



**The Distinguished Educators Council endorses  
Senate Bill 755  
The Minority Teacher Act**

Senate Bill 755 aligns with the DEC's fifth recommendation in its report, Making Oregon a Great Place to Teach.

The 1991 Legislature set a goal that Oregon's number of minority educators would be proportional to Oregon's number of minority K-12 students by 2001. Oregon fell woefully short of that goal. The Council supports SB 755, which aspires to raise the number of minority educators and the number of minorities in teacher preparation programs ten percent each by 2015, and to report progress each interim. The Council emphasizes, though, that this simply keeps the issue in conversation, and that money to support recruitment, training and support for minority educators, cultural competency training for ALL educators, and identification of best practices in supporting minority educators, are equally important.

**Who is the Distinguished Educators Council?**

In March 2012 the Chalkboard Project invited teachers across Oregon to apply to serve on a new Distinguished Educators Council. In May Chalkboard selected 13 Oregon teachers recognized for their expertise and success to serve on the Council. Chalkboard asked the council to develop recommendations to support and strengthen teaching in Oregon's K-12 classrooms.

In September the council made public five recommendations, each accompanied by a series of objectives and suggested actions. The five recommendations:

1. Emphasize classroom experience and effective mentors in teacher preparation.
2. Provide meaningful, ongoing evaluations of teachers that contribute to improved teaching practices and increased student achievement.
3. Ensure personalized professional learning opportunities tailored to teachers' needs and the students they teach.
4. Establish new leadership opportunities and career pathways for the most effective teachers.
5. Ensure that Oregon's teachers can address the needs of diverse students.

**The Council's Vision for Supporting and Strengthening Teaching in Oregon**

In developing its recommendations, the Council considered all phases of teacher careers, from recruitment and selection, to preparation, to hiring and induction, to professional development, to retention and reward. While the Council landed on five distinct recommendations, the Council recognizes that each recommendation is a piece of a larger whole, and that true success in supporting and strengthening teaching in Oregon will require coordination and alignment across the teaching continuum.

## **Council Endorsements of 2013 Legislation**

After review of hundreds of education-related bills before the 2013 Oregon legislature, the Council identified seven bills that align with the Council's recommendations and the Council wishes to endorse. Endorsement means unanimous support of all 13 Council members.

The Council also believes that a coordinating structure for investments in the professional corps of educators would be a positive step forward and, should one be created, it should include these bills or funding requests.

### **Allan Bruner**

Colton High School, Colton School District  
*Oregon Teacher of the Year, 2006*

### **Lionel Clegg**

Woodlawn School, Portland Public Schools  
*Founder of Boys of Distinction, 2002*

### **Kelly Devlin**

Teacher on Special Assignment,  
David Douglas School District  
*Milken Family Foundation Educator Award,  
2000*

### **Donna DuBois**

Camas Ridge Community School,  
Eugene School District  
*Oregon Teacher of the Year, 2010*

### **Nubia Green**

Chávez Elementary School,  
Salem-Keizer School District  
*University of Colorado "Literacy Squared"  
Educator*

### **Michael Mann**

Dexter McCarty Middle School, Gresham-  
Barlow School District  
*National Board Certification, 2000*

### **Sean McGeeney**

Hamilton Creek School,  
Lebanon Community School District  
*Founding Co-Chair, Lebanon Portfolio Project,  
2011-12*

### **Mary McGinnis**

Tillamook Options Program School,  
Tillamook School District  
*Missouri STARR (Select Teachers as Regional  
Resources), 2008-10*

### **Jessica Smith**

West Albany High School,  
Greater Albany Public Schools  
*Proficiency Coach, Business Education Compact*

### **Karen Stiner**

High Desert Middle School,  
Bend-La Pine School District  
*Albert Einstein Distinguished Educator  
Fellowship, 2007-2009*

### **Tandy Wolf**

Cedaroak Park Primary School,  
West Linn-Wilsonville School District  
*OnPoint Teacher of Excellence Educator of the  
Year, 2010*

### **Colleen Works**

Corvallis High School, Corvallis School District  
*Oregon Teacher of the Year, 2011*

### **Kevin Zerzan**

Gladstone High School, Gladstone School  
District  
*Milken Family Foundation Educator Award,  
2009*

### **Council Staff: Todd Jones**

West Linn High School, West Linn-Wilsonville  
School District

**SB 755**  
**Oregon Minority Teacher Act**

**Background**

In 1991, the Oregon Legislature, recognizing the disparity between its diverse student population and predominantly European-American teacher workforce, drafted the Minority Teacher Act. The goal set forth by the Act states that by the year 2001, the number of minority teachers, including administrators, employed by school districts and education service districts shall be approximately proportionate to the number of minority children enrolled in the public schools of this state.

In 2011, at the request of the Portland African American Leadership Forum, the first report in six years was produced. It concluded that despite some growth, the proportion of minority teachers to minority children in public schools continues to fall far short of the goal set by the 1991 Act. The increase of minorities in the teaching profession has not been able to keep pace with the increasing minority population of school-age children. Minorities constitute 8% of the teacher workforce in Oregon and 34% of the population of school-age children in Oregon, with several school districts reporting the number of minority students at over 50% of the total student population for their districts. Between 2001 and 2011, the discrepancy between Oregon's minority students and minority teachers has grown from 15% to 27%.

Part of meeting that commitment includes having a teacher workforce that represents the ever-growing diversity of cultures and languages in our schools. Minority teachers make significant contributions to the schools that employ them. They are a link to parents and communities and they serve as role models - positively impacting the outcomes of the students they teach.

Given that Oregon has not met the goal set forth by the Minority Teacher Act of 1991 and has reaffirmed the commitment to equity in education, the intent of the Act remains even more critical.

**SB 755**

- Amends the goal set forth in the 1991 act to align with the Governor's priority to increase by 10% by 2015 the number of minority teachers, administrators and students enrolled in teacher preparation programs.
- Adds persons whose first language is not English to the definition of minority.
- Requires a report be completed by July 1, 2014 that includes the most recent data collected, plans currently implemented, recommendations for meeting the goal, a description of best practices, and placement of best practices on agencies websites.







March 26, 2013

Chair Mark Hass  
Education & Workforce Development Committee  
Oregon State Senate

RE: SB 755

Chair Hass and Members of the Committee,

The Chalkboard Project lends its support to Senate Bill 755, which updates the Minority Teacher Act and establishes a new goal for adding diversity to the teacher workforce and teacher preparation programs. It is clear that we are not doing enough to ensure that the diversity in our student population is mirrored by diversity in the teacher workforce. Setting a new goal will bring increased attention to the issue and give the state a metric by which to judge its future efforts.

We believe that recruiting a diverse workforce is one part of a comprehensive strategy to meet the needs of ALL of Oregon students. We will also need strategies for retaining diverse teachers, training for all educators in culturally responsive teaching, and a system for sharing best practices to close achievement gaps.

Given that the minority student population continues to grow at a rapid pace, it is imperative that our schools and our educators are prepared to meet the needs of diverse students. Oregon is one of a few states where the achievement gap has actually gotten worse in the last decade. We must act swiftly and with intention to reverse that trend.

Chalkboard supports SB 755 and looks forward to partnering on additional efforts to meet the needs of all of Oregon's students.

Sincerely,

A handwritten signature in cursive script that reads "Sue Hildick".

Sue Hildick  
President  
Chalkboard Project

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## PORTLAND TEACHERS PROGRAM (PTP)

*"PTP has given me the opportunity to fulfill this goal of becoming a teacher by helping me financially, but it also offered me a network of support. It has been so empowering to participate in PTP activities. There is nothing like walking into a room full of people who look like you and have had similar experiences as you. It is simply healing."*

**Anibal Rivera, PTP Graduate**

### **What Is the Portland Teachers Program?**

PTP is a partnership effort among **Portland Public Schools (PPS)**, **Portland Community College (PCC)**, **Portland State University (PSU)** and **Beaverton School District (BSD)**. It is designed to recruit and help prepare culturally competent teachers, **with a special focus on historically under-represented groups in the teaching profession**. As a retention/scholarship program, it assists selected students in completing teacher education through the regular coursework at PCC and PSU.

PTP is a nationally recognized program with over 160 graduates. Several have now become administrators. It is a program committed to *diversity, equity, excellence and collaboration* through the development of a multicultural workforce in the educational system. There are approximately 60 students in PTP at any given time, from freshman to graduate students.

### **Why Do We Need the Portland Teachers Program?**

Developing a truly multicultural/multiethnic society requires educators who are not only academically prepared, but who can integrate the richness of their cultural heritage, and that of others, into every aspect of their teaching. Teachers with diverse backgrounds and experiences are critical to the education of **all children** as they prepare to join an increasingly diverse workforce where valuing and understanding differences are key to creativity, productivity and personal enrichment. These teachers serve as role models for **all children**, and can assist in breaking down the stereotypes that inform racism in American society. The need for teachers who reflect the growing diversity in public school classrooms is acute.

*We are looking for students who have a passion for equity in education; who understand that education is political; who are deeply connected to their cultural/ethnic heritage; and who want to work hard to close the achievement gap for children of color and poor white children.*

### **How does the Portland Teachers Program work?**

**Portland Community College:** Students with little or no college credit apply to PTP here. Tuition is provided for completion of lower division transfer coursework. Eligibility requirements include: Oregon residency; readiness for Writing 121 and Math 65; experience working with youth in culturally/ethnically diverse educational settings; ability to attend school full time and maintain a **minimum** 2.5 GPA; background/experience demonstrating contributions to cross-cultural learning and understanding based on a belief in the value of racial, cultural and ethnic differences; application for Federal Financial Aid. (continued)

PTP-2-

Approximately 15 new students are selected to begin each Fall at PCC; after completing lower division requirements at PCC, they transfer to PSU for two years of upper division coursework to complete a baccalaureate degree, and then a year in the Graduate Teacher Education Program.

**Portland State University:** Students who are at junior level or better apply to PTP here. To be eligible, students must be an Oregon resident; have all lower division coursework completed; be able to attend full time; be able to maintain a **minimum** 3.00 GPA; have documented experience with youth in culturally/ethnically diverse educational settings; have background and experience that demonstrates contributions to cross-cultural learning and understanding based on a belief in the value of racial, cultural and ethnic differences; apply for Federal Financial Aid.

**Portland Public Schools & Beaverton Schools:** Once students graduate from PTP and obtain their Oregon teaching license, they must apply for employment with Portland or Beaverton Schools, depending on individual agreements. If hired, they must agree to teach for a minimum of three years. Graduates are expected to serve as a resource to other PTP students and to the program.

Students at all levels of PTP are required to attend seminars, colloquia and other meetings; practice PTP values; meet or exceed all program requirements involving academic performance, attitude, professionalism and attendance. Special advising, advocacy, peer networking and a range of support services continue throughout the program.

**For More Information:**

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Portland Teachers Program  
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Phone: 971-722-5444 Email: [dcochran@pcc.edu](mailto:dcochran@pcc.edu)  
or 971-722-5020

Web Site: [www.pcc.edu/ptp](http://www.pcc.edu/ptp)

*"I could not imagine going to school without PTP. It is a place to be lifted back up again when things are not going well and you feel as though nobody else understands. When I am sitting in a classroom full of white students and I am the only face of color and feel like fading into the background I remember PTP and gain new strength to raise my hand and ask questions and let myself be seen and heard."*

**Y.M., PTP Student, 2011**



## **The PTP Vision**

*An academically prepared, multicultural, multiethnic, culturally responsive teacher workforce that can ensure educational equity for ALL students. This vision is built on a belief in the power of education, excellence, diversity and community.*

### **PTP Core Values**

All PTP students are expected to develop and practice the following values during the program and throughout their careers as educators:

Self-Development

Self-Respect

Humbleness

Compassion

Community

Leadership

Diversity

Courage

Activism

Learning

Integrity

Justice

Vision

Equity

Love

**Service to Others**

### **PTP Philosophy:**

To listen,  
to learn,  
and to serve .

*“Every man must decide whether he will walk in the light of creative altruism or the darkness of destructive selfishness. This is the judgment. Life’s most persistent and urgent question is:*

*‘What are you doing for others?’”*

Rev. Martin Luther King, Jr.

## Student Perspectives on the Portland Teachers Program

*"Being able to see others who have also struggled and have overcome many obstacles is an inspiration as well as a reminder that the need for us as teachers of color is so much greater than the difficult things that happen in our daily lives. I believe that the Portland Teachers Program is a gift in my life, and the way I plan to pay back for this is by preparing myself to be the most qualified, passionate, hard-working, diverse, humble, honest, and respectful person I can be."* -Adriana Moyola.

*"PTP also means having a family to belong to, not by blood, but by the rainbow of skin colors each one represents; our backgrounds, experiences, and by the place we all hold in American society. Ever since I became part of the PTP program, there has been nothing better than getting to see each one of my colleagues every time we have a meeting; each one of the PTP students has been an inspiration for me."* -Silvia Lewis.

*"PTP has influenced so much of my intellectual, spiritual and individual development. PTP's philosophy has become my philosophy. The students of PTP are extraordinary. I love these people. They are powerful as a group and they are strong as individuals. They are my role models. I have grown to love PTP not only because of the people in it, but for what it stands for and what it is fighting for."* -Richard Cha

*"PTP has helped to mold me into a future leader of children, adults, and my community by culturally reinforcing the importance of unity, scholastic achievement, and cultural understanding . . . not cultural tolerance. PTP . . . has forever changed my life."* -Aaron Monteith.

*I know now that the money PTP gives us with the tuition waivers is nothing compared to the whole experience itself. With PTP we are obtaining tools to build and fight for a better tomorrow; we are growing as human beings inside and out; we are learning much more than academics; and we are establishing strong relationships. PTP has become my family and there is no price on the true value of family."* -Martha Rodriquez.

*"The Portland Teachers Program offered me so much more than tuition. They offered me unity, a family, and life long friendships with people who shared my struggle. PTP had made me question my beliefs and challenge others. Through the Portland Teachers Program, I have watched myself grow and unfold. My thought process has gone way beyond exiting poverty. My mission in life now is to teach others to fight for their beliefs and to help others who are in poverty. The PTP program has taught me that good leaders are not people who expect praise and glory. A good leader wants their followers to learn how to fight for what is right. I have no intention of gaining glory; I am content to be the steps for which our future leaders use to start the next revolution."* -Miranda Lobert

*"Have you ever had a moment in your life when you knew you had just changed the direction your life would take? For me that exact moment was when I walked through the door of the Portland Teachers Program."* -Clay Harding