
- Based on research from six other states, the Educator Equity Advisory Group recommended scholarships of $5000 a year for up to two years to support culturally or linguistically diverse teacher candidates enrolled in Oregon educator preparation programs.
- Members stand ready to collaborate with the Chief Education Office and the Higher Education Coordinating Commission pending finalization of the 2017 legislative session to finalize and launch the proposed Oregon Teacher Scholars Program to provide scholarships and networking resources to support culturally or linguistically diverse candidates in completing their licensure programs and moving towards employment within Oregon's public schools.
- Oregon needs to promote capacity building and coordination across an array of existing state projects, initiatives, and organizations focused on equity. Members of the Educator Equity Advisory Group have already met with Assistant Superintendent Darryl Tukufu and Chief Education Officer Lindsey Capps to share this recommendation.
- The ODE Office of Equity, Diversity and Inclusion should work in partnership with the Council on Educator Advancement to convene a broad group of stakeholders who are positioned to develop a professional learning framework that defines:
    - Common language around culturally responsive practices.
    - Current assets and high-quality resources.
    - Gaps and priority needs.
    - Guidelines for high quality professional learning accessible to all Oregon educators.
- Absent a regularly conducted statewide educator supply and demand report, further analysis is needed on content/endorsement areas and demographics for out-of-state TSPC licensed individuals to help inform educator preparation program on district hiring priorities.
- The Educator Equity Advisory Group is advocating for additional analysis and collaboration with TSPC and education preparation programs to resolve:
    - Causes for attrition of educators of color lost from the schools and their years worked in Oregon K-12 prior to leaving.
    - Barriers contributing to the presence of 1300+ teachers of color who hold a current TSPC teaching license but are not employed in Oregon's public schools.
- Any remaining barriers that inequitably impact a culturally or linguistically diverse educator's ability to obtain a teaching license in Oregon including:
    - Program admission requirements or national accreditation requirements.
    - Attrition in preparation programs reflected in data on enrollment as well as program completion rates.
    - Existing licensure tests or performance assessments.
    - Community college to four-year program transfer processes for individuals pursuing teacher licensure.

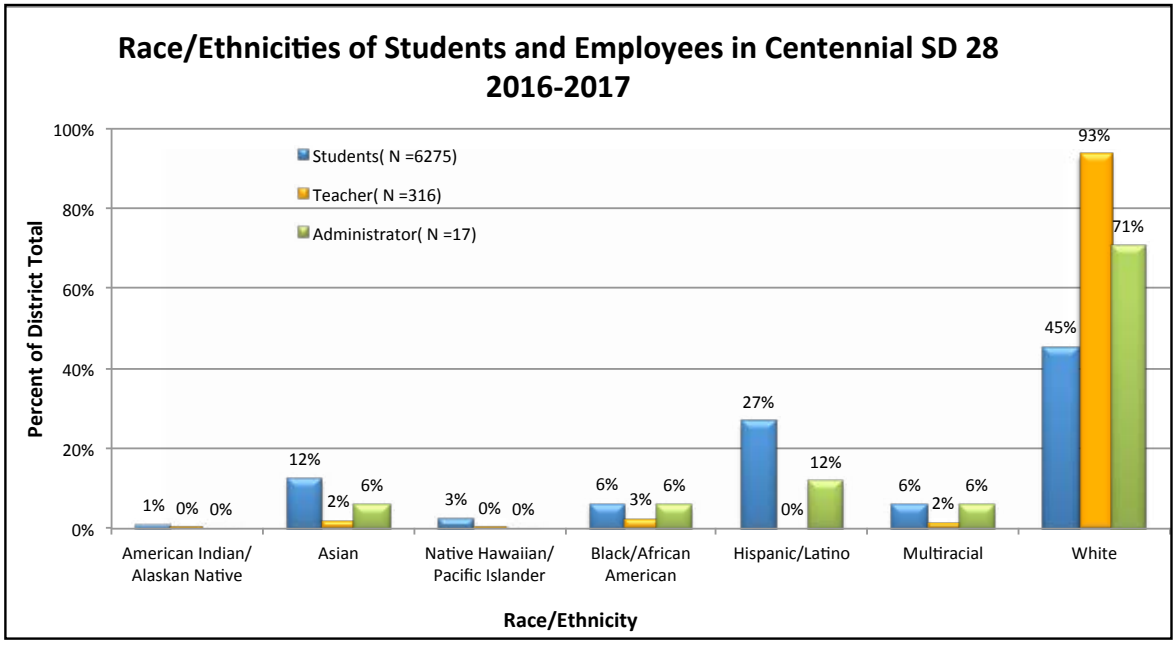
APPENDIX A: DISTRICT DATA PAGES

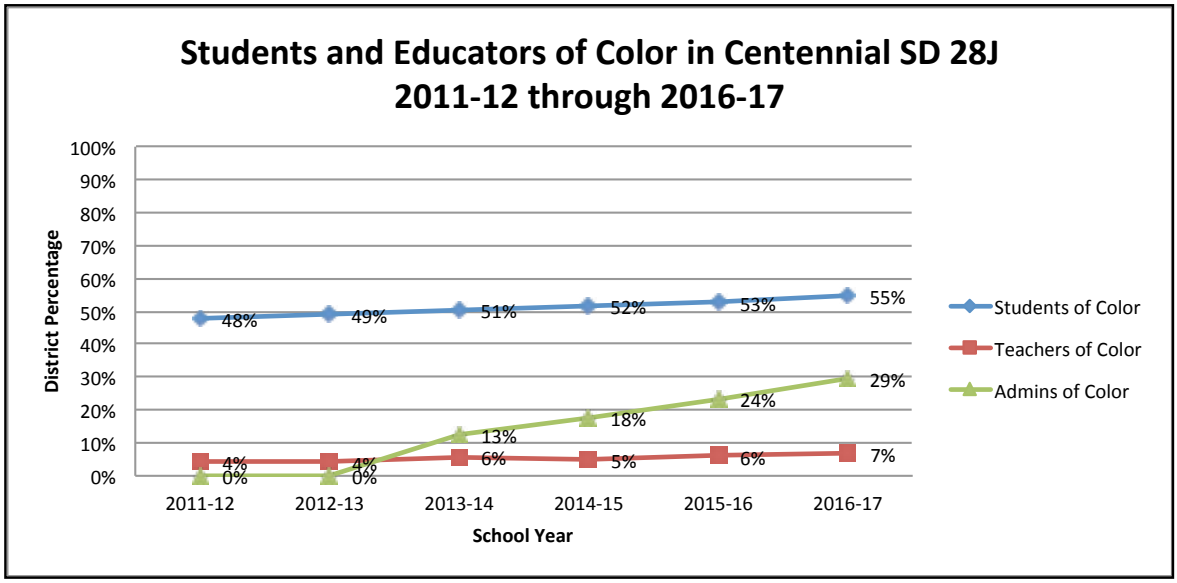


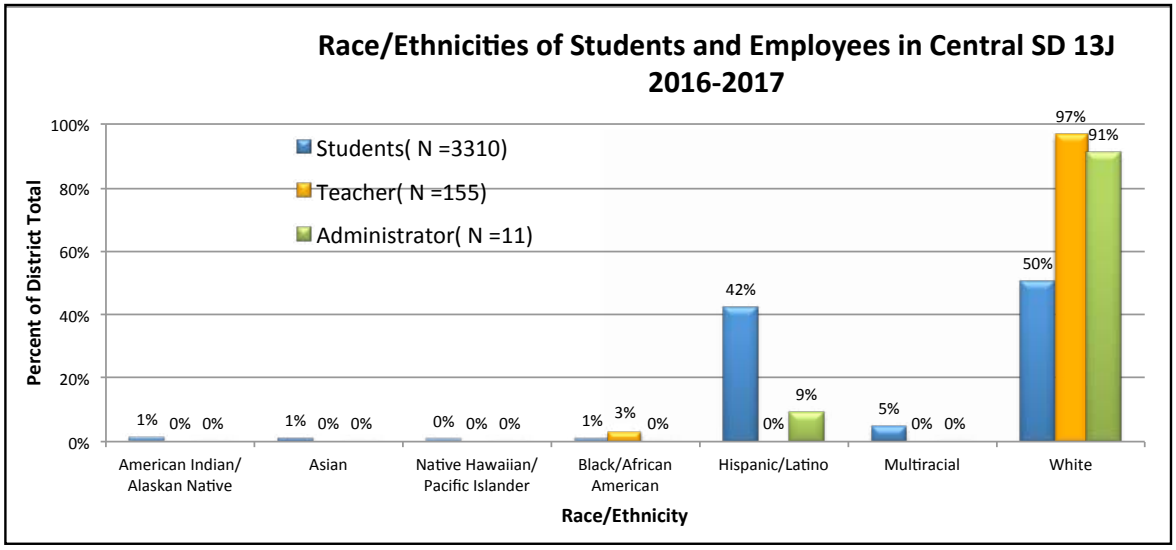


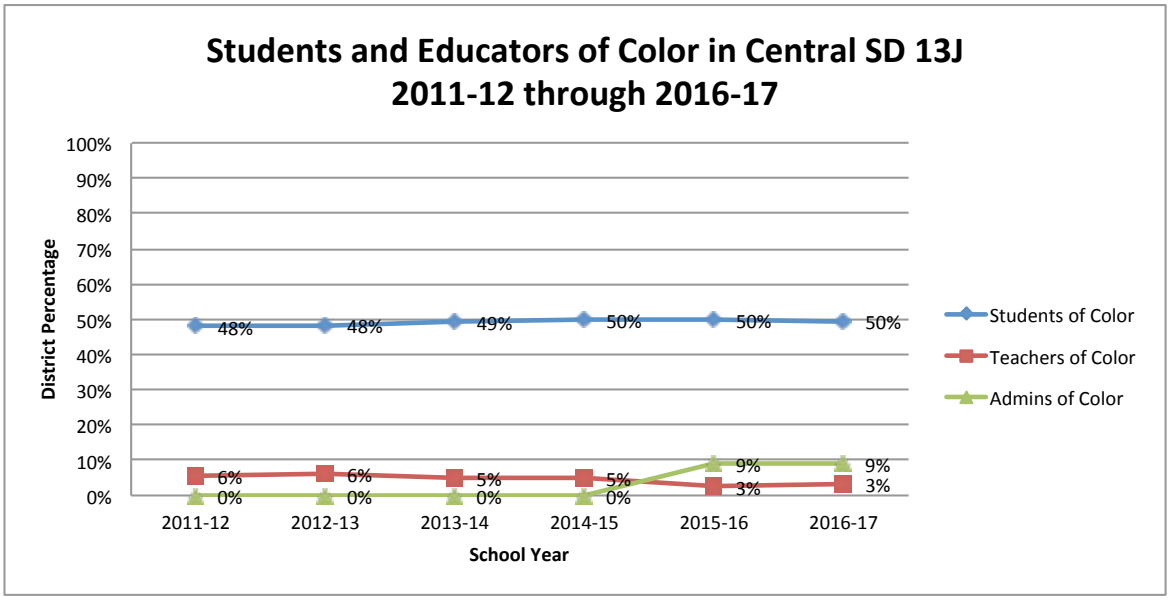

Race/Ethnicities of Students and Employees in Beaverton SD 48J
2016-2017
Students(N =40806)
Teacher(N =2319)
Administrator(N =114)
Percent of District Total
100%
80%
60%
40%
20%
0%
0% 0% 0%
15% 5% 7%
1% 1% 0%
3% 5% 3%
25% 0% 7%
7% 1% 1%
49% 88% 82%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

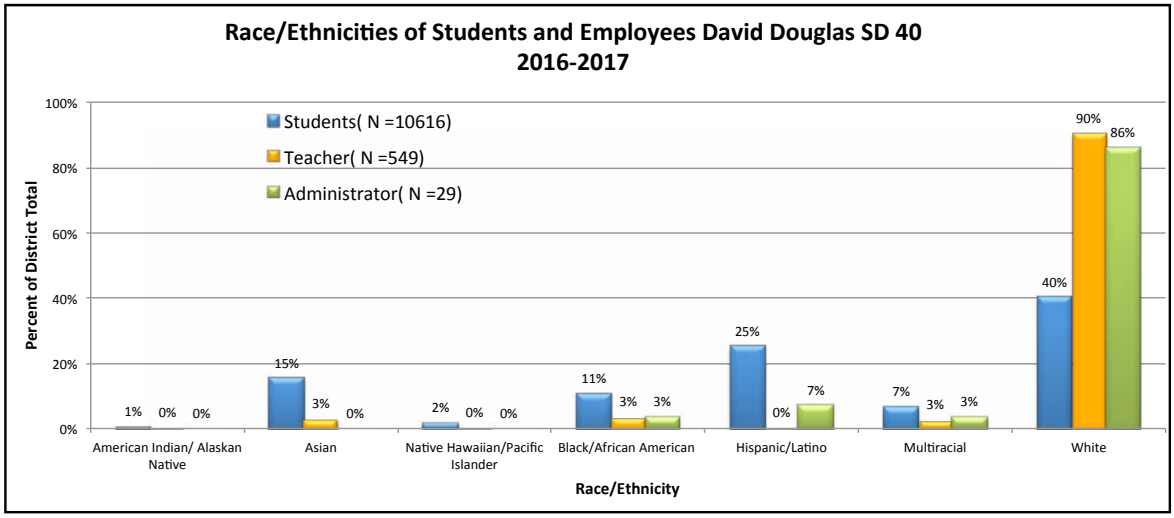

Students and Educators of Color in Beaverton SD 48J
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
48% 48% 49% 50% 50% 51%
16% 16% 16% 20% 20% 18%
11% 10% 11% 11% 12% 12%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

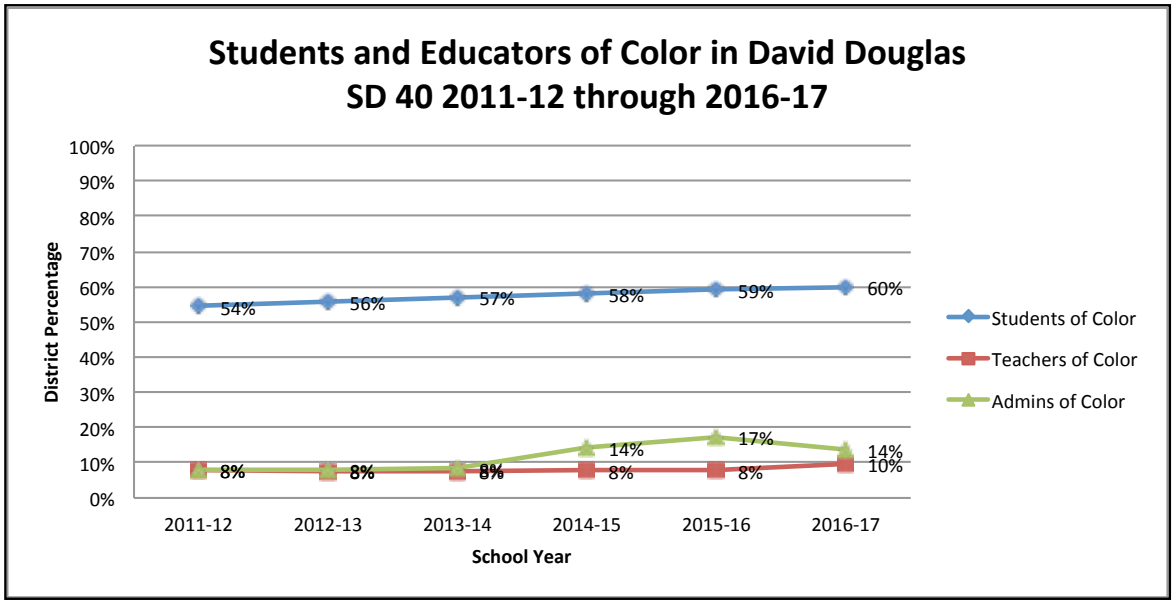

Race/Ethnicities of Students and Employees in Centennial SD 28
2016-2017
Students(N =6275)
Teacher(N =316)
Administrator(N =17)
Percent of District Total
100%
80%
60%
40%
20%
0%
1% 0% 0%
12% 2% 6%
3% 0% 0%
6% 3% 6%
27% 0% 12%
6% 2% 6%
45% 93% 71%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

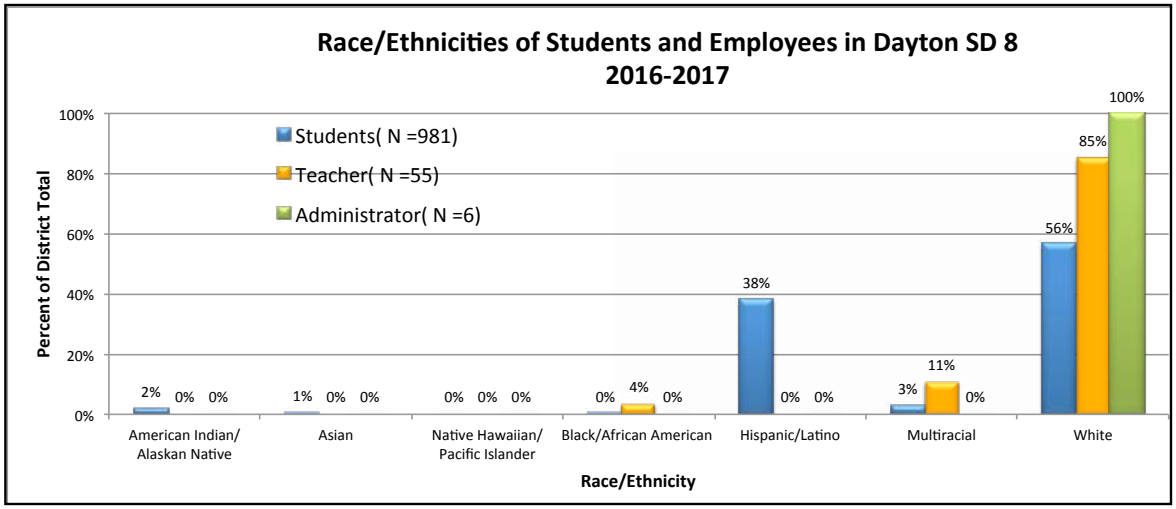

Students and Educators of Color in Centennial SD 28J
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
48% 49% 51% 52% 53% 55%
4% 4% 6% 5% 6% 7%
0% 0% 13% 18% 24% 29%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

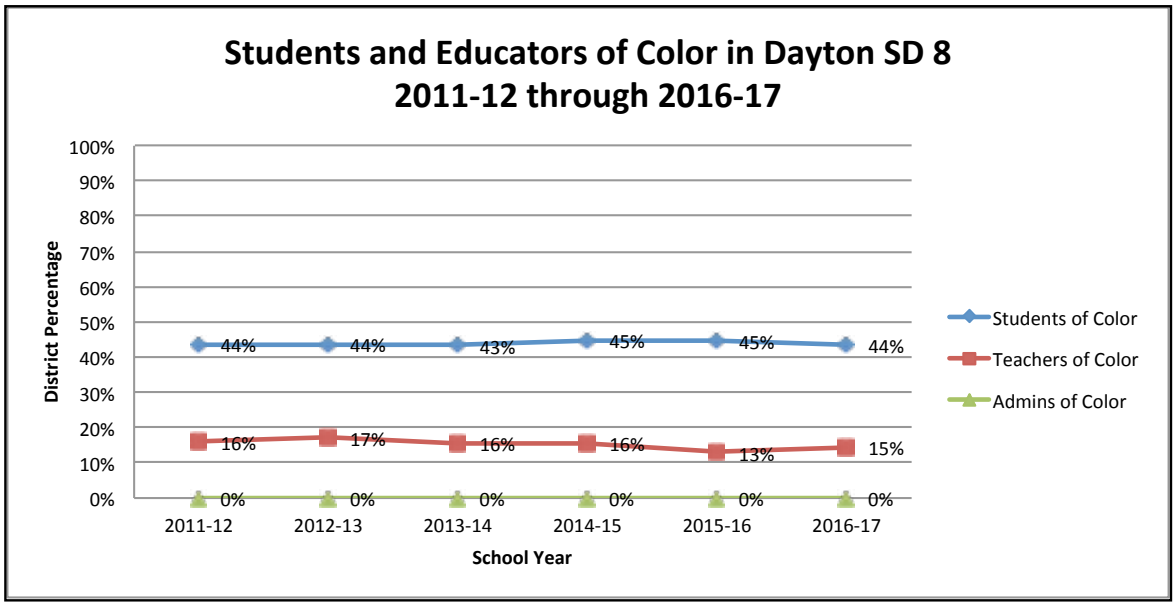

Race/Ethnicities of Students and Employees in Central SD 13J
2016-2017
Students(N =3310)
Teacher(N =155)
Administrator(N =11)
Percent of District Total
100%
80%
60%
40%
20%
0%
1% 0% 0%
1% 0% 0%
0% 0% 0%
1% 3% 0%
42% 0% 9%
5% 0% 0%
50% 97% 91%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

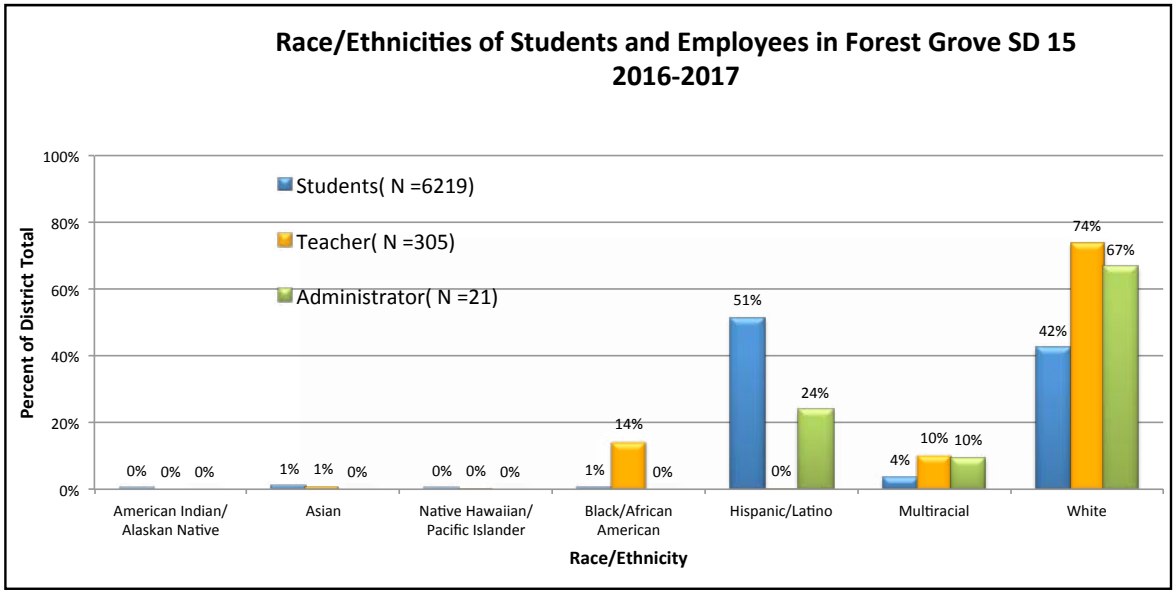

Students and Educators of Color in Central SD 13J
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
48% 48% 49% 50% 50% 50%
6% 6% 5% 5% 3% 3%
0% 0% 0% 0% 9% 9%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

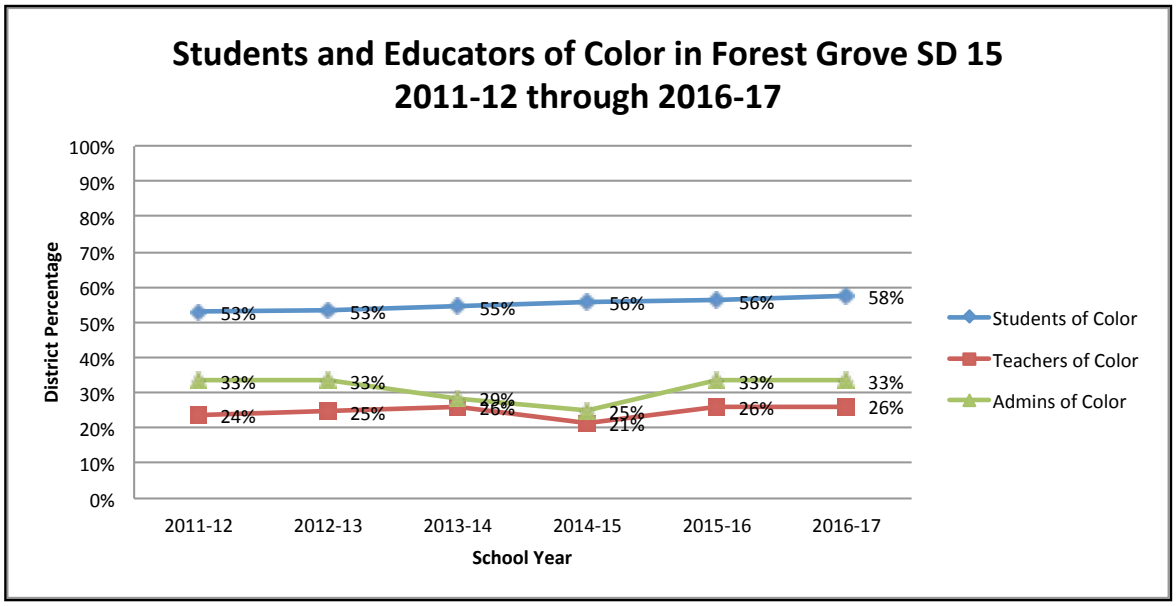

Race/Ethnicities of Students and Employees David Douglas SD 40
2016-2017
Students(N =10616)
Teacher(N =549)
Administrator(N =29)
Percent of District Total
100%
80%
60%
40%
20%
0%
1%
0%
0%
15%
3%
0%
2%
0%
0%
11%
3%
3%
25%
0%
7%
7%
3%
3%
40%
90%
86%
American Indian/ Alaskan Native
Asian
Native Hawaiian/Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

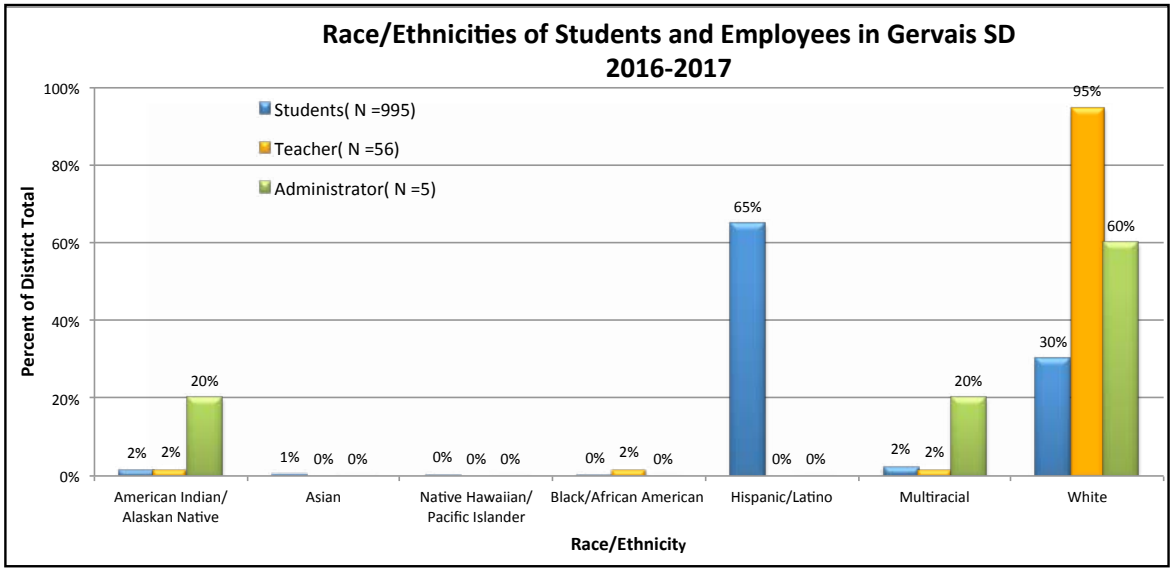

Students and Educators of Color in David Douglas SD 40 2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
54%
56%
57%
58%
59%
60%
8%
8%
8%
8%
8%
10%
14%
17%
14%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

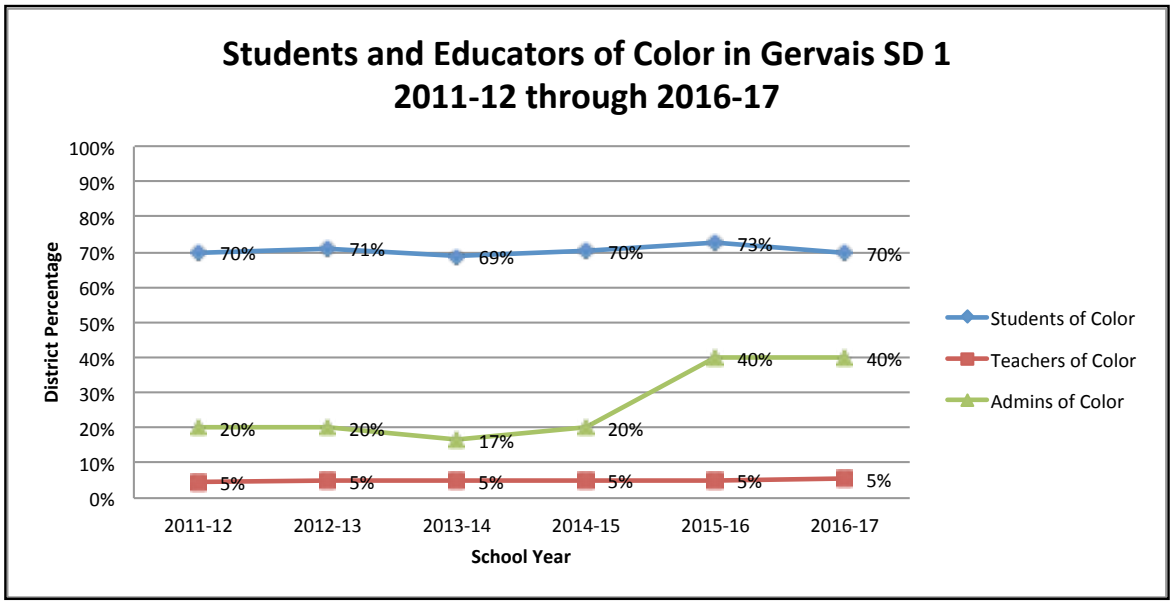

Race/Ethnicities of Students and Employees in Dayton SD 8
2016-2017
Students(N =981)
Teacher(N =55)
Administrator(N =6)
Percent of District Total
100%
80%
60%
40%
20%
0%
2% 0% 0%
1% 0% 0%
0% 0% 0%
0% 4% 0%
38% 0% 0%
3% 11% 0%
56% 85% 100%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

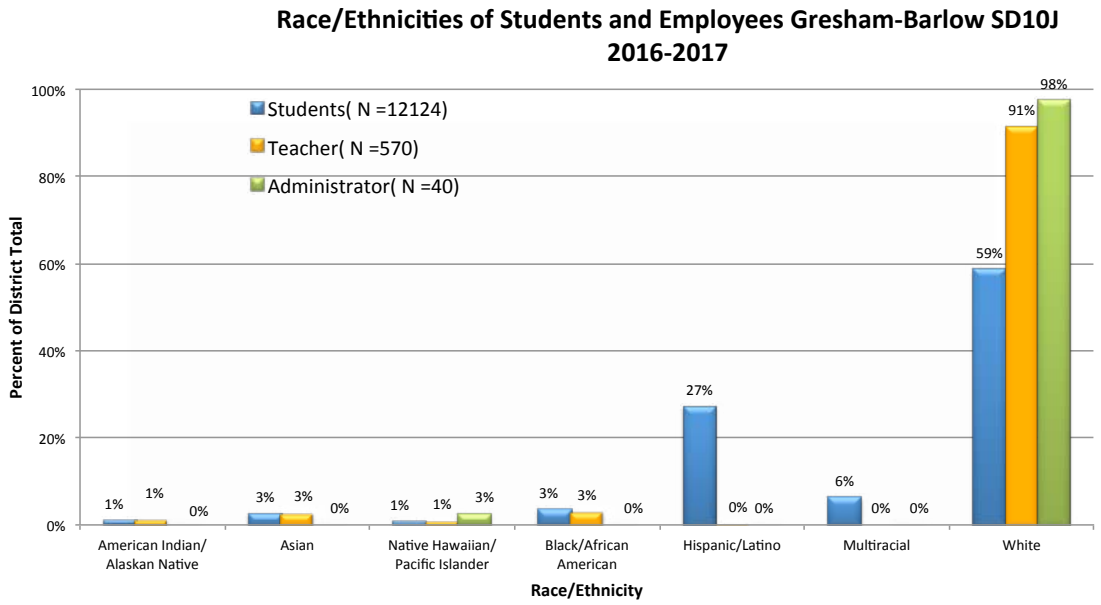

Students and Educators of Color in Dayton SD 8
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
44% 44% 43% 45% 45% 44%
16% 17% 16% 16% 13% 15%
0% 0% 0% 0% 0% 0%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

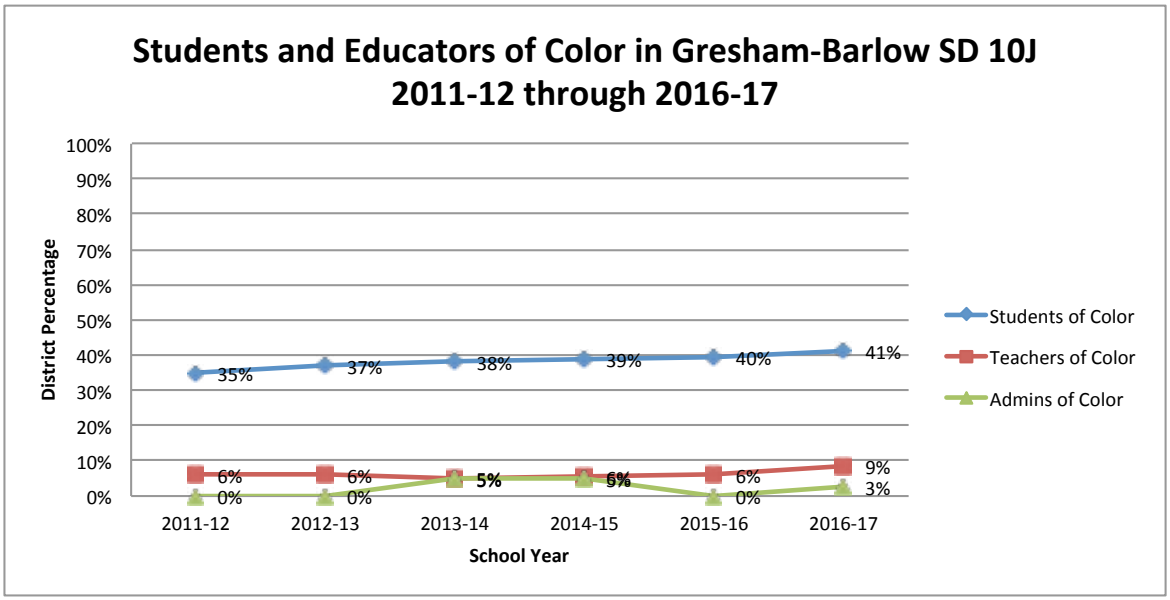

Race/Ethnicities of Students and Employees in Forest Grove SD 15
2016-2017
Students(N =6219)
Teacher(N =305)
Administrator(N =21)
Percent of District Total
100%
80%
60%
40%
20%
0%
0% 0% 0%
1% 1% 0%
0% 0% 0%
1% 14% 0%
51% 0% 24%
4% 10% 10%
42% 74% 67%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

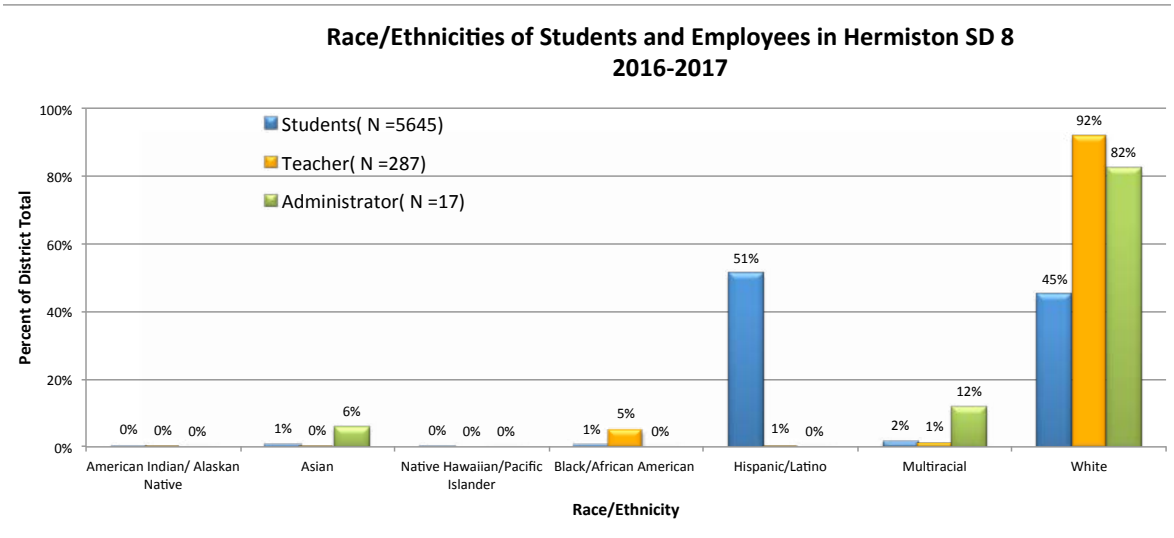

Students and Educators of Color in Forest Grove SD 15
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
53% 53% 55% 56% 56% 58%
33% 33% 29% 25% 33% 33%
24% 25% 26% 21% 26% 26%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

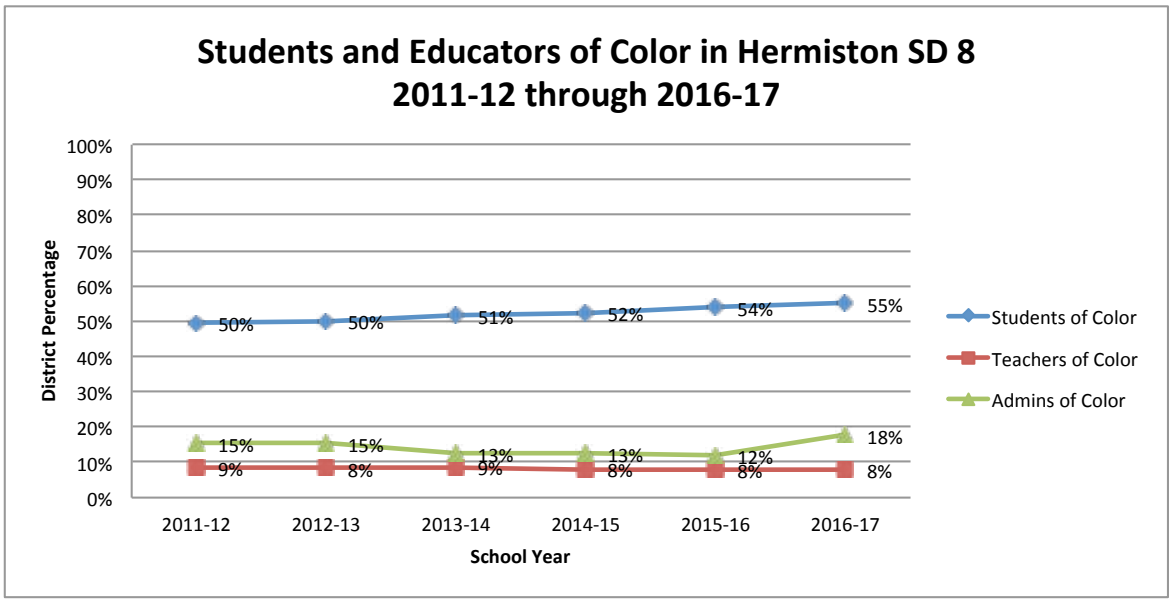

Race/Ethnicities of Students and Employees in Gervais SD
2016-2017
Students(N =995)
Teacher(N =56)
Administrator(N =5)
Percent of District Total
100%
80%
60%
40%
20%
0%
2% 2% 20%
1% 0% 0%
0% 0% 0%
0% 2% 0%
65% 0% 0%
2% 2% 20%
30% 95% 60%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

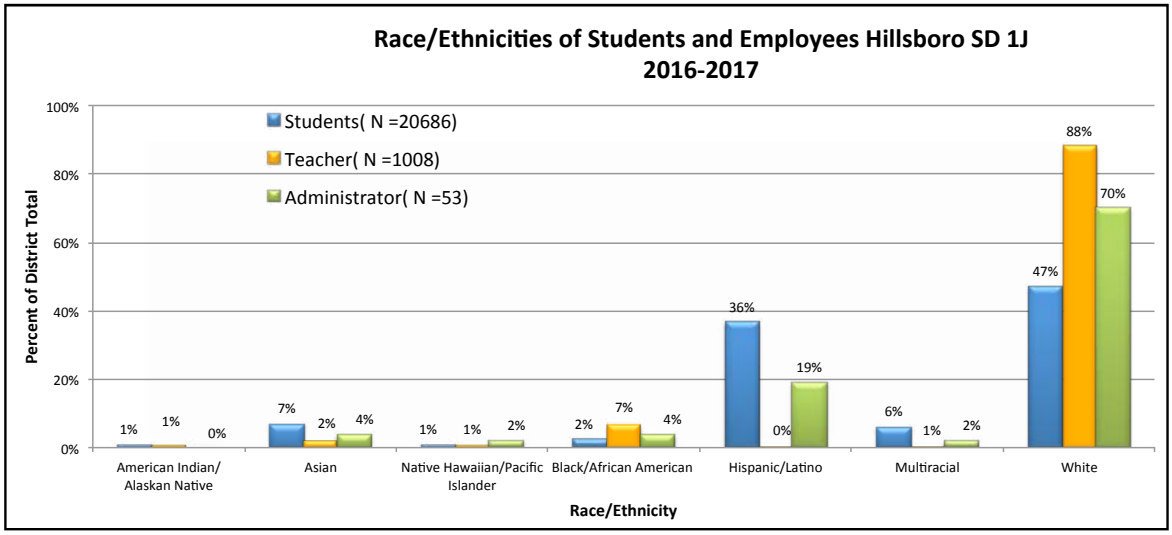

Students and Educators of Color in Gervais SD 1
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
70% 71% 69% 70% 73% 70%
20% 20% 17% 20% 40% 40%
5% 5% 5% 5% 5% 5%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

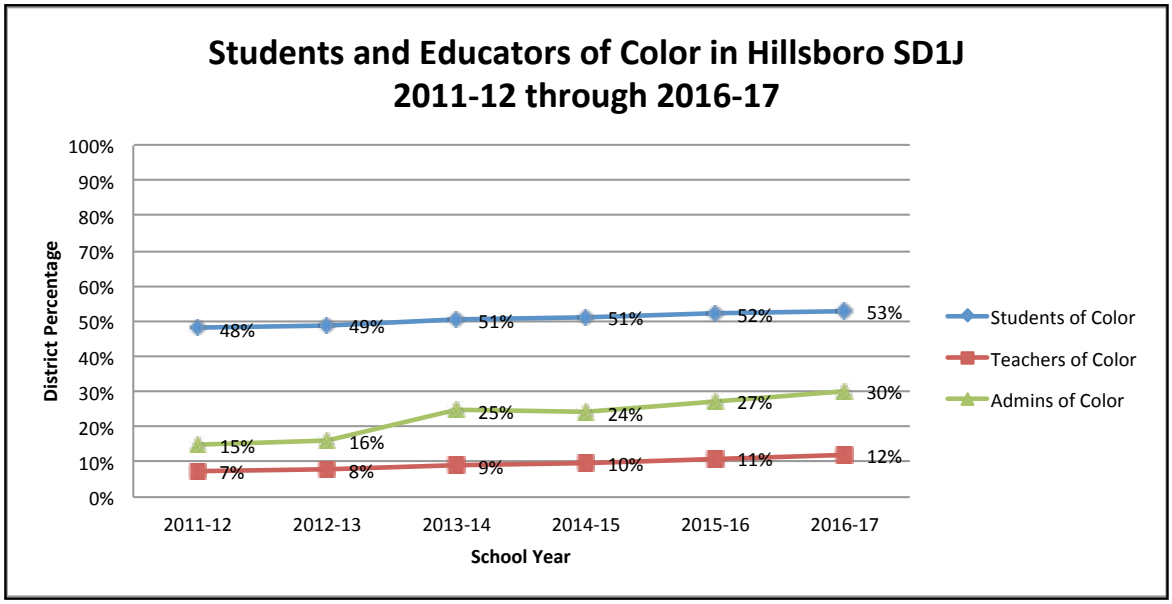

Race/Ethnicities of Students and Employees Gresham-Barlow SD10J
2016-2017
Students(N =12124)
Teacher(N =570)
Administrator(N =40)
Percent of District Total
100%
80%
60%
40%
20%
0%
1% 1% 0%
3% 3% 0%
1% 1% 3%
3% 3% 0%
27% 0% 0%
6% 0% 0%
59% 91% 98%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

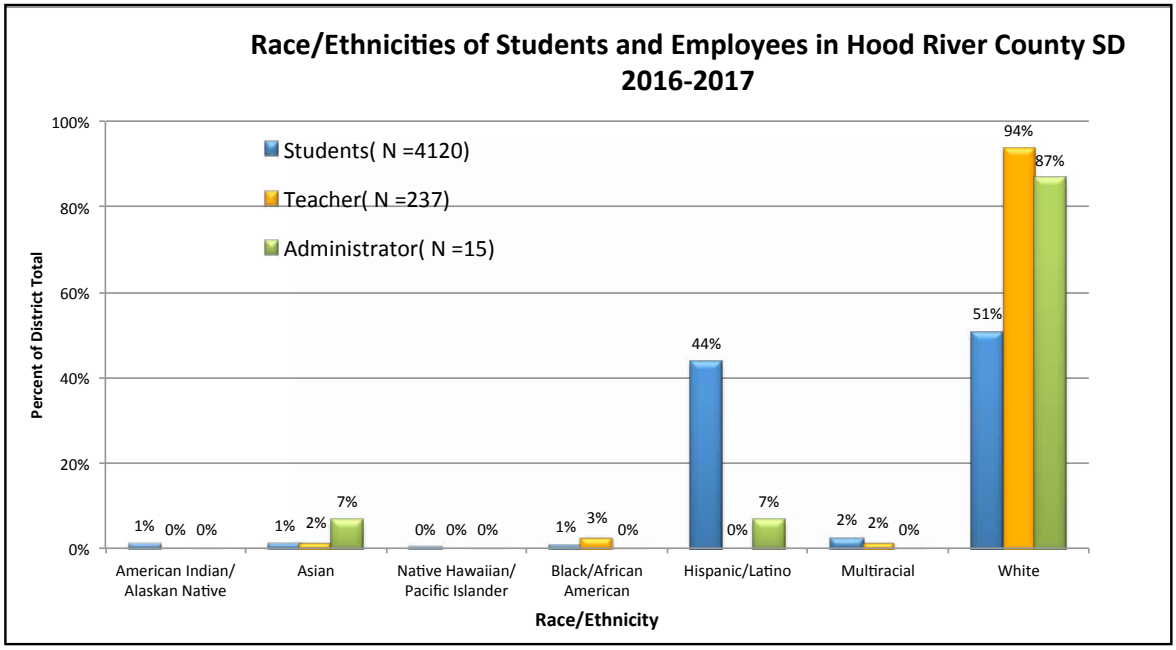

Students and Educators of Color in Gresham-Barlow SD 10J
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
35% 37% 38% 39% 40% 41%
6% 6% 5% 6% 6% 9%
0% 0% 0% 0% 3%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

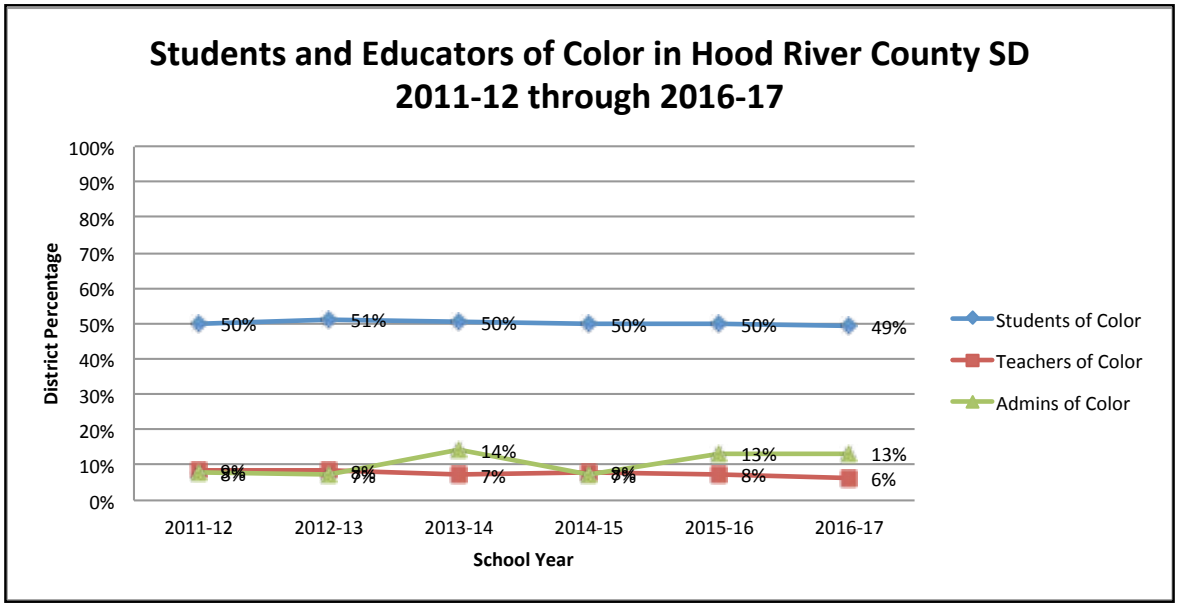

Race/Ethnicities of Students and Employees in Hermiston SD 8
2016-2017
Students(N =5645)
Teacher(N =287)
Administrator(N =17)
Percent of District Total
100%
80%
60%
40%
20%
0%
0% 0% 0%
1% 0% 6%
0% 0% 0%
1% 5% 0%
51% 1% 0%
2% 1% 12%
45% 92% 82%
American Indian/ Alaskan Native
Asian
Native Hawaiian/Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

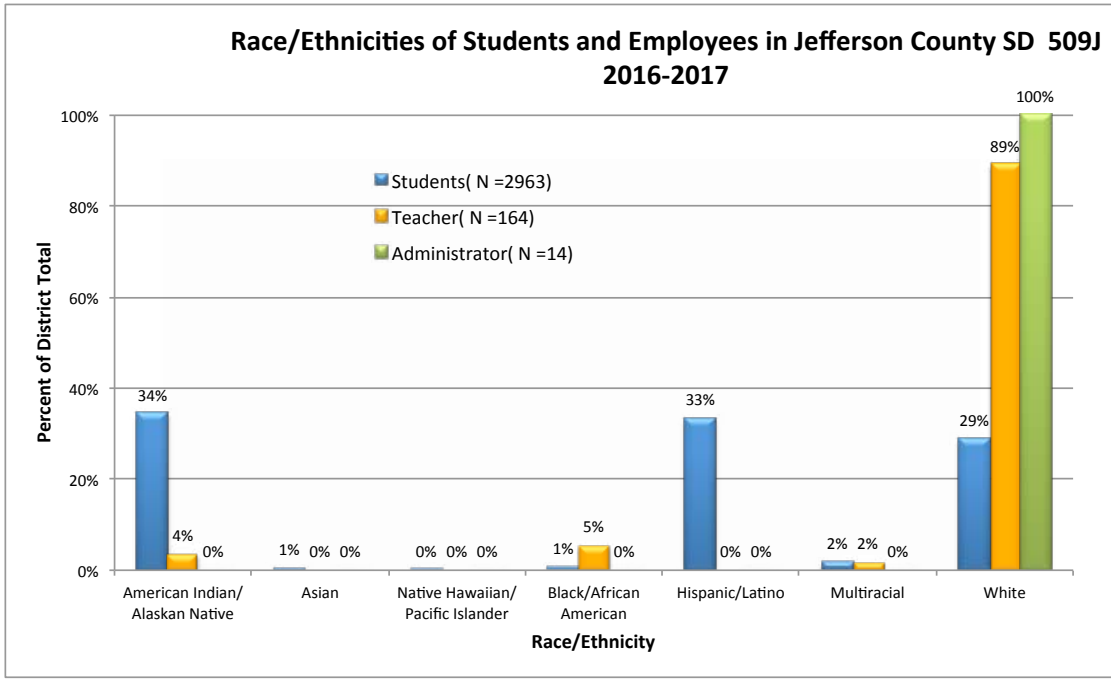

Students and Educators of Color in Hermiston SD 8
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
50% 50% 51% 52% 54% 55%
15% 15% 13% 13% 12% 18%
9% 8% 9% 8% 8% 8%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

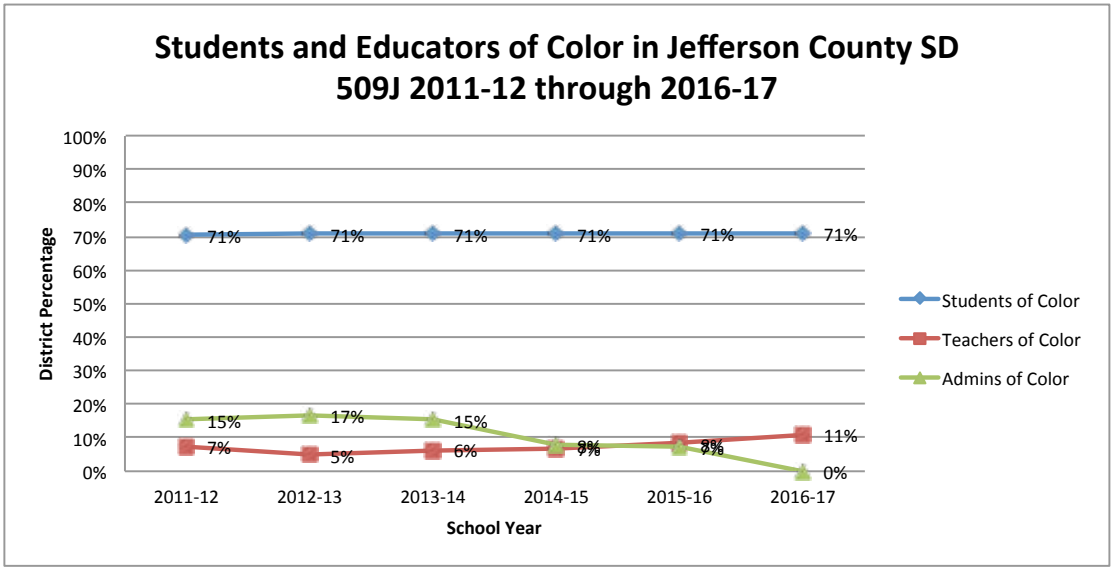

Race/Ethnicities of Students and Employees Hillsboro SD 1J
2016-2017
Students(N =20686)
Teacher(N =1008)
Administrator(N =53)
Percent of District Total
100%
80%
60%
40%
20%
0%
1%
1%
0%
7%
2%
4%
1%
1%
2%
2%
7%
4%
36%
0%
19%
6%
1%
2%
47%
88%
70%
American Indian/ Alaskan Native
Asian
Native Hawaiian/Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

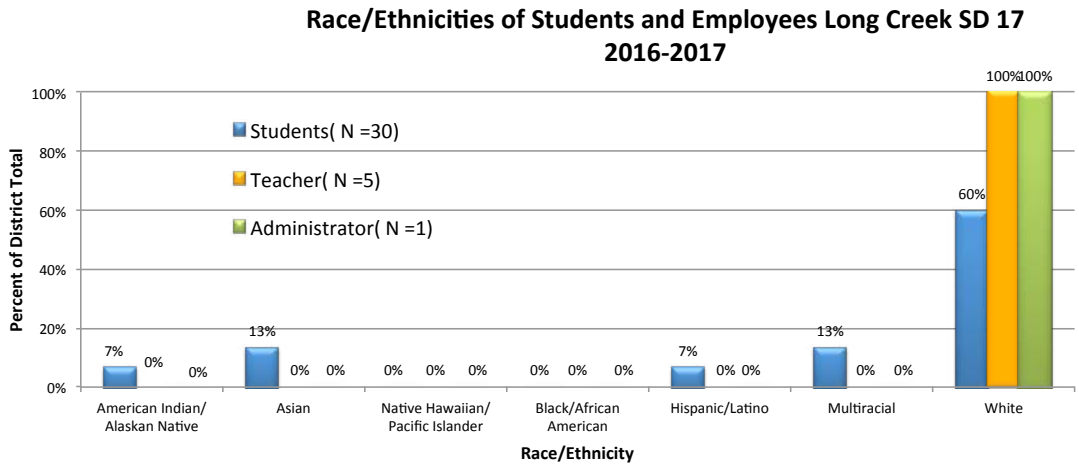

Students and Educators of Color in Hillsboro SD1J
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
48%
49%
51%
51%
52%
53%
15%
16%
25%
24%
27%
30%
7%
8%
9%
10%
11%
12%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

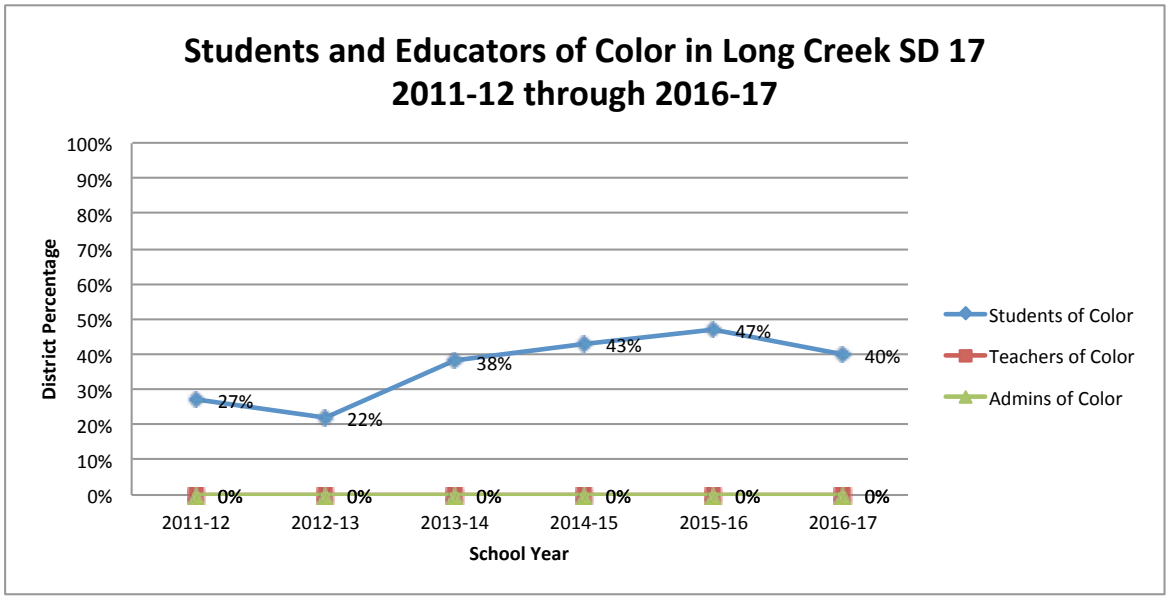

Race/Ethnicities of Students and Employees in Hood River County SD
2016-2017
Students(N =4120)
Teacher(N =237)
Administrator(N =15)
Percent of District Total
100%
80%
60%
40%
20%
0%
1% 0% 0%
1% 2% 7%
0% 0% 0%
1% 3% 0%
44% 0% 7%
2% 2% 0%
51% 94% 87%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

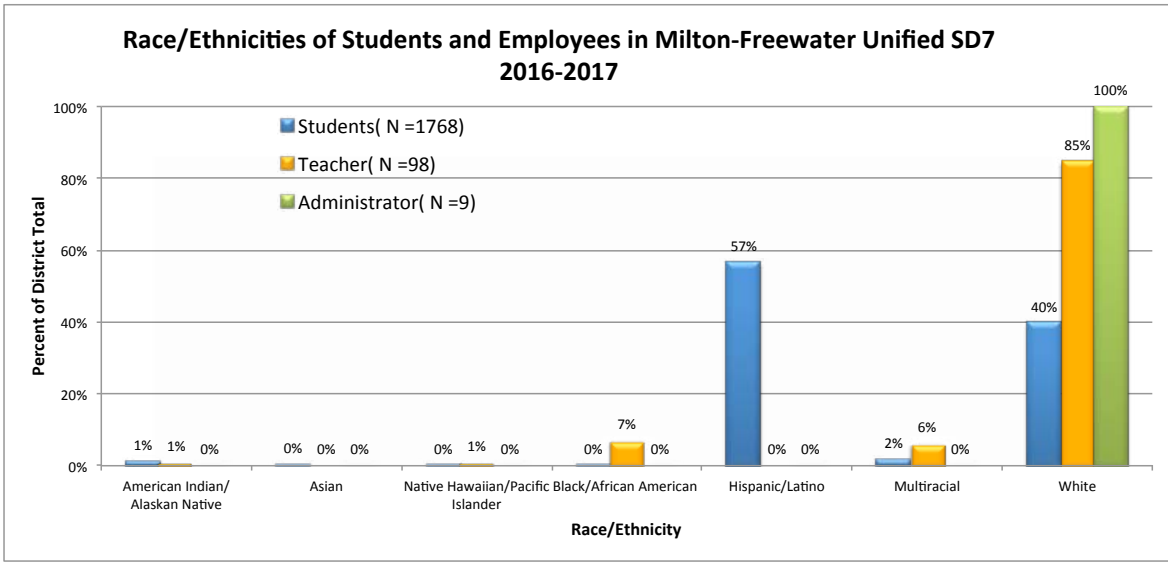

Students and Educators of Color in Hood River County SD
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
50% 51% 50% 50% 50% 49%
8% 8% 14% 8% 13% 13%
8% 7% 7% 7% 8% 6%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

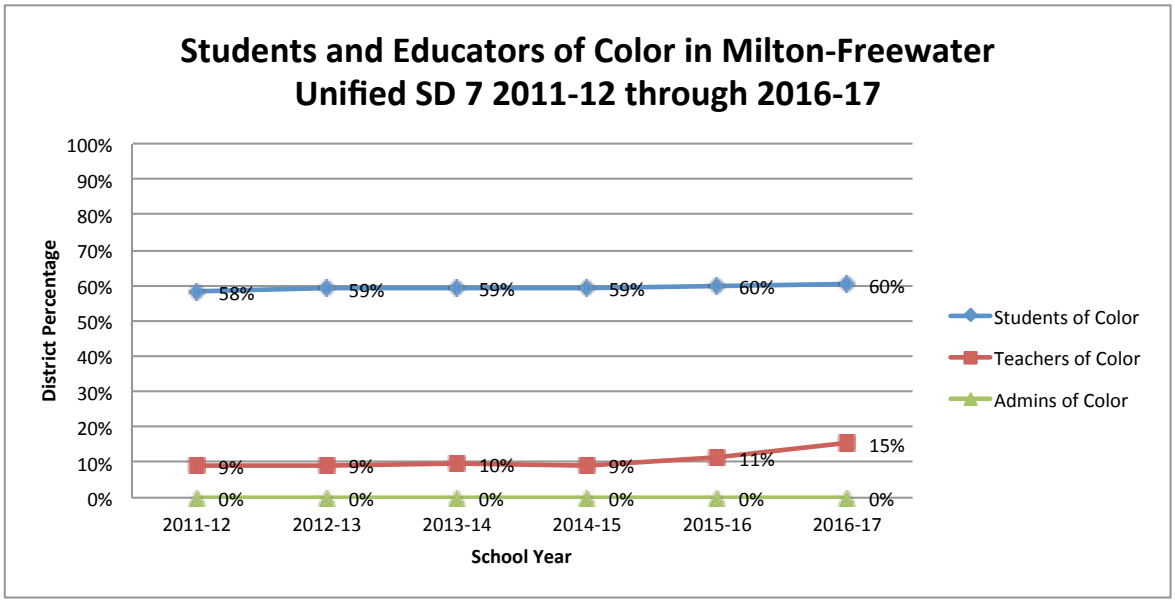

Race/Ethnicities of Students and Employees in Jefferson County SD 509J 2016-2017
Students(N =2963)
Teacher(N =164)
Administrator(N =14)
Percent of District Total
100%
80%
60%
40%
20%
0%
34%
4%
0%
1%
0%
0%
0%
0%
0%
1%
5%
0%
33%
0%
0%
2%
2%
0%
29%
89%
100%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

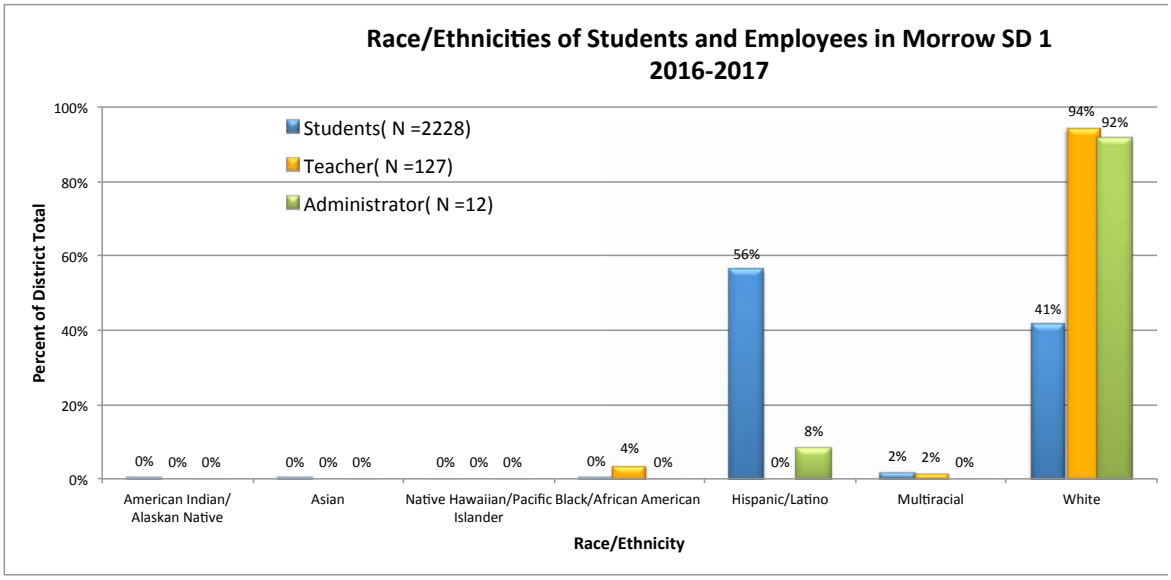

Students and Educators of Color in Jefferson County SD 509J 2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
71%
71%
71%
71%
71%
71%
15%
17%
15%
7%
5%
6%
11%
0%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

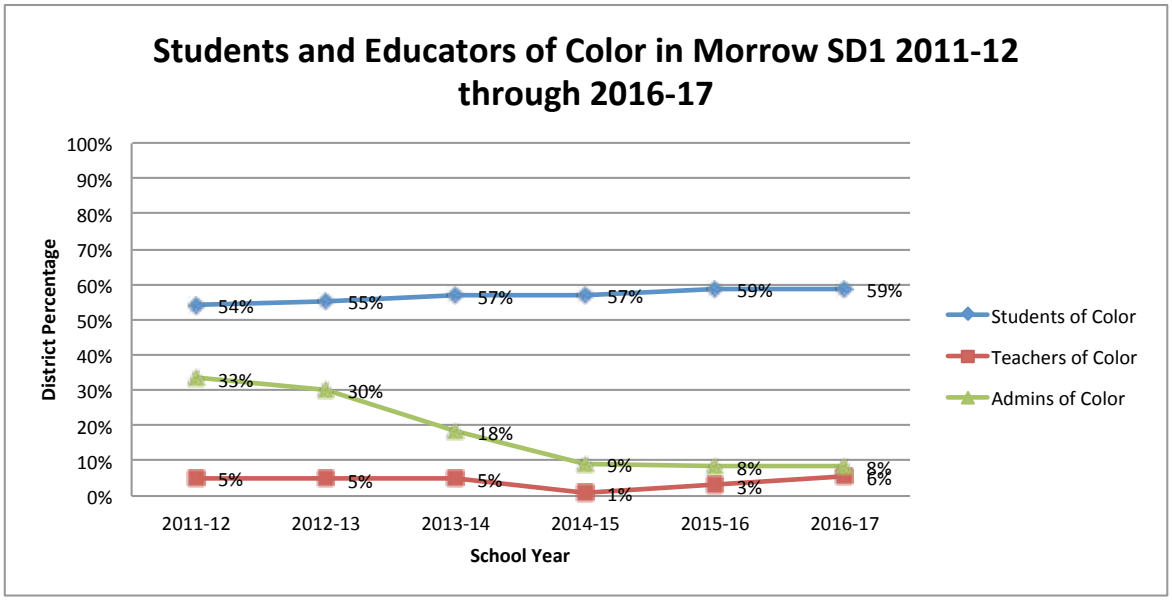

Race/Ethnicities of Students and Employees Long Creek SD 17
2016-2017
Percent of District Total
100%
80%
60%
40%
20%
0%
Students(N =30)
Teacher(N =5)
Administrator(N =1)
7%
0%
0%
13%
0%
0%
0%
0%
0%
0%
0%
0%
7%
0%
0%
13%
0%
0%
60%
100%
100%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

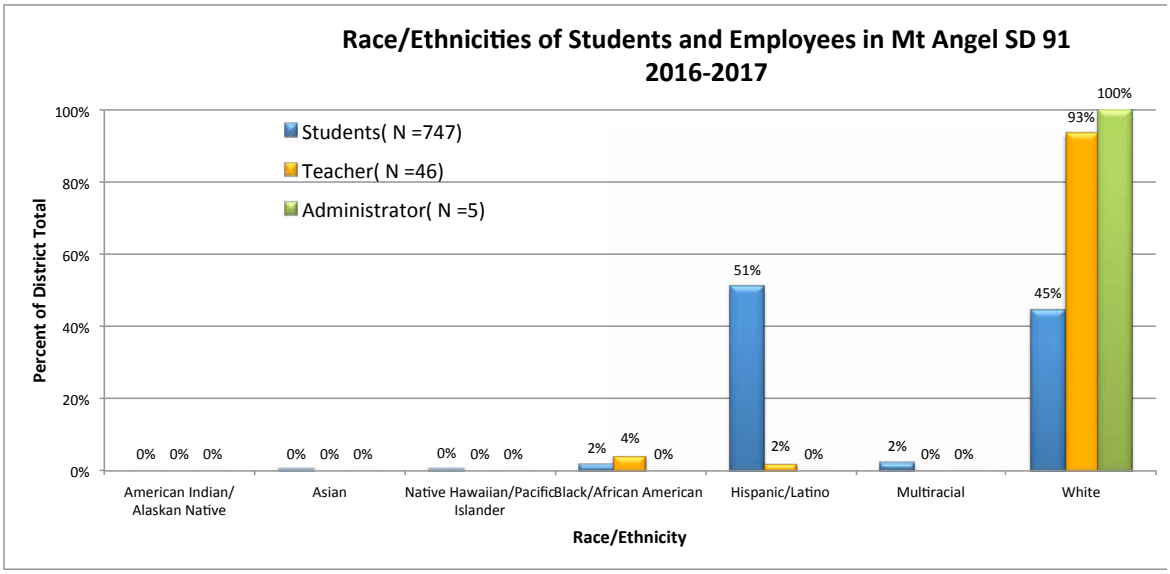

Students and Educators of Color in Long Creek SD 17
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
27%
22%
38%
43%
47%
40%
0%
0%
0%
0%
0%
0%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

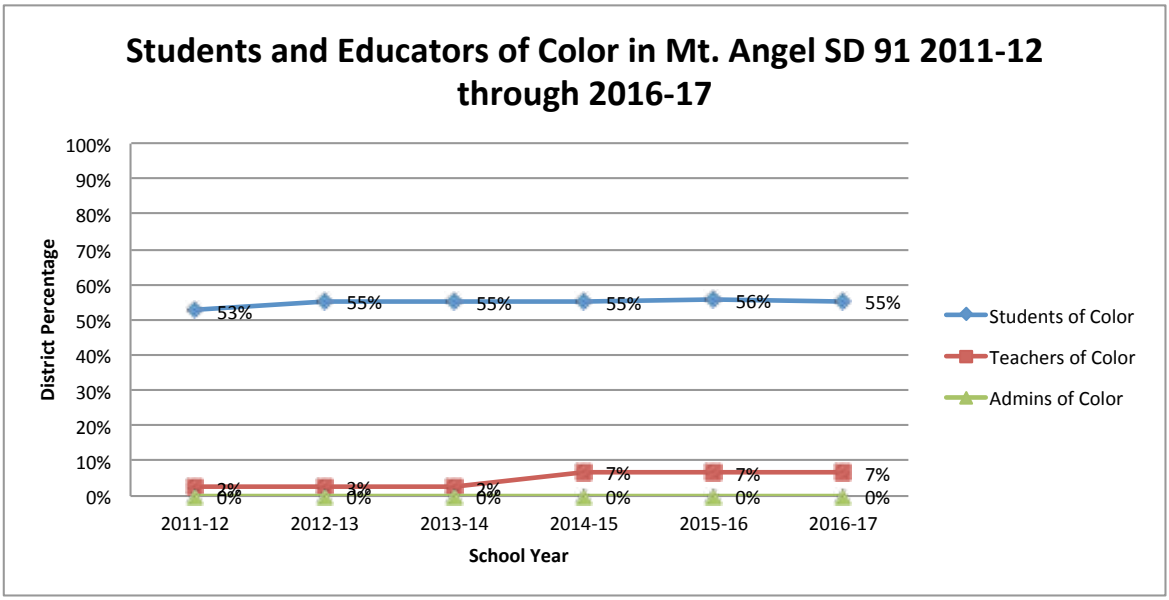

Race/Ethnicities of Students and Employees in Milton-Freewater Unified SD7 2016-2017
Students(N =1768)
Teacher(N =98)
Administrator(N =9)
Percent of District Total
100%
80%
60%
40%
20%
0%
1% 1% 0%
0% 0% 0%
0% 1% 0%
0% 7% 0%
57% 0% 0%
2% 6% 0%
40% 85% 100%
American Indian/ Alaskan Native
Asian
Native Hawaiian/Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

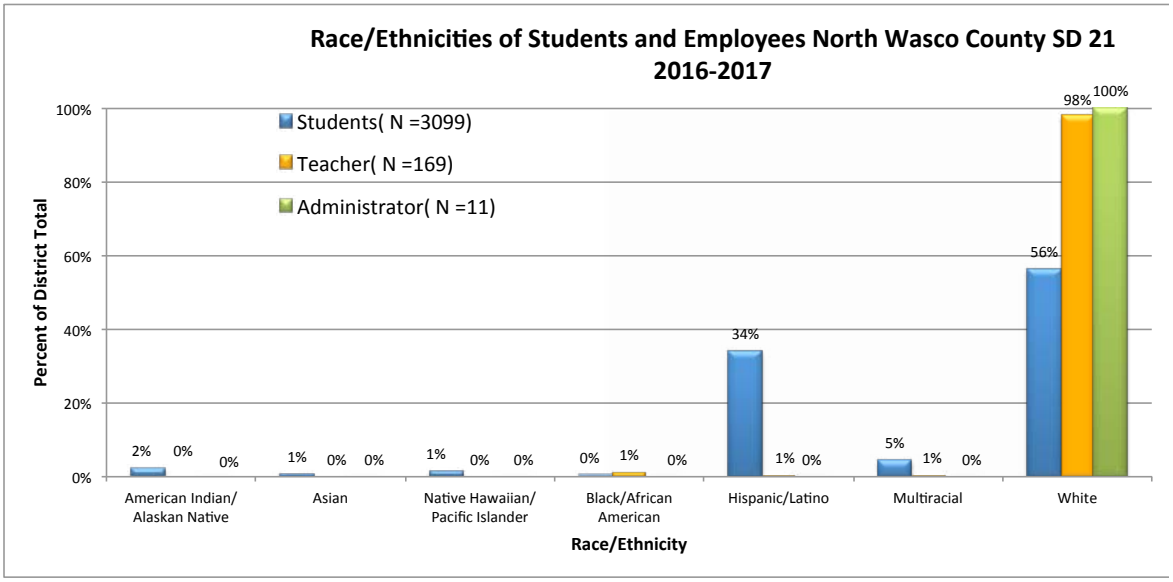

Students and Educators of Color in Milton-Freewater Unified SD 7 2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
58% 59% 59% 59% 60% 60%
9% 9% 10% 9% 11% 15%
0% 0% 0% 0% 0% 0%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

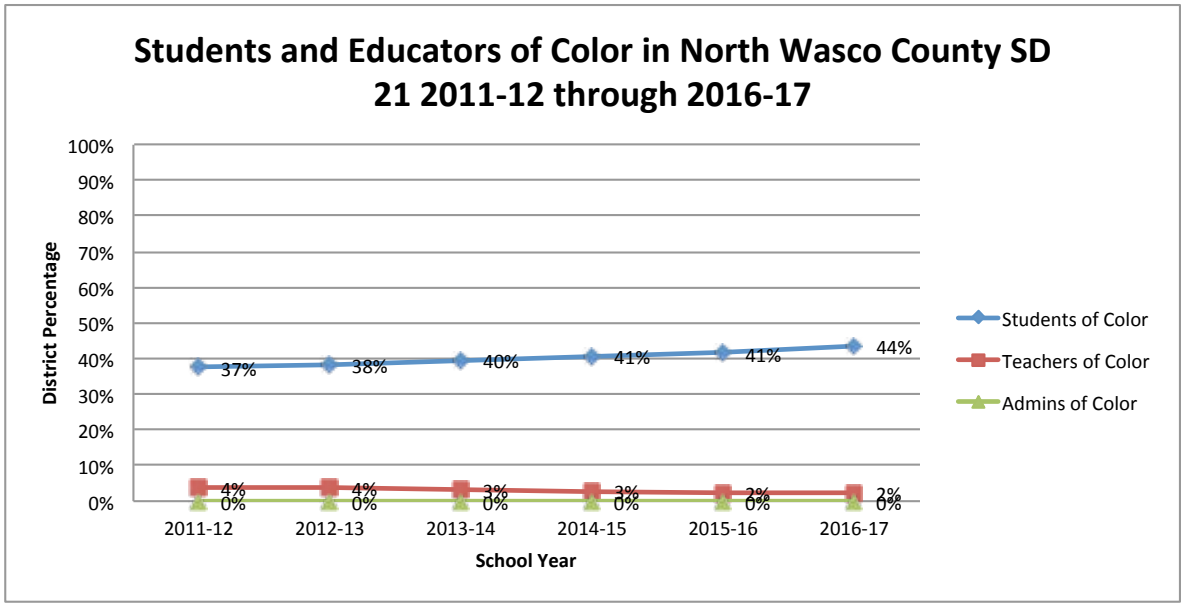

Race/Ethnicities of Students and Employees in Morrow SD 1
2016-2017
Students(N =2228)
Teacher(N =127)
Administrator(N =12)
Percent of District Total
100%
80%
60%
40%
20%
0%
0% 0% 0%
0% 0% 0%
0% 0% 0%
0% 4% 0%
56% 0% 8%
2% 2% 0%
41% 94% 92%
American Indian/ Alaskan Native
Asian
Native Hawaiian/Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

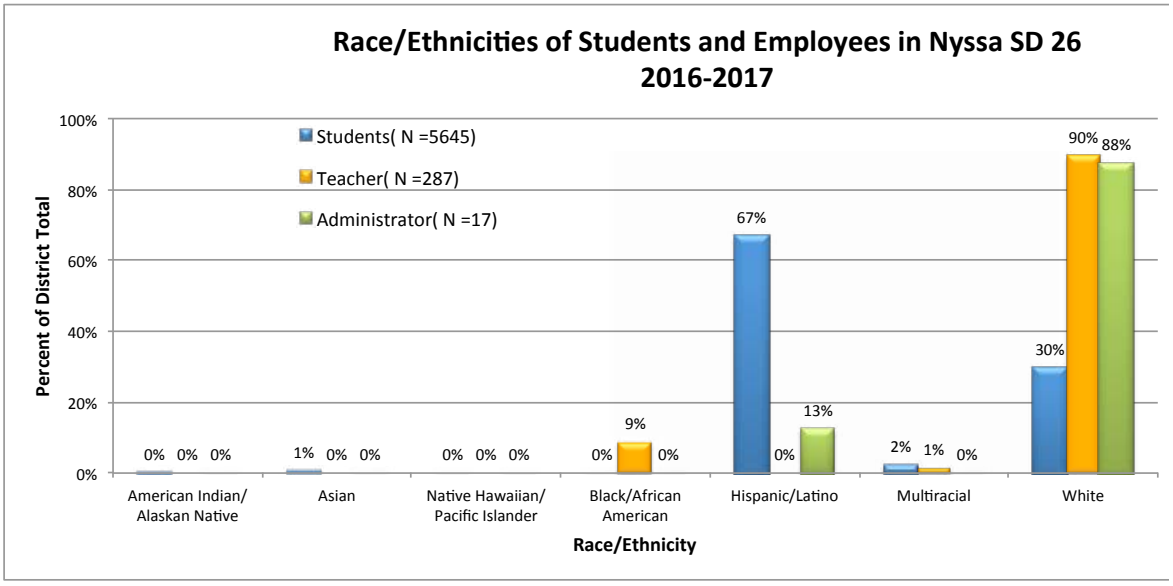

Students and Educators of Color in Morrow SD1 2011-12
through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
54% 55% 57% 57% 59% 59%
33% 30% 18% 9% 8% 8%
5% 5% 5% 1% 3% 6%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

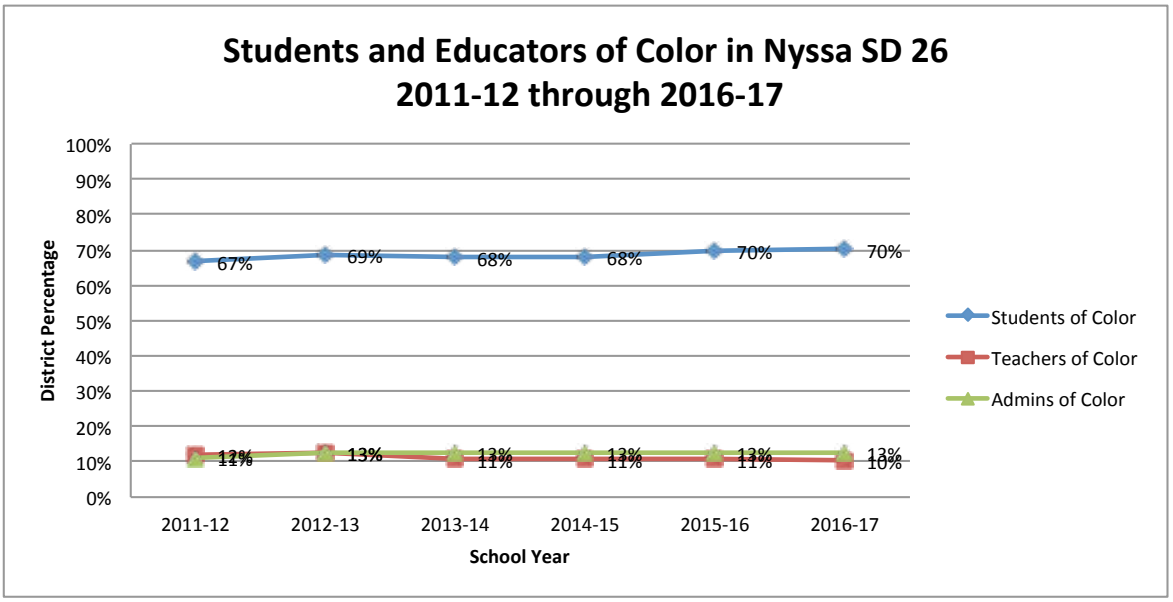

Race/Ethnicities of Students and Employees in Mt Angel SD 91 2016-2017
Students(N =747)
Teacher(N =46)
Administrator(N =5)
Percent of District Total
100%
80%
60%
40%
20%
0%
0% 0% 0%
0% 0% 0%
0% 0% 0%
2% 4% 0%
51% 2% 0%
2% 0% 0%
45% 93% 100%
American Indian/ Alaskan Native
Asian
Native Hawaiian/Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

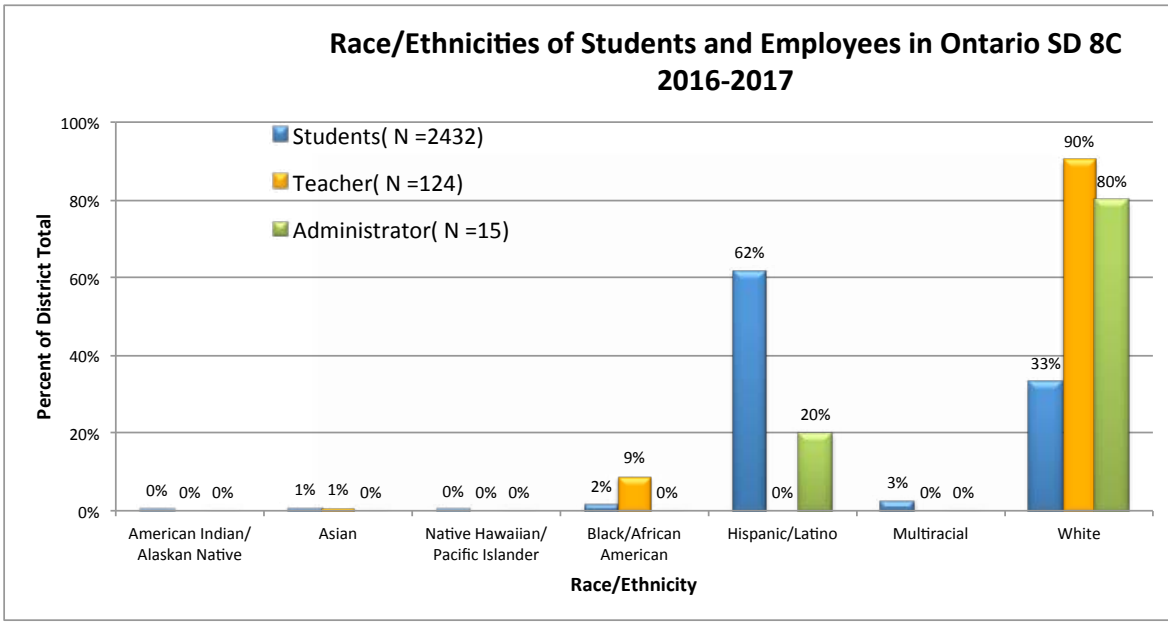

Students and Educators of Color in Mt. Angel SD 91 2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
53% 55% 55% 55% 56% 55%
2% 3% 2% 7% 7% 7%
0% 0% 0% 0% 0% 0%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

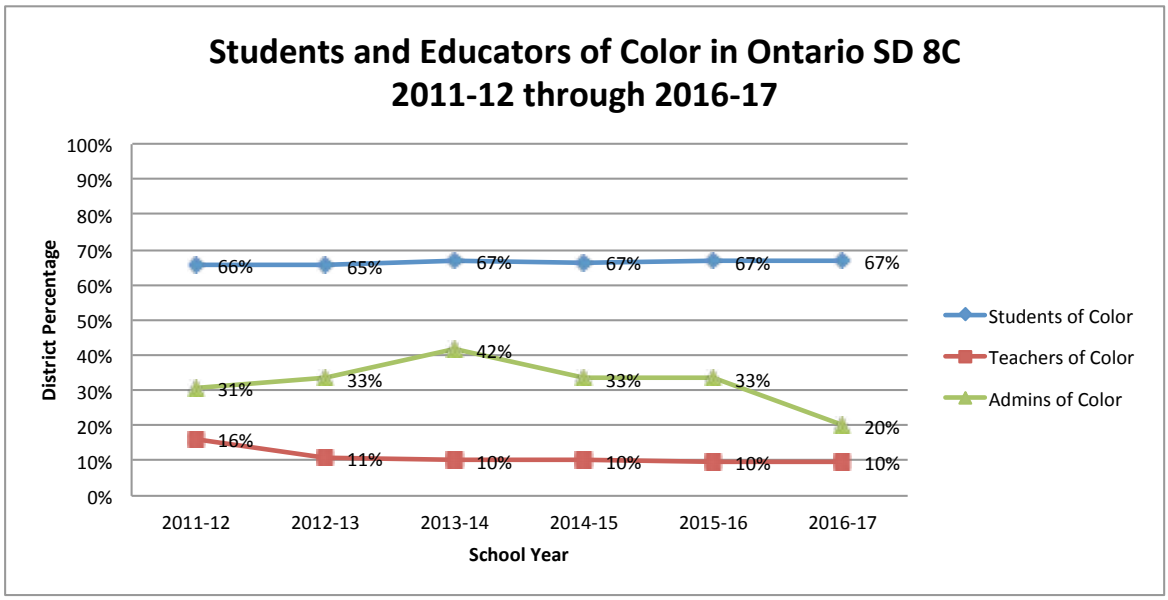

Race/Ethnicities of Students and Employees North Wasco County SD 21 2016-2017
Students(N =3099)
Teacher(N =169)
Administrator(N =11)
Percent of District Total
100%
80%
60%
40%
20%
0%
2% 0% 0%
1% 0% 0%
1% 0% 0%
0% 1% 0%
34% 1% 0%
5% 1% 0%
56% 98% 100%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

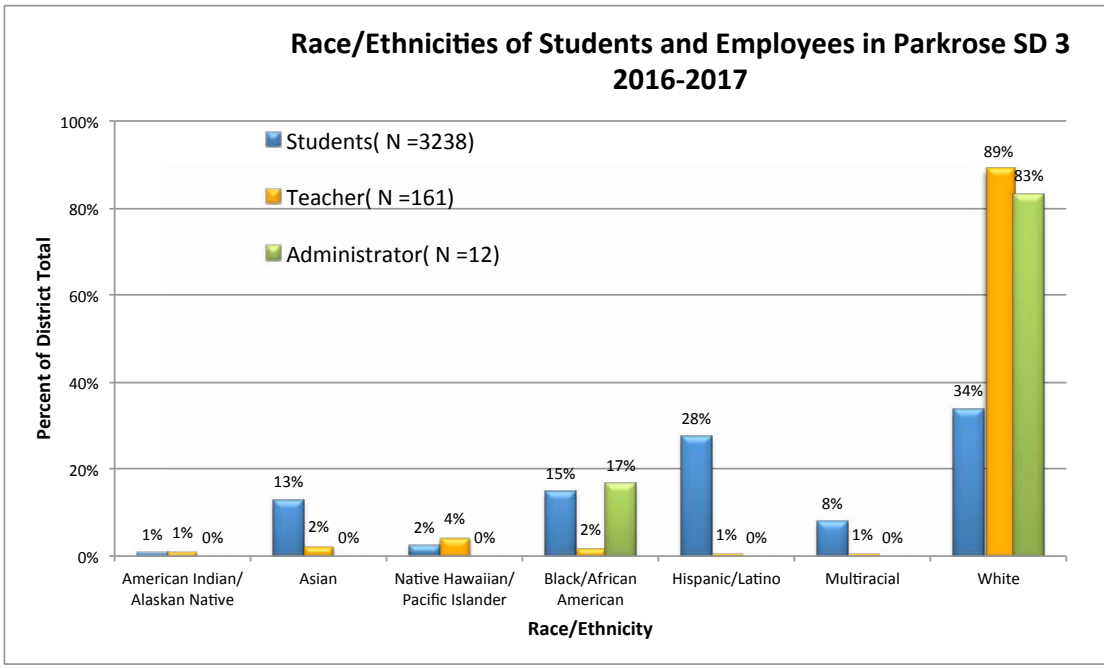

Students and Educators of Color in North Wasco County SD 21 2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
37% 38% 40% 41% 41% 44%
4% 4% 3% 3% 2% 2%
0% 0% 0% 0% 0% 0%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

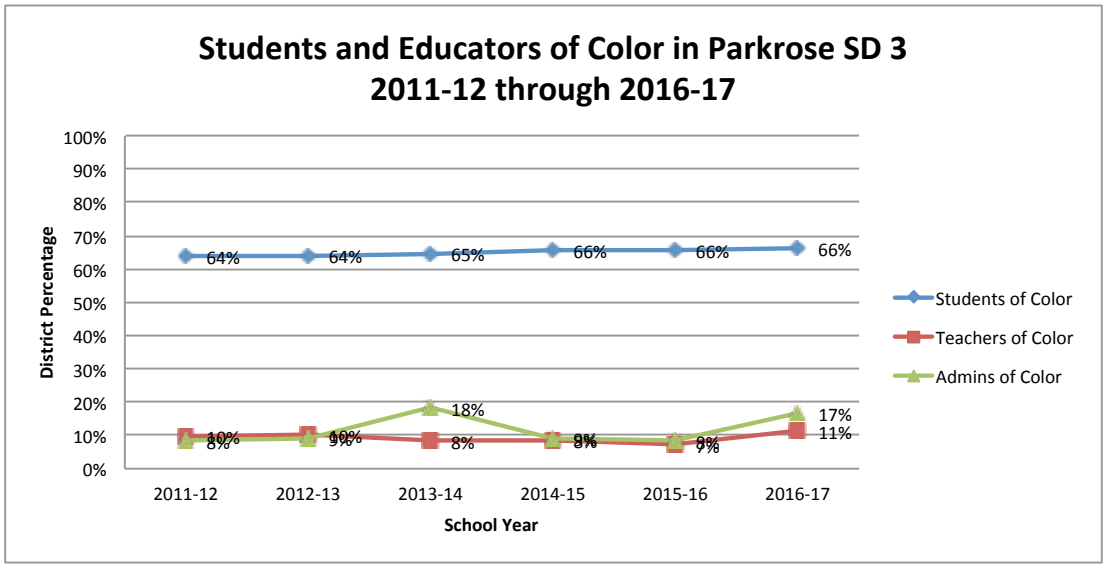

Race/Ethnicities of Students and Employees in Nyssa SD 26
2016-2017
Students(N =5645)
Teacher(N =287)
Administrator(N =17)
Percent of District Total
100%
80%
60%
40%
20%
0%
0% 0% 0%
1% 0% 0%
0% 0% 0%
0% 9% 0%
67% 0% 13%
2% 1% 0%
30% 90% 88%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

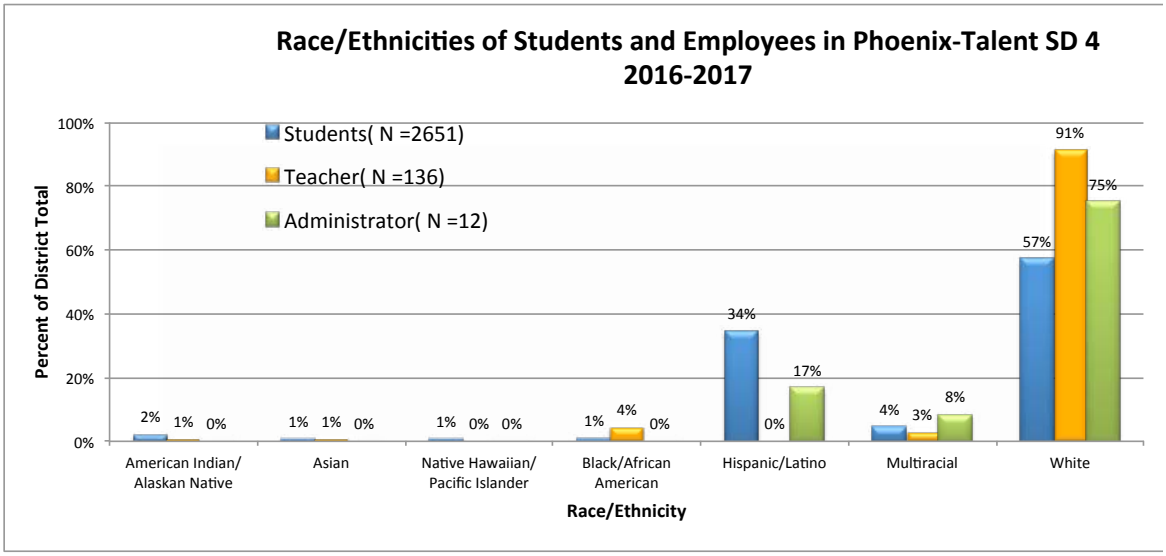

Students and Educators of Color in Nyssa SD 26
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
67% 69% 68% 68% 70% 70%
12% 13% 13% 13% 13% 13%
11% 11% 11% 11% 10%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

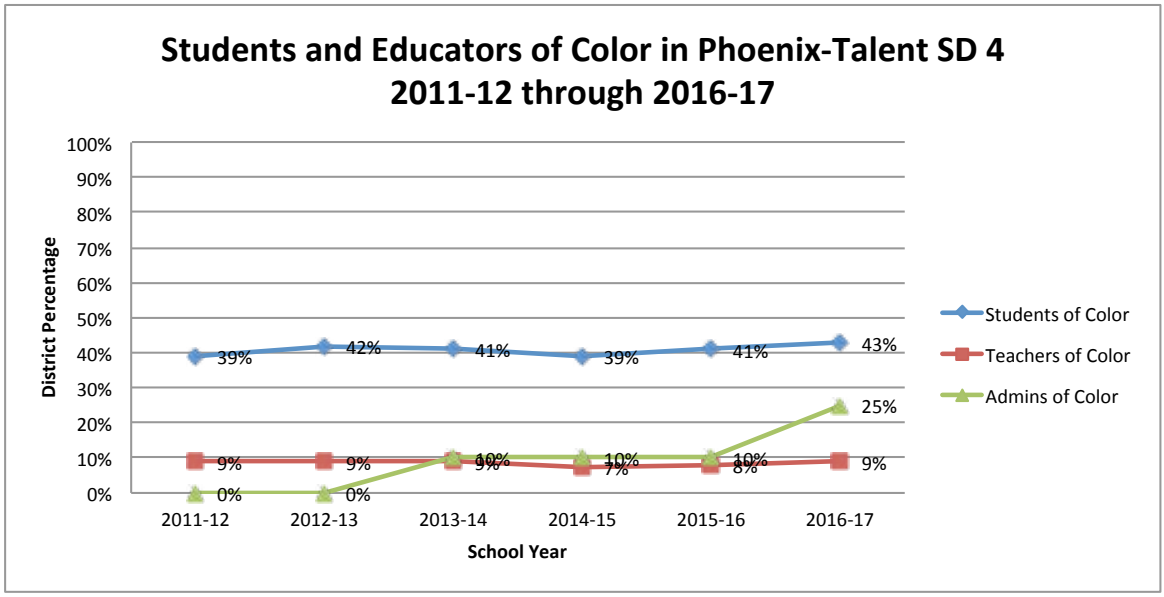

Race/Ethnicities of Students and Employees in Ontario SD 8C
2016-2017
Students(N =2432)
Teacher(N =124)
Administrator(N =15)
Percent of District Total
100%
80%
60%
40%
20%
0%
0% 0% 0%
1% 1% 0%
0% 0% 0%
2% 9% 0%
62% 0% 20%
3% 0% 0%
33% 90% 80%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

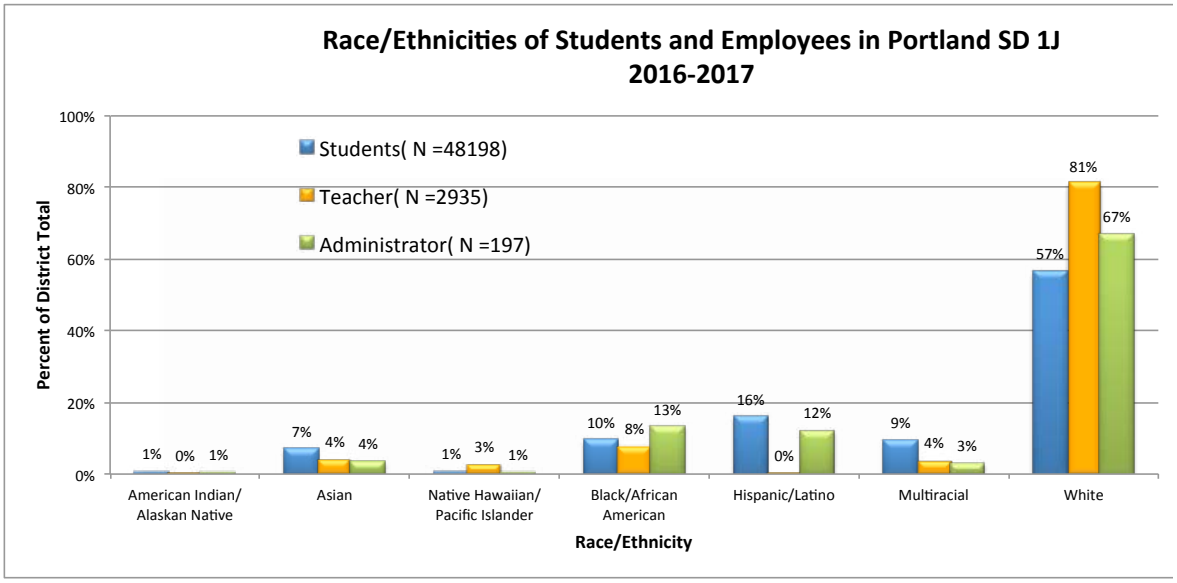

Students and Educators of Color in Ontario SD 8C
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
66% 65% 67% 67% 67% 67%
31% 33% 42% 33% 33% 20%
16% 11% 10% 10% 10% 10%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

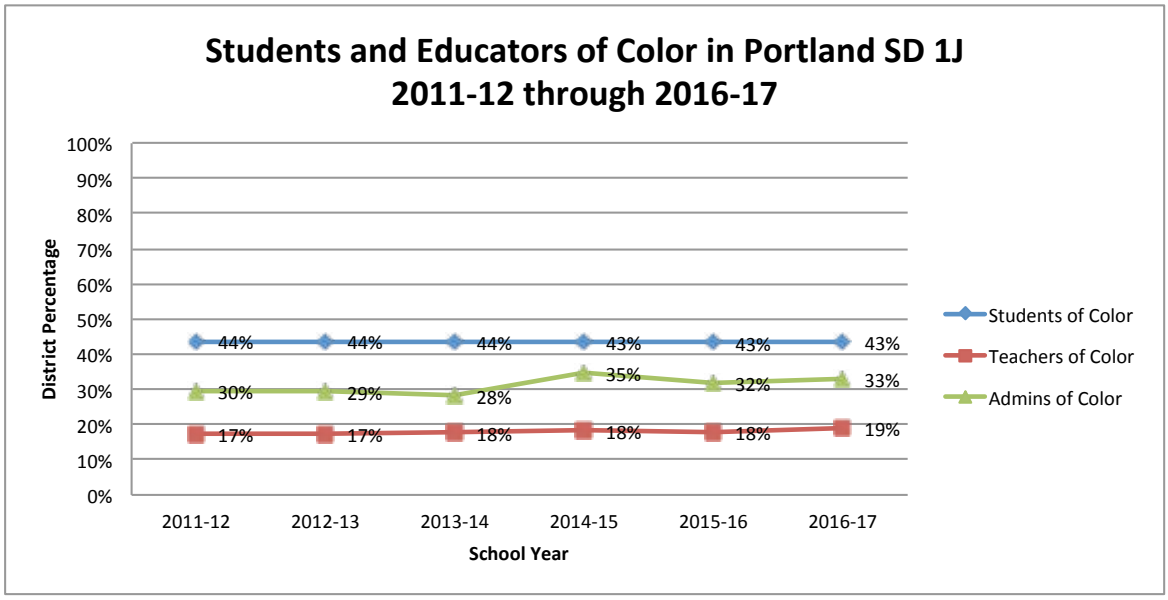

Race/Ethnicities of Students and Employees in Parkrose SD 3
2016-2017
Students(N =3238)
Teacher(N =161)
Administrator(N =12)
Percent of District Total
100%
80%
60%
40%
20%
0%
1% 1% 0%
13% 2% 0%
2% 4% 0%
15% 2% 17%
28% 1% 0%
8% 1% 0%
34% 89% 83%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

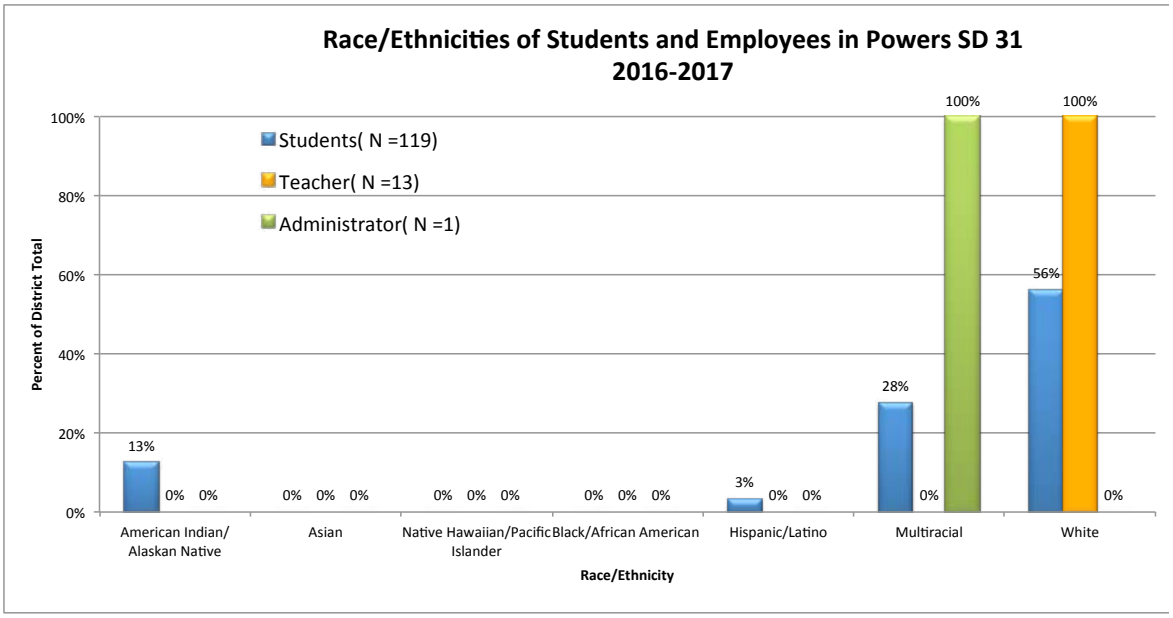

Students and Educators of Color in Parkrose SD 3
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
64% 64% 65% 66% 66% 66%
10% 10% 8% 8% 8% 11%
8% 9% 18% 8% 8% 9% 17%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

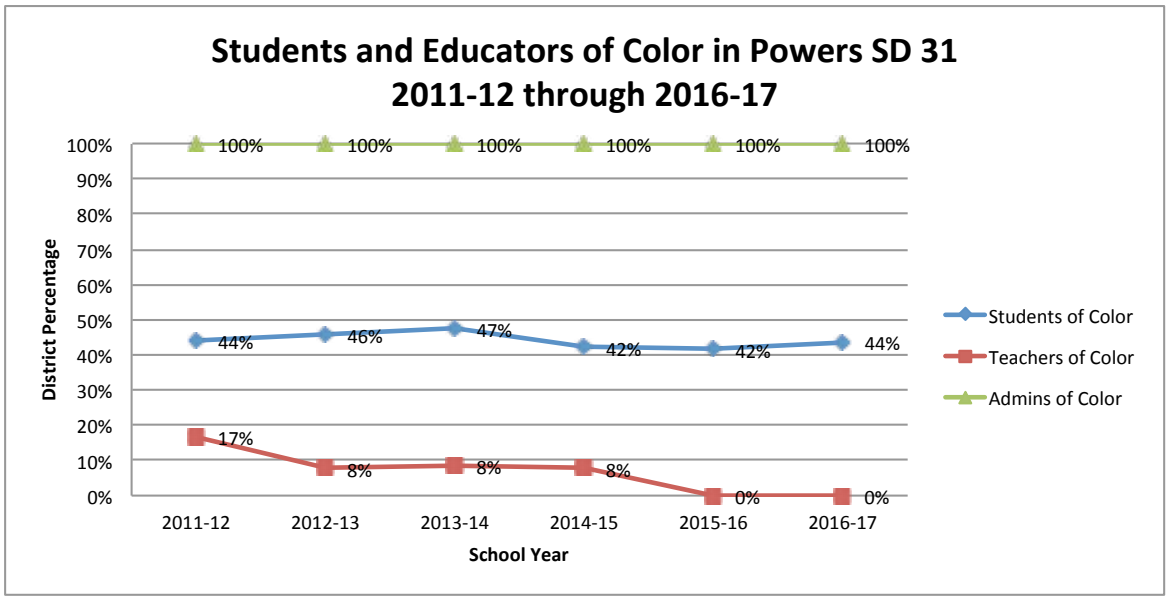

Race/Ethnicities of Students and Employees in Phoenix-Talent SD 4
2016-2017
Students(N =2651)
Teacher(N =136)
Administrator(N =12)
Percent of District Total
100%
80%
60%
40%
20%
0%
2% 1% 0%
1% 1% 0%
1% 0% 0%
1% 4% 0%
34% 0% 17%
4% 3% 8%
57% 91% 75%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

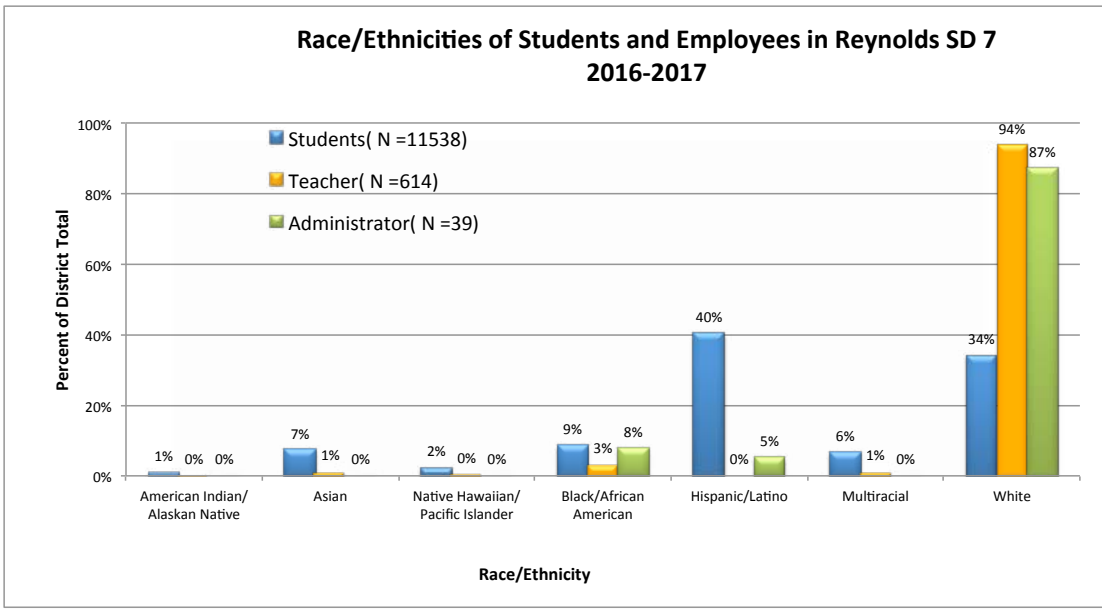

Students and Educators of Color in Phoenix-Talent SD 4
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
39% 42% 41% 39% 41% 43%
9% 9% 9% 7% 8% 9%
0% 0% 10% 10% 10% 25%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

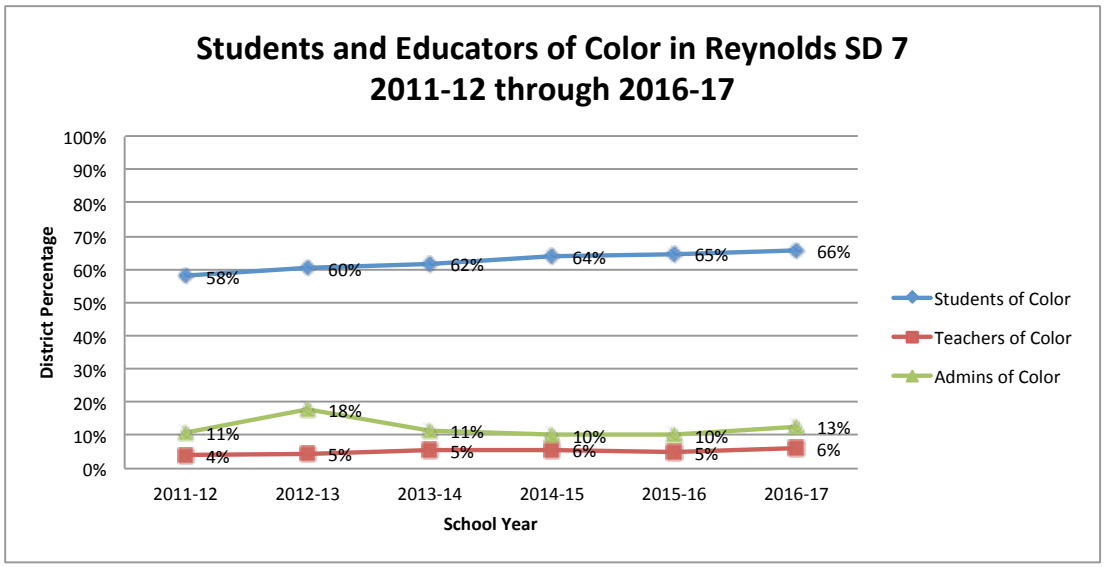

Race/Ethnicities of Students and Employees in Portland SD 1J
2016-2017
Percent of District Total
100%
80%
60%
40%
20%
0%
Students(N =48198)
Teacher(N =2935)
Administrator(N =197)
1% 0% 1%
7% 4% 4%
1% 3% 1%
10% 8% 13%
16% 0% 12%
9% 4% 3%
57% 81% 67%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

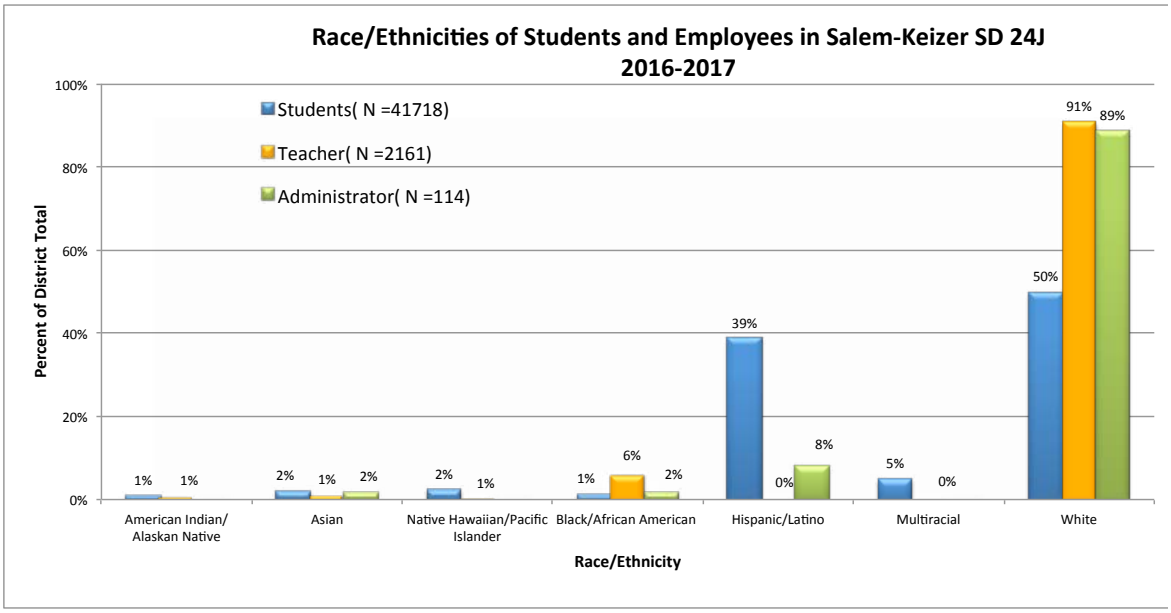

Students and Educators of Color in Portland SD 1J
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
44% 44% 44% 43% 43% 43%
30% 29% 28% 35% 32% 33%
17% 17% 18% 18% 18% 19%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

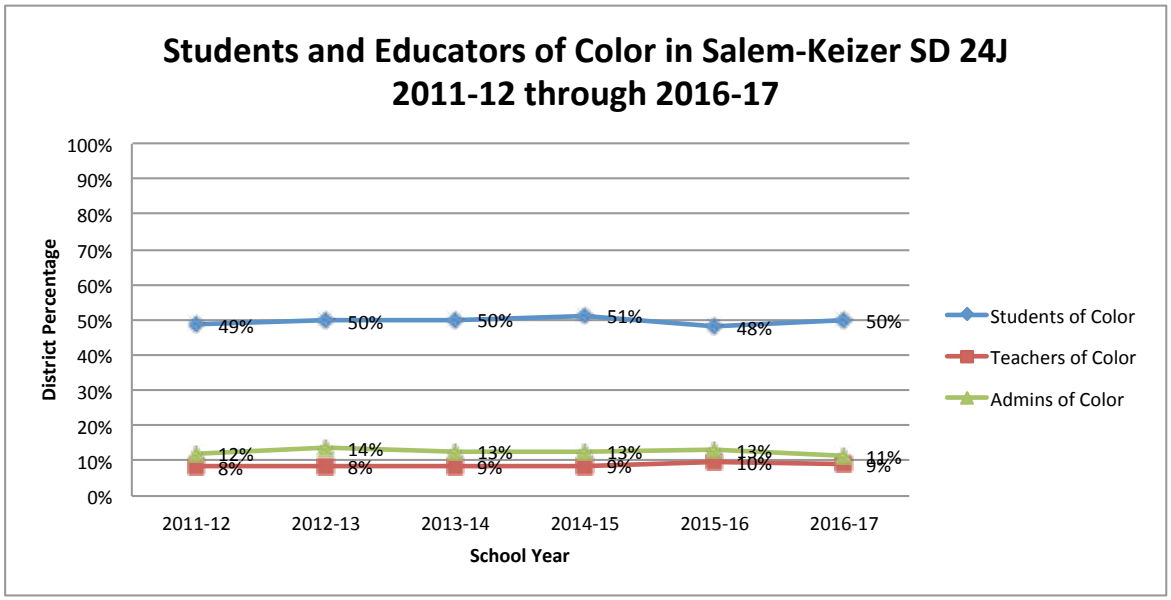

Race/Ethnicities of Students and Employees in Powers SD 31
2016-2017
Students(N =119)
Teacher(N =13)
Administrator(N =1)
Percent of District Total
100%
80%
60%
40%
20%
0%
13%
0% 0%
0% 0% 0%
0% 0% 0%
0% 0% 0%
3%
0% 0%
28%
0%
100%
56%
100%
0%
American Indian/ Alaskan Native
Asian
Native Hawaiian/Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

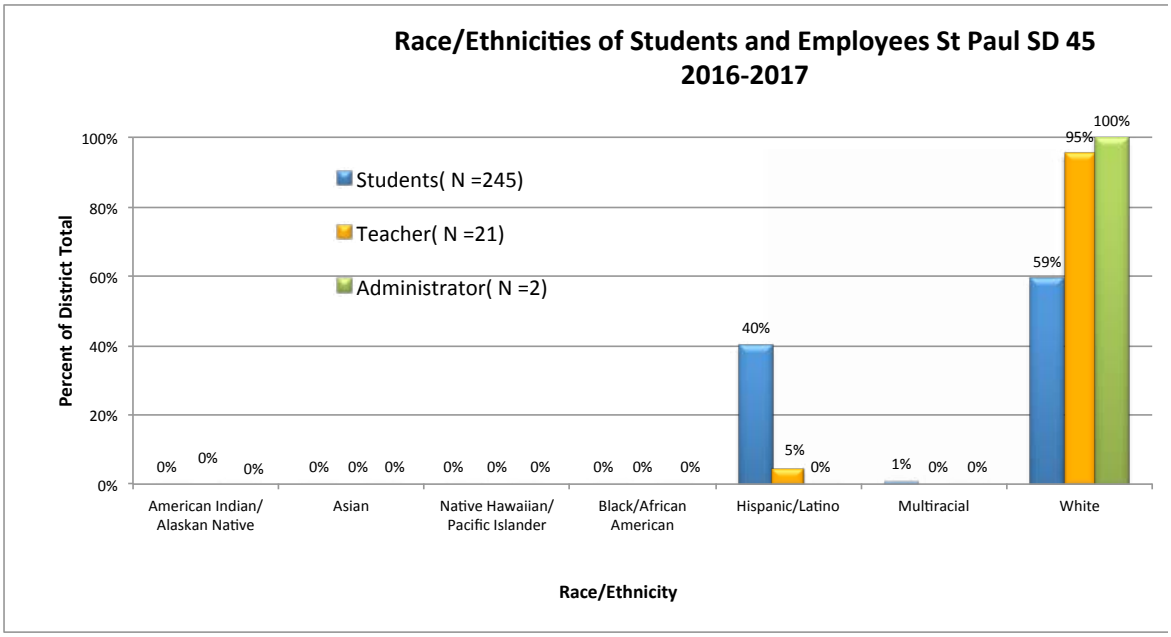

Students and Educators of Color in Powers SD 31
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
100% 100% 100% 100% 100% 100%
44% 46% 47% 42% 42% 44%
17% 8% 8% 8% 0% 0%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

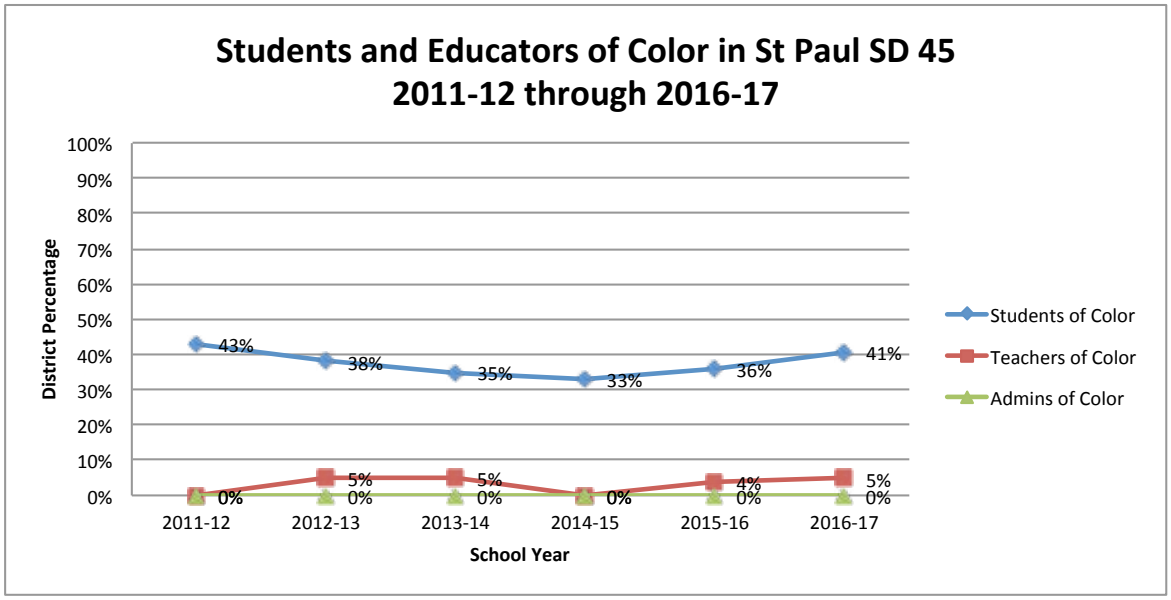

Race/Ethnicities of Students and Employees in Reynolds SD 7
2016-2017
Students(N =11538)
Teacher(N =614)
Administrator(N =39)
Percent of District Total
100%
80%
60%
40%
20%
0%
1% 0% 0%
7% 1% 0%
2% 0% 0%
9% 3% 8%
40% 0% 5%
6% 1% 0%
34% 94% 87%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

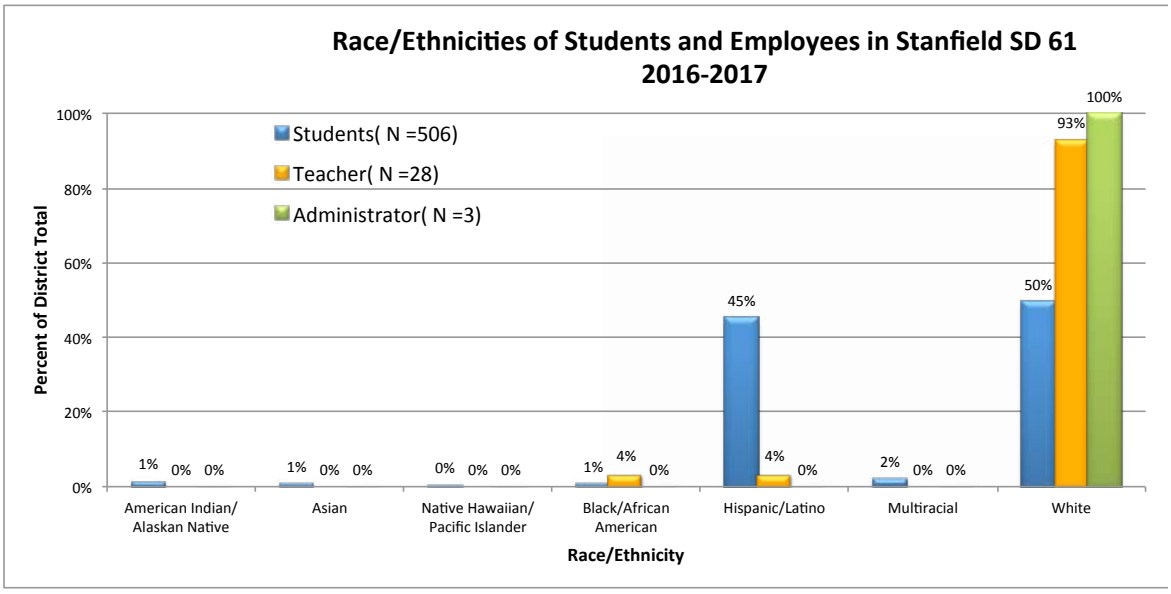

Students and Educators of Color in Reynolds SD 7
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
58% 60% 62% 64% 65% 66%
11% 18% 11% 10% 10% 13%
4% 5% 5% 6% 5% 6%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

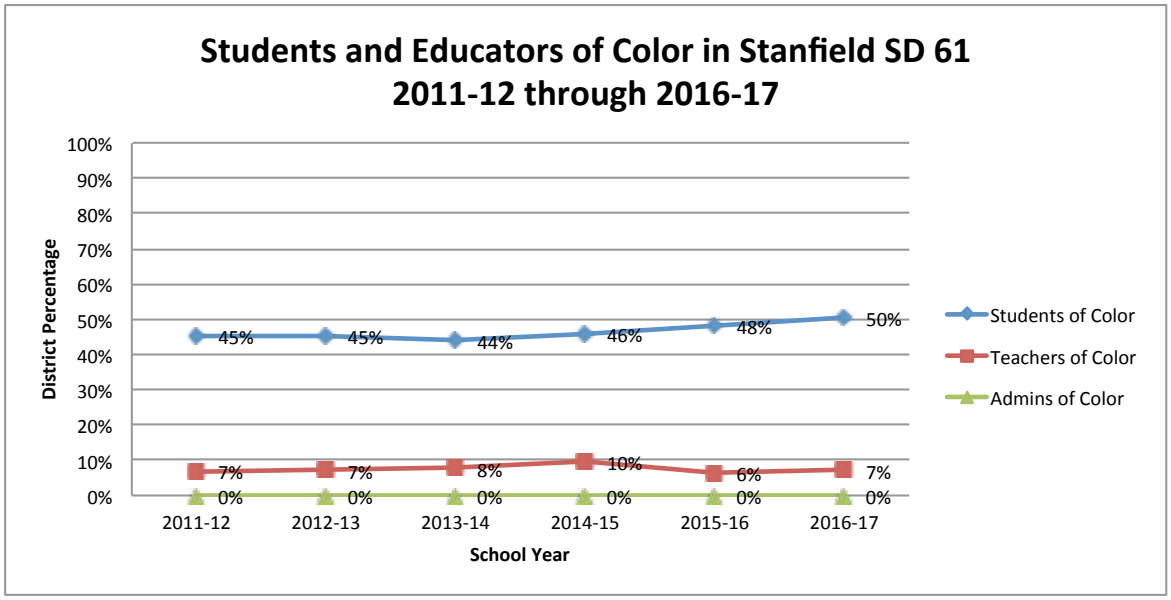

Race/Ethnicities of Students and Employees in Salem-Keizer SD 24J
2016-2017
Students(N =41718)
Teacher(N =2161)
Administrator(N =114)
Percent of District Total
100%
80%
60%
40%
20%
0%
1% 1%
2% 1% 2%
2% 1%
1% 6% 2%
39% 0% 8%
5% 0%
50% 91% 89%
American Indian/ Alaskan Native
Asian
Native Hawaiian/Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

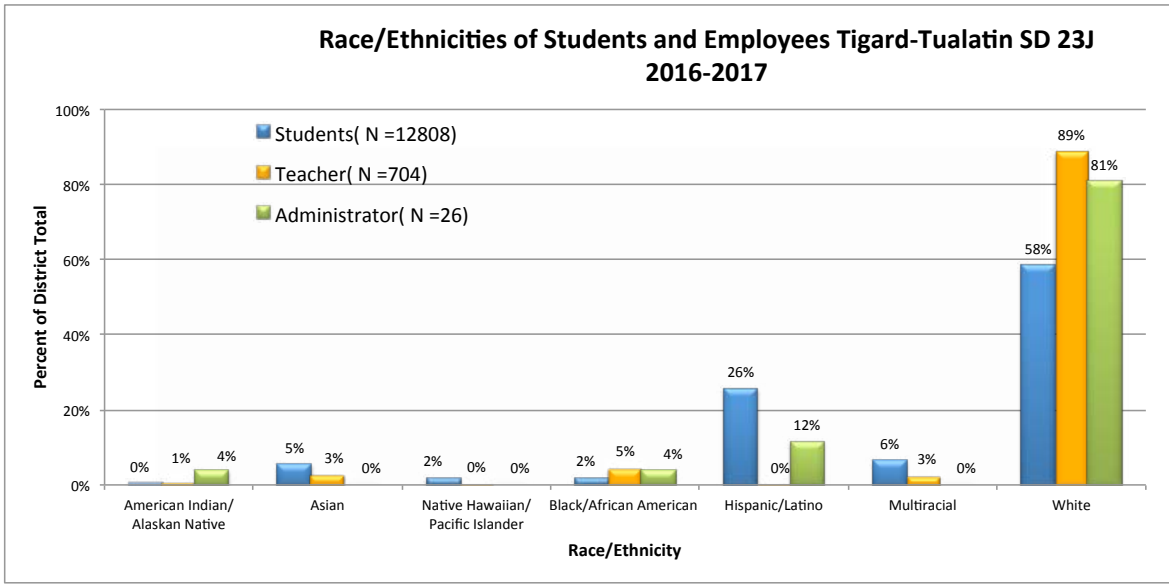

Students and Educators of Color in Salem-Keizer SD 24J
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
49% 50% 50% 51% 48% 50%
12% 14% 13% 13% 13% 11%
8% 8% 9% 9% 10% 9%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

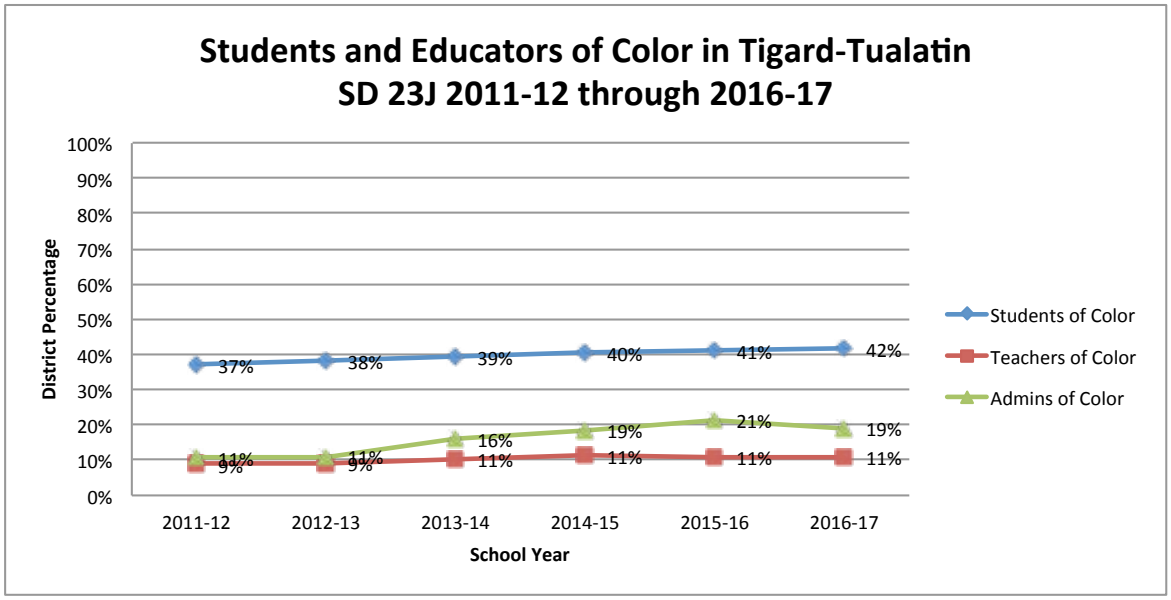

Race/Ethnicities of Students and Employees St Paul SD 45
2016-2017
Students(N =245)
Teacher(N =21)
Administrator(N =2)
Percent of District Total
100%
80%
60%
40%
20%
0%
0% 0% 0%
0% 0% 0%
0% 0% 0%
0% 0% 0%
40% 5% 0%
1% 0% 0%
59% 95% 100%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

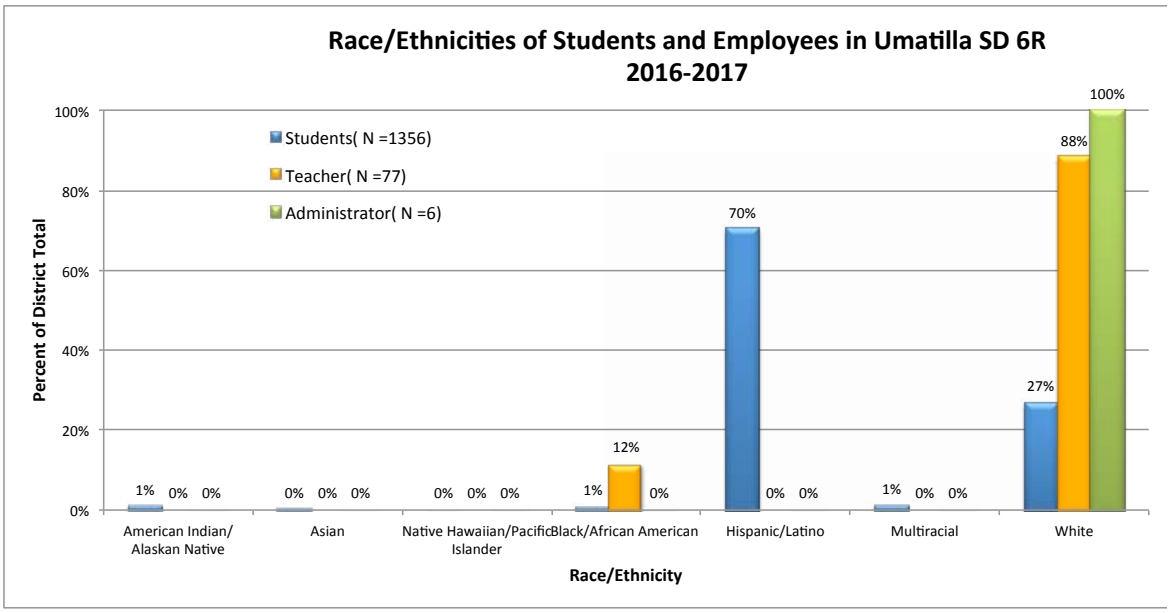

Students and Educators of Color in St Paul SD 45
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
43% 38% 35% 33% 36% 41%
0% 5% 5% 0% 4% 5%
0% 0% 0% 0% 0% 0%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

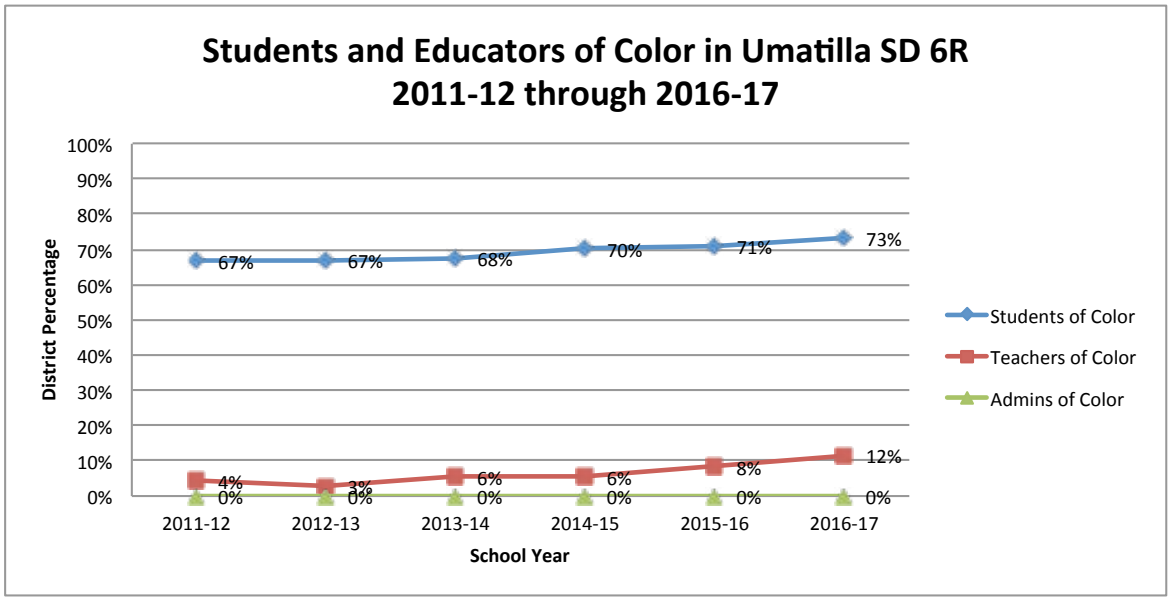

Race/Ethnicities of Students and Employees in Stanfield SD 61
2016-2017
Students(N =506)
Teacher(N =28)
Administrator(N =3)
Percent of District Total
100%
80%
60%
40%
20%
0%
1% 0% 0%
1% 0% 0%
0% 0% 0%
1% 4% 0%
45% 4% 0%
2% 0% 0%
50% 93% 100%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity

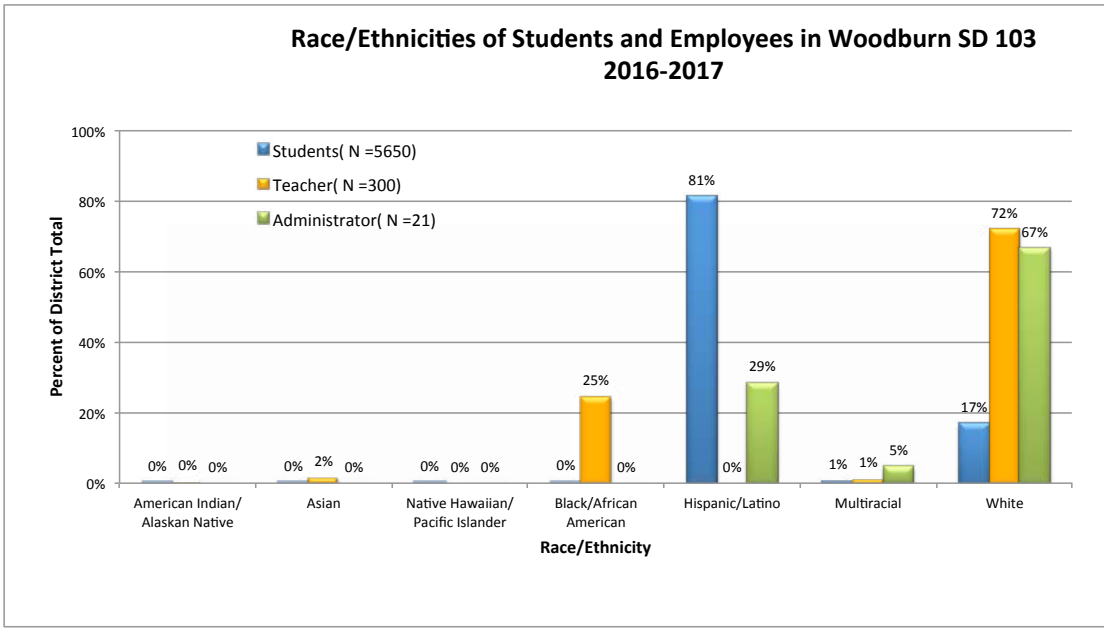

Students and Educators of Color in Stanfield SD 61
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
45% 45% 44% 46% 48% 50%
7% 7% 8% 10% 6% 7%
0% 0% 0% 0% 0% 0%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

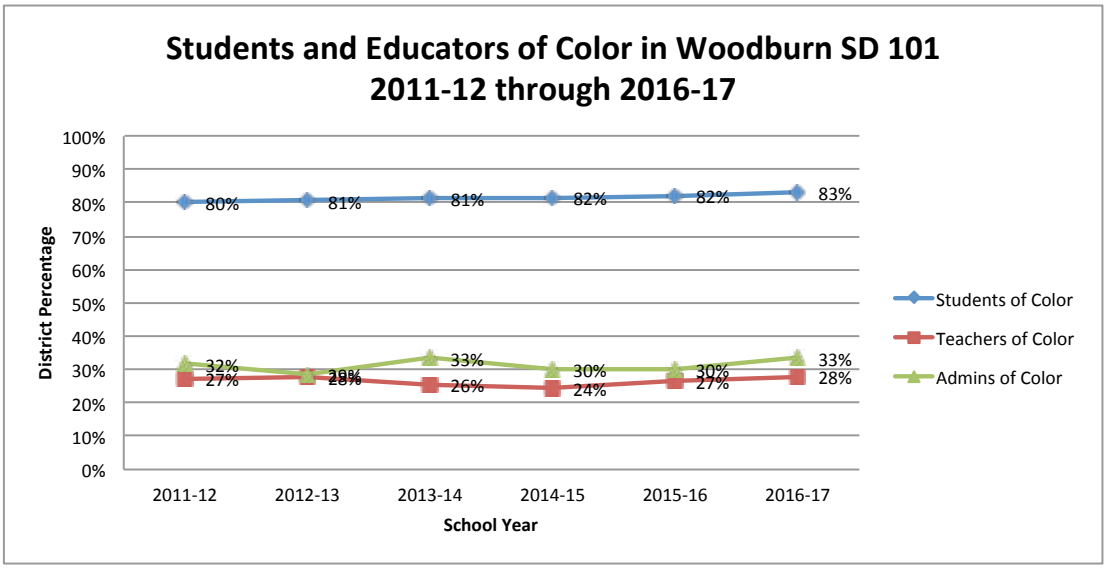

Race/Ethnicities of Students and Employees Tigard-Tualatin SD 23J 2016-2017
Students(N =12808)
Teacher(N =704)
Administrator(N =26)
Percent of District Total
100%
80%
60%
40%
20%
0%
0%
1%
4%
5%
3%
0%
2%
0%
0%
2%
5%
4%
26%
0%
12%
6%
3%
0%
58%
89%
81%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity


Students and Educators of Color in Tigard-Tualatin SD 23J 2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
37%
38%
39%
40%
41%
42%
11%
9%
11%
9%
16%
11%
19%
11%
21%
11%
19%
11%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color


Race/Ethnicities of Students and Employees in Umatilla SD 6R
2016-2017
Students(N =1356)
Teacher(N =77)
Administrator(N =6)
Percent of District Total
100%
80%
60%
40%
20%
0%
1% 0% 0%
0% 0% 0%
0% 0% 0%
1% 12% 0%
70% 0% 0%
1% 0% 0%
27% 88% 100%
American Indian/ Alaskan Native
Asian
Native Hawaiian/Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity


Students and Educators of Color in Umatilla SD 6R
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
67% 67% 68% 70% 71% 73%
4% 3% 6% 6% 8% 12%
0% 0% 0% 0% 0% 0%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color


Race/Ethnicities of Students and Employees in Woodburn SD 103
2016-2017
Students(N =5650)
Teacher(N =300)
Administrator(N =21)
Percent of District Total
100%
80%
60%
40%
20%
0%
0% 0% 0%
0% 2% 0%
0% 0% 0%
0% 25% 0%
81% 0% 29%
1% 1% 5%
17% 72% 67%
American Indian/ Alaskan Native
Asian
Native Hawaiian/ Pacific Islander
Black/African American
Hispanic/Latino
Multiracial
White
Race/Ethnicity


Students and Educators of Color in Woodburn SD 101
2011-12 through 2016-17
District Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
80% 81% 81% 82% 82% 83%
32% 27% 29% 28% 33% 26% 30% 24% 30% 27% 33% 28%
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
School Year
Students of Color
Teachers of Color
Admins of Color

APPENDIX B: PARKROSE SCHOOL DISTRICT EQUITY LENS FRAMEWORK

Parkrose School District 3

Code: AAA
Adopted: 5.26.15

Parkrose School District Racial Equity Lens

What it is

- A racial equity lens is a set of questions we ask ourselves to ensure equitable outcomes

When to use it

- When we are planning, developing, implementing or evaluating a policy, program or decision

Examples: *budgeting *hiring practices *curriculum adoption *SUN offerings *athletic fees *course offerings *time resources *discipline practices *contracting *classroom practices *time *resources *extracurricular *instructional strategies *event planning (field trips, holiday celebrations, school dances, etc.) *gain community partnerships *outreach (parent, family & community)

How to use it

For any policy, program, practice or decision, consider the following questions:

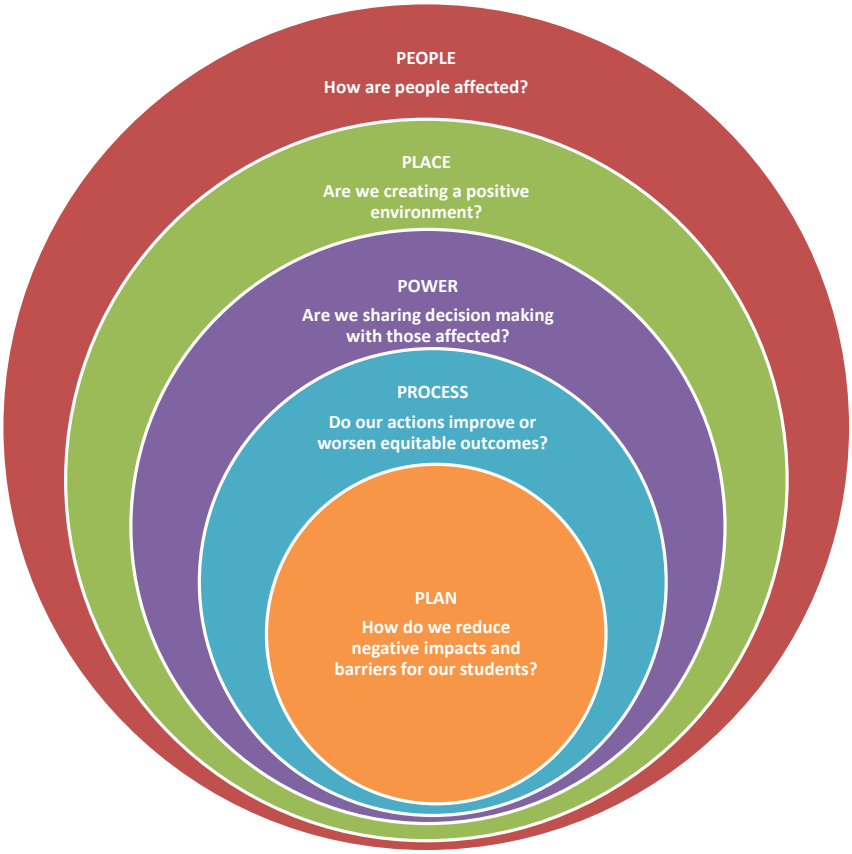
- PEOPLE-How are people affected positively or negatively in terms of barriers they experience?
- PLACE-What kind of positive or negative environment are we creating?
- POWER-How is the power of decision-making shared with those it affects?
- PROCESS-Does the policy, program or decision improve, worsen or make no change to existing disparities?
- PLAN-How will you reduce the negative impacts and address the barriers?

❖ *This Racial Equity Policy is based on research and Parkrose School District academic and behavioral data. Race is our number one priority based on our data.*

Required in student/parent and staff handbooks.

Parkrose School District Racial Equity Lens - AAA Page **1** of **2**

Equity is the action that we as the Parkrose School District Community and Partners take to ensure that every student has the opportunity to achieve their dreams. It is the responsibility of all of us to provide each student the access, opportunity and support they need to meet their highest academic and social potential regardless of race, gender, socio-economic status, sexual orientation, ethnicity, culture, linguistic difference, religion, immigration status or disability.



END OF POLICY

Required in student/parent and staff handbooks.

APPENDIX C: TEACHER CANDIDATE LICENSURE TEST BY RACE/ETHNICITY

EAS II Write	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (8/2010-5/30/2017)		5,956	5,509	447	92.0%	8.0%	258.1
YTD 9/1/16 - 5/30/17	All Selections	189	158	31	84.0%	16.0%	251.7
	African Amer/Black	2	Low N	Low N	-	-	Low N
	Asian/Pac Islander	7	Low N	Low N	-	-	Low N
	Hispanic	22	14	8	64.0%	36.0%	237.9
	Multiracial	5	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	4	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	5	Low N	Low N	-	-	Low N
	White (non-Hispanic)	142	126	16	89.0%	11.0%	256.5
2015-16	All Selections	269	247	22	92.0%	8.0%	254.5
	African Amer/Black	2	Low N	Low N	-	-	Low N
	Asian/Pac Islander	12	11	1	92.0%	8.0%	239.8
	Hispanic	21	14	7	67.0%	33.0%	233
	Multiracial	9	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	3	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	9	Low N	Low N	-	-	Low N
	White (non-Hispanic)	212	198	14	93.0%	7.0%	256.1

EAS II Write	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (8/2010-5/30/2017)		6,052	5,093	959	84.0%	16.0%	240.2
YTD	All Selections	186	146	40	78.0%	22.0%	237.1
9/1/16 - 5/30/17	African Amer/Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	8	Low N	Low N	-	-	Low N
	Hispanic	19	14	5	74.0%	26.0%	224.7
	Multiracial	4	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	3	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	7	Low N	Low N	-	-	Low N
	White (non-Hispanic)	142	116	26	82.0%	18.0%	240.7
	All Selections	295	228	67	77.0%	23.0%	236.6
2015-16	African Amer/Black	2	Low N	Low N	-	-	Low N
	Asian/Pac Islander	13	8	5	62.0%	38.0%	232.8
	Hispanic	20	9	11	45.0%	55.0%	210.6
	Multiracial	12	10	2	83.0%	17.0%	236.9
	Nat Amer/Amer Ind/AK Nat	5	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	10	8	2	80.0%	20.0%	238.6
	White (non-Hispanic)	232	186	46	80.0%	20.0%	239
	All Selections	1,744	1,445	299	83.0%	17.0%	240.2

EAS II Write	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2014-15	African Amer/Black	20	9	11	45.0%	55.0%	203.8
	Asian/Pac Islander	77	47	30	61.0%	39.0%	224.1
	Hispanic	127	80	47	63.0%	37.0%	219.8
	Multiracial	55	45	10	82.0%	18.0%	237.7
	Nat Amer/Amer Ind/AK Nat	26	13	13	50.0%	50.0%	218.7
	Other	16	11	5	69.0%	31.0%	230.4
	Undeclared	74	62	12	84.0%	16.0%	241.7
	White (non-Hispanic)	1,349	1,178	171	87.0%	13.0%	244.1

EAS III Math	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (8/2010-5/30/2017)		5,919	5,225	694	88.0%	12.0%	251.5
YTD	All Selections	189	158	31	84.0%	16.0%	247.3
	African Amer/Black	2	Low N	Low N	-	-	Low N
9/1/16 - 5/30/17	Asian/Pac Islander	9	Low N	Low N	-	-	Low N
	Hispanic	17	13	4	76.0%	24.0%	240.6
	Multiracial	6	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	5	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	4	Low N	Low N	-	-	Low N
	White (non-Hispanic)	144	125	19	87.0%	13.0%	250
2015-16	All Selections	273	241	32	88.0%	12.0%	249.7
	African Amer/Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	10	7	3	70.0%	30.0%	248.9
	Hispanic	20	15	5	75.0%	25.0%	238
	Multiracial	9	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	10	10	0	100.0%	0.0%	264.1
	White (non-Hispanic)	220	197	23	90.0%	10.0%	249.3
2014-15	All Selections	1,693	1,483	210	88.0%	12.0%	251.2
	African Amer/Black	18	8	10	44.0%	56.0%	210.9
	Asian/Pac Islander	70	61	9	87.0%	13.0%	257.8
	Hispanic	117	82	35	70.0%	30.0%	232
	Multiracial	53	46	7	87.0%	13.0%	250.2
	Nat Amer/Amer Ind/AK Nat	23	12	11	52.0%	48.0%	224.6
	Other	14	10	4	71.0%	29.0%	244.6
	Undeclared	75	67	8	89.0%	11.0%	254.3
	White (non-Hispanic)	1,323	1,197	126	90.0%	10.0%	253.5

Elem Education Subject Area Test I	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-5/30/17)		273	231	42	85.0%	15.0%	243
4/6/17 - 5/30/17	All Selections	273	231	42	85.0%	15.0%	243
	African Amer/Black	8	Low N	Low N	-	-	Low N
Cut-score reduced to 220	Asian/Pac Islander	21	16	5	76.0%	24.0%	222.8
	Hispanic	28	16	12	57.0%	43.0%	223.7
	Multiracial	13	12	1	92.0%	8.0%	254
	Nat Amer/Amer Ind/AK Nat	5	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	12	12	0	100.0%	0.0%	264.3
	White (non-Hispanic)	184	162	22	88.0%	12.0%	246.6
All Selections (8/2010-4/5/2017)		6,626	5,784	842	87.3%	12.7%	247.7
9/1/16 - 4/5/17	All Selections	835	701	134	84.0%	16.0%	247.1
	African Amer/Black	7	Low N	Low N	-	-	Low N
	Asian/Pac Islander	49	36	13	73.0%	27.0%	236.8
	Hispanic	72	46	26	64.0%	36.0%	232.3
	Multiracial	24	19	5	79.0%	21.0%	240.3
	Nat Amer/Amer Ind/AK Nat	10	8	2	80.0%	20.0%	246.8
	Other	16	10	6	63.0%	38.0%	229.3
	Undeclared	27	24	3	89.0%	11.0%	255.7
	White (non-Hispanic)	630	552	78	88.0%	12.0%	250

Elem Education Subject Area Test I	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2015-16	All Selections	1,530	1,321	209	86.0%	14.0%	246.4
	African Amer/Black	24	15	9	63.0%	38.0%	231.6
	Asian/Pac Islander	84	64	20	76.0%	24.0%	234.1
	Hispanic	130	83	47	64.0%	36.0%	230.1
	Multiracial	51	46	5	90.0%	10.0%	246.9
	Nat Amer/Amer Ind/AK Nat	6	Low N	Low N	-	-	Low N
	Other	27	22	5	81.0%	19.0%	242.1
	Undeclared	66	61	5	92.0%	8.0%	252.2
	White (non-Hispanic)	1,142	1,025	117	90.0%	10.0%	249.2
2014-15	All Selections	1,267	1,119	148	88.3%	11.7%	249.4
	African Amer/Black	16	10	6	62.5%	37.5%	230.4
	Asian/Pac Islander	49	37	12	75.5%	24.5%	235.4
	Hispanic	101	80	21	79.2%	20.8%	240.4
	Multiracial	31	23	8	74.2%	25.8%	241.7
	Nat Amer/Amer Ind/AK Nat	8	Low N	Low N	-	-	Low N
	Other	11	8	3	72.7%	27.3%	228.7
	Undeclared	48	44	4	91.7%	8.3%	254.7
	White (non-Hispanic)	1,003	913	90	91.0%	9.0%	251.6

Elem Education Subject Area Test II	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-5/30/17)		273	235	38	86.0%	14.0%	245.8
4/6/17 - 5/30/17	All Selections	273	235	38	86.0%	14.0%	245.8
	African Amer/Black	8	Low N	Low N	-	-	Low N
Cut-score reduced to 220	Asian/Pac Islander	14	10	4	71.0%	29.0%	242.9
	Hispanic	30	23	7	77.0%	23.0%	228.2
	Multiracial	7	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	5	Low N	Low N	-	-	Low N
	Undeclared	13	12	1	92.0%	8.0%	272.3
	White (non-Hispanic)	194	171	23	88.0%	12.0%	246.8
All Selections (8/2010-9/11/2016)		6,016	5,110	906	85.0%	15.0%	246.7
All Selections (9/12/2016-4/5/2017)		837	680	157	81.0%	19.0%	246.6
9/1/16 - 4/5/17	All Selections	837	680	157	81.2%	18.8%	246.6
	African Amer/Black	11	6	5	54.5%	45.5%	225.5
	Asian/Pac Islander	35	30	5	85.7%	14.3%	248.7
	Hispanic	67	40	27	59.7%	40.3%	230.2
	Multiracial	25	18	7	72.0%	28.0%	242.6
	Nat Amer/Amer Ind/AK Nat	12	9	3	75.0%	25.0%	242.7
	Other	18	11	7	61.1%	38.9%	227.3
	Undeclared	31	25	6	80.6%	19.4%	247.8
	White (non-Hispanic)	638	541	97	84.8%	15.2%	249.2
	All Selections	1,565	1,288	277	82.0%	18.0%	244.8

Elem Education Subject Area Test II	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2015-16	African Amer/Black	29	13	16	45.0%	55.0%	215.9
	Asian/Pac Islander	86	72	14	84.0%	16.0%	244.4
	Hispanic	139	84	55	60.0%	40.0%	225.8
	Multiracial	50	42	8	84.0%	16.0%	250
	Nat Amer/Amer Ind/AK Nat	7	Low N	Low N	-	-	Low N
	Other	32	21	11	66.0%	34.0%	234.4
	Undeclared	67	55	12	82.0%	18.0%	244.4
	White (non-Hispanic)	1,155	998	157	86.0%	14.0%	248
	All Selections	1,282	1,096	186	85.5%	14.5%	247.5
2014-15	African Amer/Black	16	7	9	43.8%	56.3%	208.5
	Asian/Pac Islander	51	42	9	82.4%	17.6%	244.5
	Hispanic	100	67	33	67.0%	33.0%	231.7
	Multiracial	37	31	6	83.8%	16.2%	247.0
	Nat Amer/Amer Ind/AK Nat	9	Low N	Low N	-	-	Low N
	Other	10	9	1	90.0%	10.0%	242.0
	Undeclared	48	40	8	83.3%	16.7%	251.8
	White (non-Hispanic)	1,011	895	116	88.5%	11.5%	249.8

Mathematics	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-5/30/17)		35	27	8	77.0%	23.0%	237.2
4/6/17 - 5/30/17	All Selections	35	27	8	77.0%	23.0%	237.2
	African Amer/Black	1	Low N	Low N	-	-	Low N
Cut-score reduced to 220	Asian/Pac Islander	1	Low N	Low N	-	-	Low N
	Hispanic	3	Low N	Low N	-	-	Low N
	Multiracial	1	Low N	Low N	-	-	Low N
	Other	3	Low N	Low N	-	-	Low N
	Undeclared	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	25	19	6	76.0%	24.0%	235.4
All Selections (8/2010-9/11/2016)		1,180	787	393	66.7%	33.3%	232.9
All Selections (9/12/2016-4/5/2017)		107	84	23	78.5%	21.5%	244.4
9/1/16 - 4/5/17	All Selections	107	84	23	78.5%	21.5%	244.4
	Asian/Pac Islander	10	8	2	80.0%	20.0%	255.3
	Hispanic	7	Low N	Low N	-	-	Low N
	Multiracial	4	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Undeclared	4	Low N	Low N	-	-	Low N
	White (non-Hispanic)	80	65	15	81.3%	18.8%	247.1
	All Selections	214	143	71	66.8%	33.2%	234.4

Mathematics	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2015-16	African Amer/Black	3	Low N	Low N	-	-	Low N
	Asian/Pac Islander	13	9	4	69.2%	30.8%	234.5
	Hispanic	10	3	7	30.0%	70.0%	207.4
	Multiracial	7	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	3	Low N	Low N	-	-	Low N
	Undeclared	10	8	2	80.0%	20.0%	250.9
	White (non-Hispanic)	166	116	50	69.9%	30.1%	236.4
	All Selections	191	131	60	68.6%	31.4%	235.7
2014-15	African Amer/Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	10	8	2	80.0%	20.0%	240.0
	Hispanic	12	7	5	58.3%	41.7%	227.1
	Multiracial	1	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	13	10	3	76.9%	23.1%	241.0
	White (non-Hispanic)	152	104	48	68.4%	31.6%	235.5

Health	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-5/30/17)		34	34	0	100.0%	0.0%	256.3
4/6/17 - 5/30/17	All Selections	34	34	0	100.0%	0.0%	256.3
	Multiracial	1	Low N	Low N	-	-	Low N
Cut-score reduced to 220	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Undeclared	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	31	31	0	100.0%	0.0%	255.4
All Selections (8/2010-4/5/2017)		723	657	66	90.9%	9.1%	257.2
9/1/16 - 4/5/17	All Selections	58	53	5	91.4%	8.6%	257.9
	African Amer/Black	2	Low N	Low N	-	-	Low N
	Asian/Pac Islander	1	Low N	Low N	-	-	Low N
	Hispanic	3	Low N	Low N	-	-	Low N
	Multiracial	1	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	7	Low N	Low N	-	-	Low N
	White (non-Hispanic)	42	37	5	88.1%	11.9%	257.5
	All Selections	120	107	13	89.2%	10.8%	258.4
2015-16	African Amer/Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	4	Low N	Low N	-	-	Low N
	Hispanic	5	Low N	Low N	-	-	Low N
	Multiracial	3	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	8	Low N	Low N	-	-	Low N
	White (non-Hispanic)	95	85	10	89.5%	10.5%	258.8
	All Selections	105	95	10	90.5%	9.5%	259.1

Health	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2014-15	Asian/Pac Islander	1	Low N	Low N	-	-	Low N
	Hispanic	2	Low N	Low N	-	-	Low N
	Multiracial	6	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Undeclared	3	Low N	Low N	-	-	Low N
	White (non-Hispanic)	92	85	7	92.4%	7.6%	260.1

MG ELA	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-5/30/17)		7	Low N	Low N	-	-	Low N
4/6/17 - 5/30/17	All Selections	7	Low N	Low N	-	-	Low N
	Undeclared	1	Low N	Low N	-	-	Low N
Cut-score 220	White (non-Hispanic)	6	Low N	Low N	-	-	Low N
All Selections (8/2010-4/5/2017)		1,078	1,045	33	96.9%	3.1%	260.6
9/1/16 - 4/5/17	All Selections	35	33	2	94.3%	5.7%	256.5
	Hispanic	3	Low N	Low N	-	-	Low N
	Multiracial	1	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Undeclared	2	Low N	Low N	-	-	Low N
	White (non-Hispanic)	28	28	0	100.0%	0.0%	261.6
	All Selections	117	111	6	94.9%	5.1%	259.4
2015-16	African Amer/Black	3	Low N	Low N	-	-	Low N
	Asian/Pac Islander	3	Low N	Low N	-	-	Low N
	Hispanic	3	Low N	Low N	-	-	Low N
	Multiracial	5	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	3	Low N	Low N	-	-	Low N
	Undeclared	3	Low N	Low N	-	-	Low N
	White (non-Hispanic)	97	94	3	96.9%	3.1%	262.1
	All Selections	155	152	3	98.1%	1.9%	261.2

MG ELA	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2014-15	African Amer/Black	3	Low N	Low N	-	-	Low N
	Asian/Pac Islander	4	Low N	Low N	-	-	Low N
	Hispanic	8	Low N	Low N	-	-	Low N
	Multiracial	5	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	13	13	0	100.0%	0.0%	264.4
	White (non-Hispanic)	119	117	2	98.3%	1.7%	261.2

MG Gen Sci	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-5/30/17)		13	10	3	76.9%	23.1%	238.1
4/6/17 - 5/30/17	All Selections	13	10	3	76.9%	23.1%	238.1
	Hispanic	1	Low N	Low N	-	-	Low N
	Multiracial	1	Low N	Low N	-	-	Low N
Cut-score reduced to 220	White (non-Hispanic)	11	8	3	72.7%	27.3%	235.4
All Selections (8/2010-4/5/2017)		520	437	83	84.0%	16.0%	248.5
9/1/16 - 4/5/17	All Selections	36	30	6	83.3%	16.7%	248.3
	Hispanic	3	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	2	Low N	Low N	-	-	Low N
	White (non-Hispanic)	30	24	6	80.0%	20.0%	246.7
	All Selections	74	65	9	87.8%	12.2%	250.2
2015-16	African Amer/Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	3	Low N	Low N	-	-	Low N
	Hispanic	2	Low N	Low N	-	-	Low N
	Multiracial	1	Low N	Low N	-	-	Low N
	Undeclared	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	66	58	8	87.9%	12.1%	251.0
	All Selections	80	63	17	78.8%	21.3%	246.7
2014-15	Asian/Pac Islander	2	Low N	Low N	-	-	Low N
	Hispanic	5	Low N	Low N	-	-	Low N
	Multiracial	1	Low N	Low N	-	-	Low N
	Undeclared	7	Low N	Low N	-	-	Low N
	White (non-Hispanic)	65	52	13	80.0%	20.0%	247.1

Middle Grades Math Subject Test	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-5/30/17)		33	23	10	69.7%	30.3%	231.9
4/6/17 - 5/30/17	All Selections	33	23	10	69.7%	30.3%	231.9
	African Amer/Black	2	Low N	Low N	-	-	Low N
Cut-score reduced to 220	Hispanic	7	Low N	Low N	-	-	Low N
	Multiracial	1	Low N	Low N	-	-	Low N
	Undeclared	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	22	17	5	77.3%	22.7%	239
All Selections (8/2010-9/11/2016)		1,672	954	718	57.1%	42.9%	225.7
All Selections (9/12/2016-4/5/2017)		91	68	23	74.7%	25.3%	233.5
9/1/16 - 4/5/17	All Selections	91	68	23	74.7%	25.3%	233.5
	African Amer/Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	3	Low N	Low N	-	-	Low N
	Hispanic	10	8	2	80.0%	20.0%	233.0
	Multiracial	4	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	3	Low N	Low N	-	-	Low N
	White (non-Hispanic)	67	50	17	74.6%	25.4%	234.3
	All Selections	268	167	101	62.3%	37.7%	227.0

Middle Grades Math Subject Test	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2015-16	Asian/Pac Islander	16	11	5	68.8%	31.3%	226.4
	Hispanic	14	6	8	42.9%	57.1%	210.6
	Multiracial	10	9	1	90.0%	10.0%	241.9
	Nat Amer/Amer Ind/AK Nat	3	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	9	Low N	Low N	-	-	Low N
	White (non-Hispanic)	214	131	83	61.2%	38.8%	227.1
	All Selections	245	144	101	58.8%	41.2%	228.2
2014-15	African Amer/Black	4	Low N	Low N	-	-	Low N
	Asian/Pac Islander	5	Low N	Low N	-	-	Low N
	Hispanic	12	5	7	41.7%	58.3%	219.8
	Multiracial	4	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	6	Low N	Low N	-	-	Low N
	Undeclared	17	10	7	58.8%	41.2%	231.6
	White (non-Hispanic)	195	119	76	61.0%	39.0%	229.9

MG Soc Sci	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-5/30/17)		12	12	0	100.0%	0.0%	254.7
4/6/17 - 5/30/17	All Selections	12	12	0	100.0%	0.0%	254.7
	Hispanic	1	Low N	Low N	-	-	Low N
	Undeclared	1	Low N	Low N	-	-	Low N
Cut-score reduced to 220	White (non-Hispanic)	10	10	0	100.0%	0.0%	257.6
All Selections (8/2010-4/5/2017)		900	657	243	73.0%	27.0%	237.6
9/1/16 - 4/5/17	All Selections	37	25	12	67.6%	32.4%	231.0
	African Amer/Black	2	Low N	Low N	-	-	Low N
	Asian/Pac Islander	3	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	3	Low N	Low N	-	-	Low N
	White (non-Hispanic)	28	19	9	67.9%	32.1%	237.0
	All Selections	87	56	31	64.4%	35.6%	230.3
2015-16	African Amer/Black	3	Low N	Low N	-	-	Low N
	Asian/Pac Islander	1	Low N	Low N	-	-	Low N
	Hispanic	6	Low N	Low N	-	-	Low N
	Multiracial	6	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	4	Low N	Low N	-	-	Low N
	White (non-Hispanic)	64	45	19	70.3%	29.7%	232.6
	All Selections	130	90	40	69.2%	30.8%	235.5

MG Soc Sci	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2014-15	African Amer/Black	3	Low N	Low N	-	-	Low N
	Hispanic	3	Low N	Low N	-	-	Low N
	Multiracial	3	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	10	9	1	90.0%	10.0%	252.1
	White (non-Hispanic)	108	76	32	70.4%	29.6%	236.1

Music	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (2010-Present)		558	546	12	97.8%	2.2%	258.6
YTD	All Selections	78	77	1	98.7%	1.3%	264.4
	African Amer/Black	2	Low N	Low N	-	-	Low N
9/1/16 - 5/30/17	Asian/Pac Islander	3	Low N	Low N	-	-	Low N
	Hispanic	3	Low N	Low N	-	-	Low N
	Multiracial	8	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Other	3	Low N	Low N	-	-	Low N
	Undeclared	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	57	56	1	98.2%	1.8%	264.3
	All Selections	92	91	1	98.9%	1.1%	258.9
2015-16	African Amer/Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	1	Low N	Low N	-	-	Low N
	Hispanic	1	Low N	Low N	-	-	Low N
	Multiracial	5	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Undeclared	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	82	81	1	98.8%	1.2%	259.0
	All Selections	87	84	3	96.6%	3.4%	258.3
2014-15	African Amer/Black	3	Low N	Low N	-	-	Low N
	Asian/Pac Islander	1	Low N	Low N	-	-	Low N
	Hispanic	3	Low N	Low N	-	-	Low N
	Multiracial	2	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	7	Low N	Low N	-	-	Low N
	White (non-Hispanic)	70	67	3	95.7%	4.3%	258.5

Phys Ed	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-5/30/17)		43	38	5	88.4%	11.6%	244.3
4/6/17 - 5/30/17	All Selections	43	38	5	88.4%	11.6%	244.3
	Hispanic	3	Low N	Low N	-	-	Low N
Cut-score reduced to 220	Multiracial	2	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Undeclared	3	Low N	Low N	-	-	Low N
	White (non-Hispanic)	34	32	2	94.1%	5.9%	246.1
All Selections (8/2010-4/5/2017)		874	804	70	92.0%	8.0%	246.3
9/1/16 - 4/5/17	All Selections	88	83	5	94.3%	5.7%	247.4
	African Amer/Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	2	Low N	Low N	-	-	Low N
	Hispanic	9	Low N	Low N	-	-	Low N
	Multiracial	6	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	7	Low N	Low N	-	-	Low N
	White (non-Hispanic)	60	58	2	96.7%	3.3%	249.6
	All Selections	153	144	9	94.1%	5.9%	247.7

Phys Ed	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2015-16	African Amer/Black	4	Low N	Low N	-	-	Low N
	Asian/Pac Islander	2	Low N	Low N	-	-	Low N
	Hispanic	7	Low N	Low N	-	-	Low N
	Multiracial	2	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	4	Low N	Low N	-	-	Low N
	White (non-Hispanic)	132	126	6	95.5%	4.5%	248.9
	All Selections	139	130	9	93.5%	6.5%	248.7
2014-15	African Amer/Black	4	Low N	Low N	-	-	Low N
	Asian/Pac Islander	2	Low N	Low N	-	-	Low N
	Hispanic	4	Low N	Low N	-	-	Low N
	Multiracial	5	Low N	Low N	-	-	Low N
	Undeclared	9	Low N	Low N	-	-	Low N
	White (non-Hispanic)	115	109	6	94.8%	5.2%	249.9

Physics	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-5/30/17)		3	Low N	Low N	-	-	Low N
4/6/17 - 5/30/17	All Selections	3	Low N	Low N	-	-	Low N
Cut-score 220	White (non-Hispanic)	3	Low N	Low N	-	-	Low N
All Selections (8/2010-4/5/2017)		162	146	16	90.1%	9.9%	265.6
9/1/16 - 4/5/17	All Selections	7	Low N	Low N	-	-	Low N
	Hispanic	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	6	Low N	Low N	-	-	Low N
	All Selections	20	18	2	90.0%	10.0%	267.4
2015-16	Asian/Pac Islander	1	Low N	Low N	-	-	Low N
	Multiracial	1	Low N	Low N	-	-	Low N
	Undeclared	3	Low N	Low N	-	-	Low N
	White (non-Hispanic)	15	13	2	86.7%	13.3%	265.7
	All Selections	23	22	1	95.7%	4.3%	266.6
2014-15	Multiracial	2	Low N	Low N	-	-	Low N
	Undeclared	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	20	19	1	95.0%	5.0%	266.6

Sch Couns	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-5/30/17)		8	Low N	Low N	-	-	Low N
4/6/17 - 5/30/17	All Selections	8	Low N	Low N	-	-	Low N
	Hispanic	2	Low N	Low N	-	-	Low N
Cut-score reduced to 220	Multiracial	1	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	4	Low N	Low N	-	-	Low N
All Selections (8/2010-4/5/2017)		400	395	5	98.8%	1.3%	258.0
9/1/16 - 4/5/17	All Selections	16	16	0	100.0%	0.0%	264.3
	Asian/Pac Islander	1	Low N	Low N	-	-	Low N
	Hispanic	1	Low N	Low N	-	-	Low N
	Multiracial	1	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Undeclared	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	11	11	0	100.0%	0.0%	269.0
	All Selections	32	31	1	96.9%	3.1%	253.9
2015-16	Asian/Pac Islander	1	Low N	Low N	-	-	Low N
	Hispanic	5	Low N	Low N	-	-	Low N
	Multiracial	2	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	2	Low N	Low N	-	-	Low N
	White (non-Hispanic)	21	21	0	100.0%	0.0%	261.2
	All Selections	42	42	0	100.0%	0.0%	261.3

Sch Couns	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2014-15	African Amer/Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	1	Low N	Low N	-	-	Low N
	Hispanic	4	Low N	Low N	-	-	Low N
	Multiracial	4	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Undeclared	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	30	30	0	100.0%	0.0%	263.5

Sch Lib Med	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (2010-Present)		113	113	0	100.0%	0.0%	265.3
YTD	All Selections	10	10	0	100.0%	0.0%	259.5
9/1/16 - 5/30/17	Hispanic	1	Low N	Low N	-	-	Low N
	Undeclared	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	8	Low N	Low N	-	-	Low N
	All Selections	26	26	0	100.0%	0.0%	261.7
2015-16	Hispanic	1	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	2	Low N	Low N	-	-	Low N
	White (non-Hispanic)	22	22	0	100.0%	0.0%	263.1
	All Selections	12	12	0	100.0%	0.0%	268.2
2014-15	Undeclared	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	11	11	0	100.0%	0.0%	269.5

Social Science	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-5/30/17)		61	50	11	82.0%	18.0%	240.7
4/6/17 - 5/30/17	All Selections	61	50	11	82.0%	18.0%	240.7
	Asian/Pac Islander	1	Low N	Low N	-	-	Low N
Cut-score reduced to 220	Hispanic	5	Low N	Low N	-	-	Low N
	Multiracial	2	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	3	Low N	Low N	-	-	Low N
	Undeclared	3	Low N	Low N	-	-	Low N
	White (non-Hispanic)	47	41	6	87.2%	12.8%	244.3
All Selections (8/2010-4/5/2017)		2,182	1,513	669	69.3%	30.7%	242.3
9/1/16 - 4/5/17	All Selections	205	149	56	72.7%	27.3%	244.6
	African Amer/Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	4	Low N	Low N	-	-	Low N
	Hispanic	6	Low N	Low N	-	-	Low N
	Multiracial	9	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	3	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	12	11	1	91.7%	8.3%	257.3
	White (non-Hispanic)	169	126	43	74.6%	25.4%	245.4
	All Selections	348	245	103	70.4%	29.6%	243.1

Social Science	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2015-16	African Amer/Black	4	Low N	Low N	-	-	Low N
	Asian/Pac Islander	7	Low N	Low N	-	-	Low N
	Hispanic	18	10	8	55.6%	44.4%	235.1
	Multiracial	10	7	3	70.0%	30.0%	242.9
	Nat Amer/Amer Ind/AK Nat	5	Low N	Low N	-	-	Low N
	Other	3	Low N	Low N	-	-	Low N
	Undeclared	19	15	4	78.9%	21.1%	246.7
	White (non-Hispanic)	282	205	77	72.7%	27.3%	244.5
	All Selections	332	230	102	69.3%	30.7%	241.3
2014-15	African Amer/Black	6	Low N	Low N	-	-	Low N
	Asian/Pac Islander	4	Low N	Low N	-	-	Low N
	Hispanic	7	Low N	Low N	-	-	Low N
	Multiracial	12	10	2	83.3%	16.7%	246.8
	Nat Amer/Amer Ind/AK Nat	6	Low N	Low N	-	-	Low N
	Other	4	Low N	Low N	-	-	Low N
	Undeclared	26	21	5	80.8%	19.2%	246.4
	White (non-Hispanic)	267	183	84	68.5%	31.5%	241.7

Spanish Subject Area Test	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-5/30/17)		18	13	5	72.2%	27.8%	243.7
4/6/17 - 5/30/17	All Selections	18	13	5	72.2%	27.8%	243.7
	Hispanic	10	9	1	90.0%	10.0%	253.3
Cut-score 220	White (non-Hispanic)	8	Low N	Low N	-	-	Low N
All Selections (8/2010-4/5/2017)		791	444	347	56.1%	43.9%	224.4
9/1/16 - 4/5/17	All Selections	55	32	23	58.2%	41.8%	229.4
	African Amer/Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	1	Low N	Low N	-	-	Low N
	Hispanic	19	15	4	78.9%	21.1%	249.1
	Multiracial	2	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Undeclared	5	Low N	Low N	-	-	Low N
	White (non-Hispanic)	26	11	15	42.3%	57.7%	218.8
	All Selections	125	78	47	62.4%	37.6%	229.0
2015-16	African Amer/Black	1	Low N	Low N	-	-	Low N
	Hispanic	46	32	14	69.6%	30.4%	234.1
	Multiracial	4	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	3	Low N	Low N	-	-	Low N
	Undeclared	7	Low N	Low N	-	-	Low N
	White (non-Hispanic)	64	35	29	54.7%	45.3%	222.5
	All Selections	109	76	33	69.7%	30.3%	232.1

Spanish Subject Area Test	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2014-15	African Amer/Black	1	Low N	Low N	-	-	Low N
	Hispanic	32	27	5	84.4%	15.6%	243.3
	Multiracial	6	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	6	Low N	Low N	-	-	Low N
	White (non-Hispanic)	63	44	19	69.8%	30.2%	233.2

Spec Ed	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-5/30/17)		103	101	2	98.1%	1.9%	259.4
4/6/17 - 5/30/17	All Selections	103	101	2	98.1%	1.9%	259.4
	African Amer/Black	1	Low N	Low N	-	-	Low N
Cut-score reduced to 220	Asian/Pac Islander	4	Low N	Low N	-	-	Low N
	Hispanic	7	Low N	Low N	-	-	Low N
	Multiracial	5	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Undeclared	5	Low N	Low N	-	-	Low N
	White (non-Hispanic)	79	77	2	97.5%	2.5%	260.5
All Selections (8/2010-4/5/2017)		1,968	1,890	78	96.0%	4.0%	259.7
9/1/16 - 4/5/17	All Selections	191	183	8	95.8%	4.2%	261.3
	African Amer/Black	7	Low N	Low N	-	-	Low N
	Asian/Pac Islander	7	Low N	Low N	-	-	Low N
	Hispanic	9	Low N	Low N	-	-	Low N
	Multiracial	7	Low N	Low N	-	-	Low N
	Undeclared	5	Low N	Low N	-	-	Low N
	White (non-Hispanic)	156	151	5	96.8%	3.2%	263.8
	All Selections	300	283	17	94.3%	5.7%	257.5

Spec Ed	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2015-16	African Amer/Black	3	Low N	Low N	-	-	Low N
	Asian/Pac Islander	9	Low N	Low N	-	-	Low N
	Hispanic	15	12	3	80.0%	20.0%	238.7
	Multiracial	11	9	2	81.8%	18.2%	254.8
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	23	23	0	100.0%	0.0%	262.1
	White (non-Hispanic)	236	226	10	95.8%	4.2%	258.8
	All Selections	261	247	14	94.6%	5.4%	260.7
2014-15	African Amer/Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	5	Low N	Low N	-	-	Low N
	Hispanic	12	12	0	100.0%	0.0%	257.2
	Multiracial	12	10	2	83.3%	16.7%	254.7
	Nat Amer/Amer Ind/AK Nat	6	Low N	Low N	-	-	Low N
	Other	7	Low N	Low N	-	-	Low N
	Undeclared	10	9	1	90.0%	10.0%	264.6
	White (non-Hispanic)	208	199	9	95.7%	4.3%	262.0

Civil Rights Test	Ethnicity	# Takers	# Pass	# Not Pass	%Pass	Percent Not Pass	Mean Total Scaled Score
All Selections (2010-Present)		26,002	25,876	126	99.0%	1.0%	281.3
YTD	All Selections	4,109	4,067	42	99.0%	1.0%	280.0
9/1/16 - 5/30/17	Black/African Amer (non-Hispanic)	59	53	6	89.8%	10.2%	271.6
	Asian/Asian American/Asian Indian	146	139	7	95.2%	4.8%	269.9
	Pacific Islander/Pacific Islander American	21	21	-	100.0%	0.0%	273.8
	Hispanic	303	291	12	96.0%	4.0%	272.2
	N/A	-	-	-	0.0%	-	-
	Multiracial	104	104	-	100.0%	0.0%	280.3
	American Indian/Alaskan Native	48	44	4	91.7%	8.3%	271.4
	Undeclared	176	175	1	99.4%	0.6%	281.8
	White (non-Hispanic)	3,252	3,240	12	99.6%	0.4%	281.4
	All Selections	4,556	4,518	38	99.2%	0.8%	280.1
2015-16	Black/African Amer (non-Hispanic)	69	68	1	98.6%	1.4%	273.1
	Asian/Asian American/Asian Indian	174	168	6	96.6%	3.4%	272.4
	Pacific Islander/Pacific Islander American	21	21	-	100.0%	0.0%	268.4
	Hispanic	317	299	18	94.3%	5.7%	271.4
	N/A	157	157	-	100.0%	0.0%	282.8
	Multiracial	116	115	1	99.1%	0.9%	280.2
	American Indian/Alaskan Native	49	48	1	98.0%	2.0%	275.8
	Undeclared	45	44	1	97.8%	2.2%	283.1
	White (non-Hispanic)	3,608	3,598	10	99.7%	0.3%	281.3
	All Selections	3,102	3,089	13	99.6%	0.4%	281.0

Civil Rights Test	Ethnicity	# Takers	# Pass	# Not Pass	%Pass	Percent Not Pass	Mean Total Scaled Score
2014-15	Black/African Amer (non-Hispanic)	36	36	-	100.0%	0.0%	273.8
	Asian/Asian American/Asian Indian	102	100	2	98.0%	2.0%	275.2
	Pacific Islander/Pacific Islander American	20	20	-	100.0%	0.0%	275.9
	Hispanic	201	195	6	97.0%	3.0%	274.4
	N/A	177	176	1	99.4%	0.6%	284.6
	Multiracial	77	77	-	100.0%	0.0%	280.3
	American Indian/Alaskan Native	23	23	-	100.0%	0.0%	280.2
	Undeclared	-	-	-	0.0%	-	-
	White (non-Hispanic)	2,466	2,462	4	99.8%	0.2%	281.6

APPENDIX D: EXCERPTS FROM PARKROSE SCHOOL DISTRICT EQUITY HIRING GUIDE

Parkrose School District Equity Recruiting & Hiring Guide

The Parkrose School District believes that racial, cultural and ethnic diversity is strength for our community. We value equity as a top school district commitment. Equity ensures that all students have an opportunity to reach their fullest potential. It closes the achievement gap and supports our district vision:

"All students read and think critically at high levels, graduating college and career ready".

We believe that it is our moral obligation to empower the Parkrose Community by embracing, accepting and reflecting our diverse cultures, which includes hiring a work force that is as diverse as the students and families that live in Parkrose.

What is Diversity?

Diversity is the recognition and acknowledgement of individual differences such as education, age, gender, sexual orientation, ability or disability, religion, ethnicity, culture, language, or any other characteristic that shapes an individual's attitudes, behaviors, and perspective.

What is Employment Equity?

Employment equity is ensuring the search and hiring process is fair and equitable so that the appropriate qualifications of each candidate are the only criteria upon which a hiring or promotion decision is made. Employment equity involves hiring the most qualified candidate for any open position while ensuring that the hiring process and the qualifications required for each position are fair and equitable for all persons. Moreover, employment equity means that candidates are not advantaged or disadvantaged whether an individual is from the dominant group or a marginalized group.

The Hiring Process

A principal or supervisor is responsible for making recommendations to the Superintendent for hiring within the District. The Human Resource Department has the responsibility to ensure that fair and equitable practices are followed throughout the hiring process. A hiring process that includes all of the following steps with diversity and equity initiatives firmly entrenched will help fulfill that responsibility:

1) Identify the school or department's needs, goals and personnel gaps.

2) Appoint a diverse hiring team. Don't forget classified staff and parents to diversify your team.

3) Determine selection criteria based on the position's expectations. Ask yourself "What qualities do the students need?"

Top Qualities in Teacher/Specialist Candidates

Positive Attitude (Growth Mindset)
An educator with a positive attitude inspires students to look at the world in the same way. Not afraid to take educated risks

Good Communication Skills
Willing to discuss key concepts and explain them in more than one way so that visual, hands-on, and sensory learners all understand the idea and how to apply it to future problems. To achieve this goal, the teacher must be able to communicate clearly and effectively. Handles conflict directly and doesn't exhibit passive aggressive problem solving skills. Great to follow up on this in reference check.

Organization Skills
Keeping track of student's papers/e-work, who received what grade and what material has been covered and what still needs to be covered are all vital parts of running an efficient classroom. While interviewing a teaching candidate, ask questions about how the person stays organized.

A Forgiving Heart
Children make mistakes, in behavior and schoolwork. A teacher must be able to move forward and allow a child to grow. Doesn't hold grudges with kids and understands that learning is through our mistakes. Kids can start each day with a clean slate

Evident Strength in Their Subject Area
A highly qualified teacher is one who understands her subject area inside and out and who has book and real world learning. The teacher can use their knowledge to make subjects relevant and engaging. Hearing and seeing examples is critical.

Willingness to Communicate with Parents
A good teacher is open to talking with parents. Can demonstrate open communication for positive and negative behavior. Multiple forms of communication are used. Teacher can 'go to' parents vs. waiting for the parent to come to them...

Respectful of Students
Teachers want their students to respect them, but teachers who get the most respect are the ones who give the most respect to their students. Look for a teacher who fosters an atmosphere of mutual respect. Is respectful of student's home language and culture.

Inquiry Based Thinker
Critical thinking is a high value in our school. We want a teacher that encourages questions and encourages inquiry in multiple forms in their class.

Dependable
A teacher can be the most entertaining, brilliant, supportive educator ever, but if he/she does not show up for work, students will suffer. Students need the assurance that their teacher will be present the majority of the time. This keeps distractions from learning and interruptions in the natural flow of a classroom at a minimum.

Genuinely Likes Kids
This might seem like an obvious characteristic, but people do sometimes go into teaching because of the schedule and not because they genuinely enjoy children. A teacher who does not like students may become derogatory or apathetic to the needs of her students.

Culturally Responsive
Teacher's responses to how they view equity and what they believe students are capable of accomplishing in their class. The individual is seen by the teacher. The teacher possesses a reflective mindset, and is open and aware of his/her own bias.

4) Draft and post the position. Create content/position based questions using the qualities above.

You should develop questions based on the following priorities:

- Content knowledge
- AVID Experience and knowledge
- Equity and culturally relevant teaching practices
- Integrating technology into instruction
- Using assessment to inform instruction

5) Determine evaluation formats for the criteria sought.

6) More than one person reviews applications and rates them to create a short list.

7) Design the interview questions based upon the selection criteria.

8) Instruct your interview team ahead that all information is confidential. You often interview your peers. Nothing leaves the interview room. You may discuss with the team but no comments are to be made to other staff, parents or students on how well an interview went with anyone.

9) Create a rubric for selection criteria based on expected and ideal answers and go over this with hiring and interview team.

10) Conduct interviews (turn off cell phones & other distractions) and other assessment events.

11) Schedule performance task. All final candidates must have a performance based task that is observed and reviewed by the interview team.

12) Assess results, discuss and select a candidate for the position.

The challenge for the Committee is to keep biases, stereotypes, and assumptions from interfering with the assessment of a person's competence for the position. Focus on the 'bona fide requirements' of the position. Assess the value of diversity—is there a commitment under the Faculty's equity plan and the unit's hiring goals to close the gaps in representation of the designated groups? To arrive at an objective and fair decision:

- Focus on how well candidates measured against the position-related criteria tested in each of the evaluation formats. All evaluators' comments on a candidate's suitability should be in writing.
- Ensure references have been checked and educational qualifications verified.
- Openly and thoroughly review all the documented evaluation input and scores collected to determine the best match for person to position. Discuss the strengths and weaknesses. Keep notes of the discussion.
- Summarize results on one page to facilitate the final selection decision.

13) Document the process by leaving all forms with HR.

Interview Questions

Use interviews with a structured format as these provide the same type of information on all the candidates and are less susceptible to the personal biases of the interviewer. The purpose of interview questions is to discern the extent to which candidates meet the criteria that are necessary for successful performance in the position.

- Questions should be matched to the position criteria and are subject to demonstrations of validity.
- Questions not answered to your satisfaction should be rephrased; probe firmly but with discretion.
- Know the range of answers expected as well as the ideal answer; this gives a better parameter for scoring.

Sample Questions:

1) Have you worked with communities of color?

2) What experience do you have living, working and socializing in diverse communities?

3) What experience do you have working with organizations that advocate for social justice or marginalized populations?

4) How are you going to impact your students?

5) What experience do you bring to enrich our district?

What to Ask: Behavior-based questions that ask the candidates to show they have the knowledge and skills required and how well they have used them generally are the most predictive of future behavior and of success.

Instead of asking *"What do you think is a good evaluation system?"* a behavior-based question would ask, *"Please describe the evaluation system you used in the most recent course you taught?"* Such questions usually start with: *"Describe a situation in which.... Tell me about a time when.... What was the toughest...most exciting...most difficult...most interesting....How have you assisted in...What roles have you played in the organization which... Give me an example of..."*

Speculative questions, (*"what would you do..."*) also has value in finding out how candidates would apply their skills in a particular situation and in understanding their knowledge, philosophy or vision, and relationship with others. These questions can be useful when the candidate is new to teaching and is unable to cite past performances. Don't

ask leading questions that telegraph the answer you want (*"We have a team approach here...how do you feel about that?"*)

In listening to the answers, listen for: a **situation**/task (what was the situation), an **action** (what did the candidate do), or a **result** (what happened). When answers are vague, ask for a specific example.

> **Also, Use the BEI (Behavior Event Interview Questions) to help determine key predictors of success in the job. These questions help determine how someone will perform at work. These are important to follow up on in the reference check process. The competencies were derived primarily from a combination of research on successful teachers in high-poverty schools in the U.S.**

Key info on behavior event competencies below:

Competencies, or habitual patterns of behaving and thinking, are key predictors of how someone will perform at work. Two teachers may have the same content knowledge, but achieve very different student learning outcomes. Why is this? Research suggests that competencies make the difference. Acting with initiative and persistence is an example of a competency, as are planning ahead, flexibility and self-confidence. People who have previously exhibited high levels of the competencies that determine teacher success in a turnaround are more likely to succeed as future turnaround teachers. **Unfortunately, research indicates that traditional interview techniques rarely uncover competencies that predict future performance differences.** Too often, job candidates speak in generalities about what they think they should or would do, not about what they actually do at work. Fortunately, it is possible to learn what people actually do through a specialized interview technique – the Behavior Event Interview (BEI). In a BEI, candidates are asked to describe their detailed actions and thinking in past work events. And knowing what candidates have done to achieve success at work is a strong predictor of how they will seek success at work in the future.

1 The competencies provided here are derived from the following, which are recommended as companion guides: The School Recruitment Handbook, A Guide to Attracting, Selecting and Keeping Outstanding Teachers, Hobby, Crabtree and Ibbetson (2004); Star Teachers of Children in Poverty, Haberman (1995); Competence at Work, Spencer and Spencer (1993).

Behavior Event Interview Questions

In a BEI, the interviewer's goal is to understand in detail how candidates perform various aspects of their work. To do this, the interviewer(s) asks candidates to recall past events when they have felt successful or have dealt with specific situations at work. (e.g., a time when he or she influenced another person, participated in a group activity). The expectation is that the candidate will spend 15 minutes or more describing the incident.

- The interviewer asks first for a brief (e.g., 1 minute) summary of what led up to each situation and the critical milestones or "headlines" in the story that the person is about to tell, such as key conversations or meetings, key actions, turning points and how the situation ended.
- Then the interviewers ask the candidate to walk through the story step by step, recounting exactly what the candidates did, said, thought and felt at the time and how others who were involved responded.
- The interviewer must interrupt the candidate to probe for detail needed to understand exactly what the person was doing and thinking at the time.
- Only responses about what the person was doing, saying, feeling or thinking at that past time are valid. Current thoughts about the event and hypotheses about what the person would do next time are not as accurate at predicting what a person would do on the job.

Recommended Questions for Critical Competencies:

These questions were selected to cover competencies that:

- are likely to be most predictive of success for turnaround teachers or leaders,
- require use of other critical teacher competencies (and so will help you assess multiple competencies), and/or
- distinguish candidates who would perform well in a turnaround effort versus other school situations.

Critical Competency	Question
Achievement	Think about a time when you felt very successful or proud of something you accomplished at work, and tell me the story.
Impact and Influence	Think about a time when you influenced another person or people in a way that was satisfying to you, and tell me the story.

Critical Competency	Question
Initiative and Persistence	Think about a time when you accomplished something satisfying at work despite one or more obstacles. Tell me the story.
Teamwork	Think about a time when you participated in a group or team of people to accomplish work that was satisfying to you, and tell me the story.
Belief in Learning Potential	Tell me about a time when you helped another person, someone whom others were not sure could improve, to achieve or succeed at a higher level.
Interpersonal Understanding	Think about a time when someone else's feelings or emotions affected their work and you dealt with the situation to your satisfaction. Tell me the story.
Self Confidence	Think about a time when another person or people stood in your way to get something done and you addressed the situation to your satisfaction. Tell me the story.

COMMON RATER BIASES

Many interview rating errors result from perceptual biases or individual preferences. The following are the most common rating errors you should keep in mind.

1) First impression error is the tendency to make snap judgments based only on responses made in the first part of the interview and then attending only to those behaviors that confirm this initial judgment. The direction of this bias can be positive or negative.

2) Personal biases can prevent objective ratings if the rater allows his/her own non job-related prejudices and attitudes about cultural stereotypes, lifestyles, appearances, and other perceptions to affect the ratings. The direction of this bias can be positive or negative.

3) Contrast effect is the tendency to rate a candidate relative to the person who was interviewed immediately before them. The direction of this bias can be positive or negative.

4) Leniency effect is the tendency to rate all candidates high.

In reflecting on the hiring document, I wanted to pass along some of my preliminary thoughts and suggestions: