



July 2019



EDUCATOR
ADVANCEMENT
COUNCIL

CHIEF
EDUCATION
OFFICE

2019 OREGON EDUCATOR EQUITY REPORT

EXECUTIVE SUMMARY

Origin of this Report

In 2013 the Oregon Legislature amended the original Minority Teacher Act passed in 1991 and changed the definition of “Minority” to include educators whose first language is not English. Statute also required that the state’s education agencies jointly submit an annual report to the Legislature on the status of Oregon’s efforts to achieve a K-12 educator workforce that more closely mirrors the demographics of the students in our schools. The report is required to include:

- 1) A summary of the most recent data collected as provided by ORS 342.443;
- 2) Recommendations for meeting the goals expressed in ORS 342.437; and
- 3) A description of best practices within Oregon and other states for recruiting and retaining minority teachers.

In 2015 the Oregon Legislature renamed the Minority Teacher Act to the Oregon Educator Equity Act and directed the Higher Education Coordinating Commission to require each public teacher education program to adopt a plan every other year with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators. The plans are to be reviewed first by the governing board of each public university with a teacher education program. Then the Higher Education Coordinating Commission (HECC) staff reviews and, after necessary revisions are made, the HECC approves the plans.

The report and accompanying presentations have come to represent a strident call to action and an annual benchmark for the state related to each stage of the talent development educator pathway to more closely mirror the demographics of our Pre-K-12 student population. Presentations on the findings of the report by the Oregon Educator Advisory Group (Figure 1) at multiple meetings and conferences each year has notably helped elevate collective interest and momentum in allocating resources to support a more diverse educator workforce. This year the report was referenced in the 2019 Chief State School Officers Report entitled, [Diverse and Learner-Ready Teachers Initiative Vision and Guidance Paper](#), and cited by numerous researchers in Oregon and other states.

DISCLAIMER

While Oregon legislation limits the foci of data in this report to ethnic 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 factors related to income level.

This year, the 2018 Oregon Educator Equity Report received the **2019 Diversified Teaching Workforce Research Award** from the American Association of Colleges for Teacher Education (AACTE). Teacher Diversity Research Award is presented by a Diversified Teacher Workforce (DTW) Topical Action Group (TAG) of AACTE for outstanding research and advocacy related to various policies, practices, programs, pedagogies, systems, and/or institutions for the purpose of advancing teacher diversity. The research leadership embodied by Oregon’s report advanced the current understanding of how to diversify the teacher workforce to enhance educational opportunities for all students.



OEEAG members Marvin Lynn (far left) and Hilda Rosselli (third from left) accept Research Award at AACTE Diversity Teacher Workforce Institute

Figure 1: Oregon Educator Equity Advisory Group Mission

Mission

Oregon Educator Equity Advisory Group (OEEAG)

The presence of teachers of color in Oregon classrooms is severely limited. Research has shown when students of color have educators who mirror their demographics, all students benefit. The Oregon Educator Equity Advisory Group (OEEAG) is committed to diversifying the educator workforce and improving cultural responsiveness in schools. We do this by:

- Reviewing data at the district level and documenting progress of current initiatives and
- Recommending new statewide investments and engaging the public to identify needed changes.



Members of the Educator Advancement Council Helping to Develop HB 3427 Plan for Legislators

OOEAG Efforts Amplified by the Educator Advancement Council

For a number of years, the Oregon Educator Equity Advisory Group was the primary state level group focused on racial and ethnic diversification of the state's educator workforce. As a result of state statute, the Educator Advancement Council (EAC) was launched in 2018 to establish educator networks facilitating the work of school districts in their respective regions as they improve systems designed to support educators at each stage of their career starting from recruitment through teacher leadership and career advancement. The new system is designed to lead change from the inside out, engaging frontline educators in collaboration with community resources to build on the successes of the past, and adapt support to meet the needs of today's education workforce and students with specific attention to educator workforce diversification.

As the Chief Education Office sunsets by July 1, 2019, the Educator Advancement Council (EAC) will review finding and recommendations in the annual Oregon Educator Equity Report and work with the Educator Equity Advisory Group to support the Oregon Teacher Scholars Program and encourage local partnerships designed to recruit, prepare, hire, retain, and advance teachers and administrators of color in Oregon.

House Bill 3427 Calls for a Plan

Within the state, attention to educator workforce diversification has grown as more and more school districts seek to hire educators who are more reflective of the students they serve. The Oregon Confederation of School Administrators used results from the report to propose a bill to support diverse educator pathways and scholarships. The Oregon Joint Committee on Student Success requested testimony on the report data and built upon the report's findings in HB 3427 (Figure 2) requiring development of a plan with recommendations for the Legislature by January 2020 to provide an effective combination of programs and initiatives for the professional development of educators from kindergarten through grade 12 and to be funded by the Statewide Education Initiatives Account.

Figure 2: Language from HB 3427

SECTION 48. (1) The Department of Education and the Educator Advancement Council, in consultation with the Teacher Standards and Practices Commission, the Higher Education Coordinating Commission and representatives of school districts and other education stakeholders, shall develop a plan to provide an effective combination of programs and initiatives for the professional development of educators from kindergarten through grade 12 and to be funded by the Statewide Education Initiatives Account. The plan shall be based on consideration of increasing:

- (a) Educator retention;
- (b) Educator diversity;
- (c) Mentoring and coaching of educators;
- (d) Participation in educator preparation programs; and
- (e) Educator scholarships.

(2) The department shall provide a report, and may include recommendations for legislation, to an interim committee of the Legislative Assembly related to education no later than January 15, 2020.

SECTION 49. Section 48 of this 2019 Act is repealed on June 30, 2020.

Summary Data

Although positive trends are noted in almost every category reported in Table 1, the educator workforce is still not shifting quickly enough to respond to Oregon's changing ethnically and linguistically diverse K-12 student body. The greatest increase was seen in teacher candidate preparation completers which increased from 17.3% in 2016-17 to 23.9% for 2017-18. A small but positive increase was found in administrator candidate preparation completers which increased from 11.3% in 2016-17 to 12.04% in 2017-18. Over 200 additional ethnically diverse teachers were employed in Oregon's public schools this year bringing the percent from 9.9% to 10.4%. When adding in the most recently available number of linguistically diverse employed teachers, the percent increases from 10.7% in 2017-18 to 11.2% in 2018-19. Percentages for racially diverse employed administrators, guidance counselors and educational assistants all increased slightly (< 1%).

2019 Summary of Data Points

Table 1 summarizes this year's data points and indicates change from the 2018 report summary.

Table 1: Summary of Most Recent Data Available and Change from 2018 Reports

SUMMARY OF DATA	NUMBER	PERCENT	CHANGE FROM 2017 REPORT
Ethnically Diverse Students (2018-2019)	221,525	38.1%	↑
Districts w/40 percent or higher ethnically diverse students (2018)	35	17.7%	↑
Ethnically and Linguistically Diverse Students (2017-18)		39.9%	
Ethnically Diverse Candidates Enrolled in Teacher Education (2017-18)	567	25.8%	NA ¹
Ethnically Diverse Teacher Preparation Completers (2017-2018)	519	23.9%	↑
Reciprocal Teacher Licensees who are Ethnically Diverse (2018-2019)	117	12.6%	↑
Ethnically Diverse Administrator Candidates Enrolled (2017-2018)	127	20.2%	NA
Ethnically Diverse Administrator Program Completers (2017-2018)	40	12.04	↑
All Teachers Employed (2018-19)	31,409		↑
Ethnically Diverse Teachers Employed (2018-2019)	3,278	10.4%	↑
Ethnically and Linguistically Diverse Teachers Employed (2018-2019)	3,530	11.2%	↑
Ethnically Diverse Administrators Employed (2018-2019))	267	11.4%	↑
Ethnically and Linguistically Diverse Administrators (2018-2019)	279	12.0%	↑
Ethnically Diverse Guidance Counselors (2018-2019)	214	15.3%	↑
Ethnically Diverse Educational Assistants (2018-2019)	3,030	19.7%	↑

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

2019 Oregon Educator Equity Advisory Group Recommendations

The Oregon Educator Equity Advisory Group feels strongly in the value of the annual Oregon Educator Equity Report to drive action, whether it be in state policy or local practices. This year's recommended action steps appear in each section of the report as well as in Figure 3.

Figure 3: 2019 Oregon Educator Equity Advisory Group Recommended Action Steps

RECRUITMENT Partner with state level workforce agencies, business and communities of color to develop and launch a statewide marketing campaign elevating the teaching profession and guiding potential educators to the resources needed to enter the profession. (state level action steps specifically via a plan referenced in HB 3427) Work with communities of color, school districts, and other partners to recruit and support educational assistants, other school/district staff, parents, career changers, and after-school program mentors who reflect local diversity and are more likely to seek teaching positions in their local communities. (EAC Regional Educator Networks, school, district and educator preparation program level action steps specifically via a plan referenced in HB 3427)	via a plan referenced in HB 3427) Implement specific recruitment of linguistically and ethnically diverse educational assistants. Include funding sources for these students, since they likely will not qualify for supports such as the Oregon Promise. (EAC Regional Educator Networks, school, district and state legislator action steps specifically via a plan referenced in HB 3427) Work with communities of color, school districts, and other partners to recruit and support more linguistically and ethnically diverse teacher candidates into teaching careers via strong K-12/higher education partnerships and Grow Your Programs. (EAC Regional Educator Networks, school, district and educator preparation program level action steps specifically via a plan referenced in HB 3427)
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¹ Enrollment data reporting changed from last year's report and is not comparable.

PREPARATION

Work with the Educator Advancement Council to help lower the cost of teacher preparation by increasing funding for the Oregon Teacher Scholars Program (OTSP) to provide scholarships and help students navigate the complicated journey through licensure, preparation, job search, and employment in Oregon's educator workforce. Ensure that OTSP is sustainable as it grows, consider a full-time coordinator and administrative support. Provide cohort and alumni networking activities as well as career advancement opportunities. **(Educator Advancement Council and state legislator action steps specifically via a plan referenced in HB 3427)**

Work with the Educator Advancement Council and Confederation of Oregon School Administrators (COSA) to propose and launch an Oregon Administrative Scholars Program to support preparation costs for more racially, ethnically and linguistically diverse educators seeking to become administrators. **(OEEAG, COSA, EAC Regional Educator Networks and state legislator action steps specifically via a plan referenced in HB 3427)**

Raise awareness and development of Residency Programs allowing future teachers to earn an income while they are enrolled in teacher preparation programs. These funds can be matched by districts to help cover living costs for career changers while they are studying to become teachers. **(EAC Regional Educator Networks and state legislator action steps specifically via a plan referenced in HB 3427)**

Support Oregon Teacher Standards and Practices Commission's implementation of a multiple measures framework permitting teacher candidates to demonstrate their competency through multiple performance measures less likely to generate racial and linguistic disparities. **(Teacher Standards and Practices Commission action steps)**

Develop transparent and streamlined pathways from community colleges to teacher preparation programs including articulation of transferable credit and promising practices of transfer pathways and cross sector actions promoted by Career College Collaborative (C3). **(Higher Education Coordinating Commission action steps)**

Work with the State Longitudinal Data System to ensure that all educator preparation programs (EPPs) in Oregon are able to track graduates by 2021 through key employment benchmarks and access statewide student performance data (and other teacher performance data) necessary to monitor the effectiveness of graduates and meet Council for the Accreditation of Education Preparation (CAEP) requirements. **(State Longitudinal Data System action steps)**

EMPLOYMENT

Develop strategies with the Educator Advancement Council to encourage school district superintendents and HR directors to work closely with local educator preparation

programs to coordinate student teaching placements maximizing assets diverse candidates bring to schools. Create opportunities to interview candidates for hire before they graduate. **(OEEAG and school and district level action steps)**

Provide anti-bias training for staff to develop more effective, culturally responsive and equity-driven recruitment and hiring strategies. Encourage use of diverse human resource teams in which linguistically and ethnically diverse teachers can help shape more effective recruitment and hiring strategies. **(Office of Equity, Diversity, and Inclusion at ODE, school district, and Oregon School Personnel Association action steps)**

Work with the Educator Advancement Council, Oregon Department of Education, and partners to redesign supports for novice educators of color to ensure every teacher and administrator new to the profession has an equitable work placement and workload, and is provided with a well-trained mentor or instructional coach skilled in offering culturally responsive support for all newly employed educators. Develop a plan to recruit and train mentors from diverse backgrounds and to match diverse new teachers and diverse mentors. **(EAC Regional Educator Network action steps via a plan referenced in HB 3427)**

RETENTION

Assist school and district administrators in creating collaborative, supportive and culturally responsive work environments for all teachers. Provide access to affinity groups and other professional community-based networking organizations for linguistically and ethnically diverse employed educators. **(EAC Regional Educator Network action steps)**

Work with the Educator Advancement Council and Oregon Department of Education to determine how Title II's optional 3 percent leadership set-aside funds can strengthen principal recruitment, preparation, induction, and development focused on supportive and equity-driven school leadership. Consider funding educators' membership in professional associations such as the National Association of Black School Educators as a retention strategy. **(Oregon Department of Education and Educator Advancement Council action steps)**

Build upon results from the HB 4044 study to engage school districts in adopting promising practices that help attract and retain effective, culturally responsive teachers to work in Oregon's most complex schools. **(OEEAG action steps via a plan referenced in HB 3427)**

Work with the Teacher Standards and Practices Commission to develop a marketing campaign to publicize financial support for earning National Board certification; thus, helping advance the careers of more of Oregon's racially or linguistically diverse teachers. **(Educator Advancement Council and Teacher Standards and Practices Commission action steps)**

SECTION 1: INTRODUCTION

For the sixth consecutive year, the Chief Education Office (CEO) has partnered with the Oregon 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 Equity Advisory Group to produce and publish a report on Oregon's efforts to diversify the K-12 educator workforce. Oregon Statute 342.448 outlines requirements for reporting and analyzing of annual data on diversity in Oregon's educator workforce. In addition to required data outlined in statute, the report highlights:

- 1) Promising practices for recruiting, preparing, hiring and retaining culturally and linguistically diverse educators,
- 2) Highlights from the biennial Oregon educator preparation plans for the recruitment, admission, retention, and graduation of diverse educators (ORS 342.447),
- 3) Progress on the Educator Equity Advisory group's 2018-2019 Work Plan, and
- 4) Key recommendations for Oregon to achieve an educator workforce that more closely mirrors Oregon's student demographics from pre-K through 12th grade.

Educator Equity Advisory Group

Since 2014, a 20-member Advisory Group has assisted the Chief Education Office in overseeing the annual Oregon Educator Equity Report on Oregon's progress in diversifying the K-12 educator workforce. The Oregon Educator Equity Advisory Group meets regularly to:

- Advise on the gathering and reporting of annual data,
- Learn firsthand about efforts underway demonstrating promise for expansion,
- Engage with Oregon's nine Federally Recognized Tribes and stakeholders who can help identify related issues, barriers, and needs, and
- Assess, evaluate and advocate for educational policy supporting Oregon's progress in diversifying the educator workforce.

Agendas and meeting materials are posted a week prior to each Advisory Group meeting. Members of the public can sign up to receive meeting notices, download meeting materials, attend the meetings as observers by phone or in person, and provide public testimony. All meetings conform with Oregon public meetings laws.

Figure 4: Glossary of Terms Used in this Report

TERMINOLOGY USED IN THE 2018 REPORT

Terms associated with race and ethnicity are incomplete, uneven and contentious. They are frequently affiliated with a particular agency or data collection definition. When possible this report uses race and ethnicity as defined by the [United States Census](#) and HB 3375 Educator Equity Act passed in 2015. However, the report draws from several preexisting data collections and research in the field. As such, variance in terminology is attributed to the primary sources that are being referenced.

Diverse – culturally or linguistically diverse characteristics of a person, including: (a) Origins in any of the black racial groups of Africa but is not Hispanic; (b) Hispanic culture or origin, regardless of race; (c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands; (d) Origins in any of the original peoples of North America, including American Indians or Alaskan Natives; or (e) A first language that is not English.

Linguistically diverse - in reference to data exclusively focused on individuals for whom their first language is not English.

Racially or ethnically diverse - in reference to data exclusively examining racial/ethnic origin.

Progress on 2018-2019 Work Plan

Each year, the Advisory Group develops a Work Plan to drive action and advocacy related to findings from the previous year's report. Progress made on the 2018-2019 Plan is outlined in Figure 5.

Figure 5: Update on 2018-2019 Educator Equity Advisory Group Work Plan

2018-2019 EDUCATOR EQUITY ADVISORY GROUP WORK PLAN	ACTIONS TAKEN IN 2018-2019
1) The Educator Equity Advisory Group will oversee the Oregon Teacher Scholars Program by communicating notice of application deadlines, collecting applications, creating a selection and review committee and then communicating with successful applicants. In addition, the Group will advocate to the Oregon Legislature for additional support and funding to sustain and expand the Oregon Teacher Scholars Program for more potential educators.	<i>Oregon Teacher Scholars Program awarded 69 scholarships to racially or linguistically diverse teacher candidates in partnership with the Higher Education Coordinating Commission's Office of Student Access and Completion. Scholars networked via an OTSP Facebook page, attended professional learning events during the school year, networked with currently employed teachers of color, and provided assistance in navigating their journeys from preparation to licensure and eventual employment.</i>
2) The Educator Equity Advisory Group will align its educator diversity work with other work groups with other work groups in the State such as but not limited to the Educator Advancement Council, the Joint Committee on Student Success, the American Indian/Alaska Native Advisory Committee, the Confederation of School Administrators, and Teacher Standards and Practices Commission and advocate for needed policy changes and/or legislation	<i>The Advisory Group connected regularly with lead representatives from each of the identified groups at their regularly scheduled meetings.</i>
3) The Educator Equity Advisory Group will engage in state wide listening sessions with communities of color involving various education preparation, employment and diversification topics.	<i>The Oregon Educator Equity Advisory Group partnered with the Educator Advancement Council to host a Listening Session focused on the needs of novice educators of color.</i>
4) The Educator Equity Advisory Group will engage various experts in identified subject matter that will increase the Group's skills and knowledge as a means to increase our effectiveness and efficiency regarding increasing the preparation, recruitment, hiring, retention and promotion of education staff of color and linguistic diversity.	<i>The Advisory Group hosted invited presentations this year from:</i> <i>The Higher Education Coordinating Commission on HB 2998 and credit transfer work between community colleges and universities;</i> <i>Chemeketa Community College's pilot of the Bilingual Scholars Program and the ORELA pilot;</i> <i>The Oregon Government to Government Education Cluster;</i> <i>The Office of Student Access and Completion on the Oregon Teacher Scholars Program;</i> <i>OEA's Symposium on Creating Pathways towards Social Justice for our Students;</i> <i>The Confederation of School Administrators on HB 2742; and</i> <i>The ODE Office of Equity, Diversity, & Inclusion.</i>
5) The Educator Equity Advisory Group will oversee the production, distribution and statewide presentation of the Oregon Annual Educator Equity Report and its findings as it relates to increasing the Oregon Education Workforce, especially increasing the numbers of teachers of linguistic and racial diversity.	<i>Staff and Advisory Group members presented findings and recommendations at 7 conferences and events.</i> <i>Oregon Association of Teacher Educators, Teacher Standards and Practices Commission, Oregon Advocacy Commission, Oregon Educator Advancement Council, Oregon edTPA Summit, National Association of State Directors of Teacher Education and Certification Ted Andrews Winter Symposium, and the AACTE Diversified Teacher Workforce Institute</i>

"As Oregon Educator Equity Advisory Group Members, we have galvanized together with players across our state to create access to data, propose investments, and garner advocacy for policy and practices to recruit, prepare, hire, retain and advance educators of color in our state."

Karen Gray, Chair



