

**Dave Porter
1113 SE Cora Street
Portland, OR 97202
palabras@easystreet.net**

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Co-Chairs Representative Komp and Senator Monroe and members of the Joint Ways and Means Subcommittee on Education,

Please do not approve the budget of the Teacher Standards and Practices Commission without commitments from the Commission to:

- (1) Develop a separate licensing category (or categories) for dual language immersion teachers who will teach only in a foreign language and not in English.**
- (2) Use credentialing tests only in the appropriate foreign languages for dual language immersion teachers who will not be teaching in English.**
- (3) Allow potential dual language immersion teachers from foreign counties to get licenses without the involvement of a local school district.**
- (4) Allow potential dual language immersion teachers from foreign counties to renew their licenses without limit.**
- (5) Allow alternative pathways to certification for both domestic and international sources of dual language immersion teachers.**
- (6) Simplify the online information on the TSPC website so that it is clear what potential dual language immersion teachers need to do to get licensed in Oregon.**

Oregon has a shortage of dual language immersion teachers. The shortage is holding up needed development of additional dual language immersion programs.

In my opinion, both the Teachers Standards and Practices Commission and the Board of Education need to rethink the credentialing and testing of dual language immersion teachers. Both should now recognize that there are different types of immersion teachers, and each type should have its own credentialing and testing requirements. One type of immersion teacher, usually found in Spanish two-way programs that begin with a 90%-10% model, teaches in both languages. They need good knowledge and skills in both languages, as well as teaching English as a second language skills. Another type of immersion teacher teaches only in a foreign language. They typically teach in one way, 50%-50% immersion programs. They are often paired with an English only teacher, often with English as a second language skills, who teaches

full time in English. These foreign language only immersion teachers do not need to have the skills, nor be able to pass the tests, to teach in English.

Both need to recognize that Oregon needs significantly more immersion teachers now in a variety of languages and that Oregon schools of education are not in the near future going to be able to produce the first type of teachers, the bilingual type, in sufficient numbers. Nor can we import them. They will usually lack sufficient English skills. But Oregon could and should import more teachers (Mexico, China, for examples) who can teach only in a foreign language, and pair them with English only teachers in 50%-50% immersion models. We need a much easier and appropriate credentialing process for these imported teachers. We should not ask them to teach in English, nor to pass any credentialing tests in English. They should be restricted to teaching in the foreign language component of dual language immersion programs.

The Shortage:

Portland Public Schools' Department of Dual Language reported to the PPS Board on 1/20/15 that it would not recommend needed additional Spanish, Mandarin or Japanese dual language immersion programs for next year primarily because of a shortage of bilingual teachers. Here is a chart from their presentation:

| | Spanish | Vietnamese | Chinese | Russian | Japanese |
|----------|---------------------------------------|---|---------------------------------|-------------------------------|---------------------|
| Students | exhausted interest of native speakers | close to exhausting interest of native speakers | many interested native speakers | exhausted native speaker pool | few native speakers |
| Teachers | scarce | scarce | very scarce | very scarce | very scarce |
| Space | no space | no space | no space | no space | no space |
| Supports | adequate | adequate | adequate | low | low |

The Oregon Department of Education (ODE) and the Oregon Board of Education are engaging the issue of "How do we address the critical shortage of highly qualified bilingual teachers in Oregon?" On 12/11/14, ODE Education Equity staffer Martha Martinez reported to the Board on her survey of Oregon school districts as to their problems recruiting bilingual teachers. In her survey, she found that 80% of the 24 districts with bilingual programs surveyed indicated they had difficulties filling their bilingual teacher vacancies in 2014-15. 32% of districts with

bilingual programs reported recruitment problems due to the candidate not being able to pass one of Oregon's required assessments for teachers. Martinez also asked the following important questions:

How do we address the critical shortage of highly qualified bilingual teachers in Oregon?

Are there alternative pathways to certification that we should consider, at least for a pilot phase that could be evaluated after five years?

Is passing a standardized test in English an indispensable measure of teachers' content knowledge for Oregon? Should this be the cast for native speakers of other languages?

What can we learn from other states with large numbers of dual language programs and/or from states that now offer biliteracy seals about how they are meeting the increased need for highly literate bilingual teachers?

Existing immersion programs: 8.2% of kindergarteners

In 2013-14, 8.2% of Oregon kindergarteners were in dual language immersion programs. I collected data through phone and email contacts in 2014. Note that I did one tabulation without data from Salem Keizer's Literacy Squared program. It took more time to get their data and there was, and still is, concerned as to whether they should count. Literacy Squared is a transitional bilingual program in 17 of Salem Keizer's schools. The Spanish component phases out in elementary school, raising the issue of whether they should be counted along with programs that sustain efforts to develop bilingualism. I decided they were bilingual programs in kindergarten and I would count them. Thus the second count of 8.2%

| Kindergarteners in Dual Language Immersion Oregon, Statewide, 2013-14 | | |
|--|---------------|---------------|
| Spanish | 2,384 | 5.6% |
| Japanese | 165 | 0.4% |
| Mandarin | 76 | 0.2% |
| French | 100 | 0.2% |
| Russian | 90 | 0.2% |
| Total | 2,815 | 6.6% |
| | | |
| All Kinders | 42,728 | 100.0% |

| Oregon, Statewide 2013-14 Immersion and Literacy Squared Kindergarteners | | | |
|--|----------|-------|--------|
| Spanish | | 2,384 | 5.6% |
| Literacy Squared | | 685 | 1.6% |
| | subtotal | 3,069 | 7.2% |
| Japanese | | 165 | 0.4% |
| Mandarin | | 76 | 0.2% |
| French | | 100 | 0.2% |
| Russian | | 90 | 0.2% |
| Total | | 3,500 | 8.2% |
| All Kinders | 42,728 | | 100.0% |

| Most Dual Language Immersion Kindergarteners by Percentages 2013-14 | | | | |
|--|-------------------|------------------|----------------|-----------------|
| School District | Total Students | Total Kinders | DLI Kinders | % of Kinders |
| Woodburn | 5,743 | 543 | 437 | 80.5% |
| Forest Grove | 5,954 | 454 | 160 | 35.2% |
| Corvallis | 6,448 | 444 | 155 | 34.9% |
| Phoenix-Talent | 2,662 | 226 | 70 | 31.0% |
| Hillsboro | 20,973 | 1,599 | 408 | 25.5% |
| Eugene | 16,790 | 1,171 | 233 | 19.9% |
| Canby | 4,747 | 368 | 72 | 19.6% |
| Portland | 45,998 | 4,240 | 534 | 12.6% |
| Tigard-Tualatin | 12,718 | 896 | 109 | 12.2% |
| West Linn - Wilsonville | 9,061 | 613 | 60 | 9.8% |
| Hood River | 4,087 | 273 | 22 | 8.1% |
| Beaverton | 39,387 | 2,829 | 218 | 7.7% |
| Lake Oswego | 6,878 | 361 | 23 | 6.4% |
| Newberg | 5,195 | 415 | 26 | 6.3% |
| Four Rivers Charter (Ontario) | 5,042 | 466 | 26 | 5.6% |
| North Clackamas | 16,993 | 1,170 | 63 | 5.4% |
| Bend - La Pine | 16,541 | 1,252 | 58 | 4.6% |
| Salem-Keizer | 40,473 | 3,226 | 141 | 4.4% |
| Total | | 20,546 | 2,815 | 13.7% |
| Statewide | | 42,728 | 2,815 | 6.6% |

Utah

Utah has almost twice as many dual language immersion programs as Oregon and manages to find teachers for them.

| Dual Language Immersion programs Elementary school level Fall 2014 | | |
|---|----------------|----------------|
| | Utah | Oregon |
| Spanish | 54 | 49 |
| Mandarin | 31 | 3 |
| French | 13 | 2 |
| Portuguese | 6 | 0 |
| German | 2 | 0 |
| Japanese | 0 | 2 |
| Russian | 0 | 2 |
| Vietnamese | 0 | 1 |
| | | |
| Total | 106 | 59 |
| | | |
| Total Statewide | | |
| Enrollment 2013 | 595,799 | 567,100 |

Additional parental interest:

Portland Public School for 2014-15 turned away 397 kindergarten applicants for dual language immersion programs as follows:

| PPS 2014-15 Kindergarten Lottery Immersion Programs Turned Away | | |
|--|------------|---------------|
| Spanish | 276 | 69.5% |
| Japanese | 55 | 13.9% |
| Mandarin | 66 | 16.6% |
| Russian | 0 | 0.0% |
| Vietnamese | 0 | 0.0% |
| | | |
| Total | 397 | 100.0% |

Here are the numbers of PPS kindergarten immersion applicants turned away in the past eight years. Year after years students are going without the opportunity to learn a foreign language in

the best and easiest way possible because PPS cannot find enough dual language immersion teachers

| Portland Public Schools Kindergarten immersion lottery Applicants Turned Away Turned Away=Waitlisted + Denied | | | | | | | | |
|--|------------|------------|------------|------------|------------|------------|------------|------------|
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| Spanish | 279 | 175 | 175 | 232 | 191 | 340 | 226 | 276 |
| Japanese | 24 | 54 | 28 | 65 | 90 | 102 | 78 | 55 |
| Mandarin | 46 | 29 | 24 | 42 | 53 | 53 | 66 | 66 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Vietnamese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 349 | 258 | 227 | 339 | 334 | 495 | 370 | 397 |

Districts and schools needing Spanish immersion programs:

In 2013-14, there were eleven Oregon school districts each with more than 1,000 Hispanics and no Spanish dual language immersion program. They all need immersion programs and teachers.

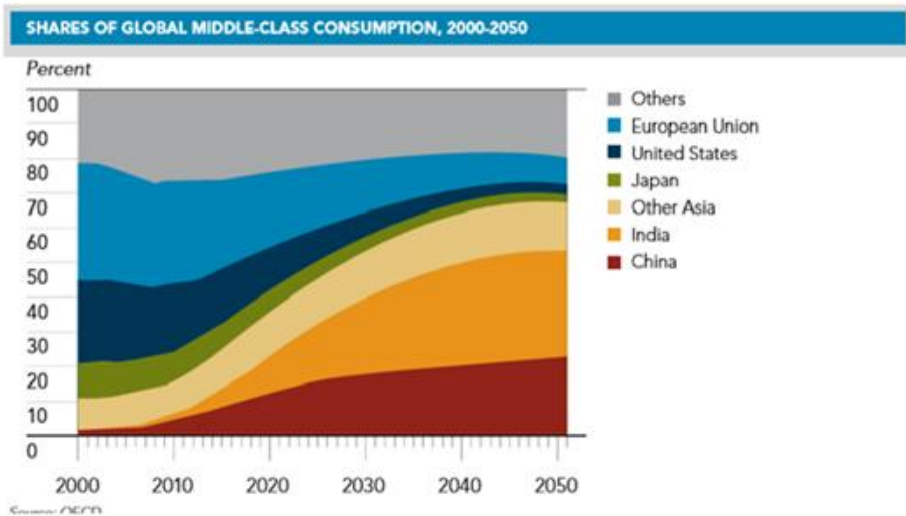
| 11 Oregon School Districts With <u>No</u> Spanish immersion programs By numbers of Hispanics: 2013-14 | | |
|---|---------------------|------------------------|
| | Percent Hispanic | Number of Hispanics |
| Reynolds | 38.7% | 4,576 |
| Gresham-Barlow | 25.8% | 3,114 |
| Medford | 22.6% | 3,067 |
| David Douglas | 24.4% | 2,655 |
| McMinnville | 33.1% | 2,187 |
| Hermiston | 47.7% | 2,500 |
| Centennial | 25.2% | 1,552 |
| Central Polk | 43.1% | 1,320 |
| Morrow | 54.8% | 1,161 |
| Milton-Freewater | 55.7% | 1,048 |
| Jefferson County | 34.8% | 1,010 |

Within those eleven school districts, there were fifteen schools each with a majority of Hispanic students (and no Spanish dual language immersion program), as follows:

| Oregon Elementary Schools by School District | | | | |
|--|--------------|-----------------|-----------------|-----------------|
| 2013-14, Oregon Department of Education, Rpt. #67 | | | | |
| > 50% Hispanic | | | | |
| | | Percent | Number | Total |
| | | Hispanic | Hispanic | Students |
| Reynolds | | | | |
| | Davis | 58.4% | 281 | 481 |
| | Hartley | 57.0% | 304 | 533 |
| | Woodland | 51.9% | 257 | 495 |
| Gresham-Barlow | | | | |
| | East Gresham | 50.3% | 227 | 451 |
| | Highland | 51.4% | 247 | 481 |
| Medford | | | | |
| | Jackson | 54.9% | 228 | 415 |
| David Douglas | | | | |
| McMinnville | | | | |
| | Sue Buel | 51.6% | 260 | 504 |
| Hermiston | | | | |
| | Sunset | 61.8% | 392 | 624 |
| | West Park | 62.5% | 346 | 554 |
| Centennial | | | | |
| Central Polk | | | | |
| | Ash Creek | 52.3% | 263 | 503 |
| | Independence | 56.9% | 242 | 425 |
| Morrow | | | | |
| | Sam Boardman | 81.6% | 271 | 332 |
| | Windy River | 78.4% | 160 | 204 |
| Milton-Freewater | | | | |
| | Freewater | 67.0% | 191 | 285 |
| | Grove | 67.7% | 199 | 294 |
| Jefferson County | | | | |

The larger strategic need for more immersion programs:

Oregon's best opportunities for economic growth are to sell more goods and services to the growing markets of Asia. Just look at the at the chart below: “Shares of Global Middle-Class Consumption, 2000-2050” from the National Intelligence Council’s 2012 report *Global Trends 2030: Alternative Worlds*. Note the diminishing share of the United States. Note the growing shares of China, India, and Other-Asia.



Delaware wants to be "the most bilingual state (from a newsworks article):

Delaware Governor Jack Markell summarized the prevailing logic at a recent press conference. “The bottom line for me is when Spanish companies or companies from Latin America or Chinese companies are considering where in the United States to expand, I want Delaware to be at the top of the list,” Markell said. “We have a lot of things going for us in the state and I believe we can aspire to be the most bilingual state.”

Thank you - Dave Porter