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Written testimony on HB 2411 and HB 2412 for public hearing on 4/1/15.

Chair Doherty and members of the House Education Committee,

Oregon's public schools do not now have enough professional educators with the foreign language skills and racial characteristic needed. There are enormous shortages of both dual language immersion professional educators and professional educators of color. The current training and licensing systems have shown they are unable to produce the professional educators Oregon needs. Big changes are needed now.

Please do the following:

- (1) Increase funding for the Professional Educator Standards Board so that it has the resources to accomplish needed changes. General fund dollars may be needed.
- (2) Give, if now missing, the Professional Educator Standards Board statutory authority to do the following:
 - (a) Permit school districts to become approved education preparation providers (and run their own professional educator licensing programs), especially for dual language immersion professional educators and for professional educators of color.
 - (b) Develop a separate licensing category (or categories) for dual language immersion professional educators who will teach only in a foreign language and not in English.
 - (c) Use credentialing tests only in the appropriate foreign languages for dual language immersion professional educators who will not be teaching in English.
 - (d) Allow potential dual language immersion professional educators from foreign counties to get licenses without the involvement of a local school district.
 - (e) Allow potential dual language immersion professional educators from foreign countries to renew their licenses without limit.
 - (f) Allow alternative pathways to licensure for both domestic and international sources of dual language immersion professional educators.
 - (g) Simplify the online information on the Professional Educator Standards Board website so that it is clear what potential dual language immersion teachers need to do to get licensed in Oregon.

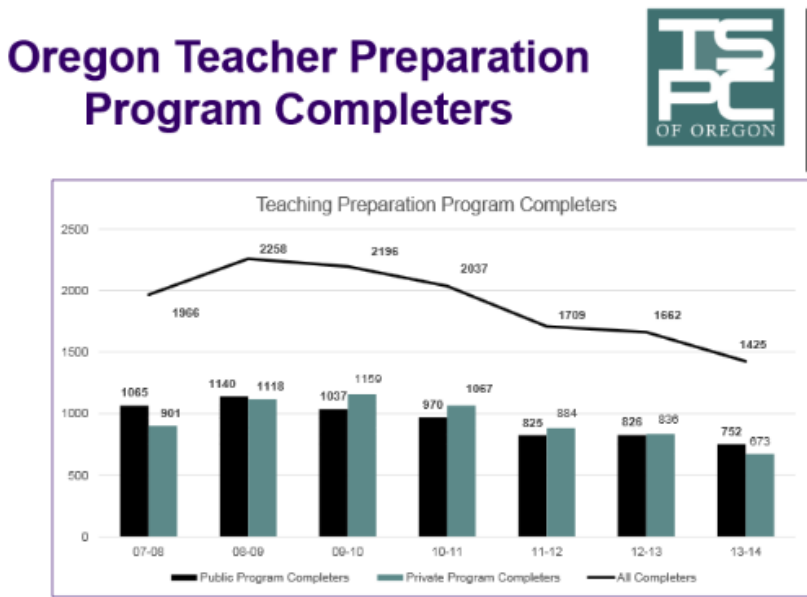
Oregon does not need the current enrollments and programs of the public schools of education. Oregon does not need as many White, monolingual professional educators as our current schools

of education produce. Oregon does need more professional educators of color and bilingual professional educators, but these are not what the Oregon schools of education graduate.

(1) Too many professional educators program graduates:

In the 2/11/15 hearing of the Oregon House Education Committee, Victoria Chamberlin, Executive Director of Oregon's Teacher Standards and Practices Commission, said of the Oregon teacher preparation programs **"Seventy percent of the new graduates in the last six years did not get jobs in the public schools."**

Here are the numbers of "Oregon Teacher Preparation Program Completers," both public and private, for the past seven years (from Chamberlain's presentation).



Here is the count of the numbers for the past six years and of what seventy percent of them would be:

Teaching Preparation Program Completers			
70% not employed in public schools			
	Public	Private	Both
2008-09	1,140	1,118	2,258
2009-10	1,037	1,159	2,196
2010-11	970	1,067	2,037
2011-12	825	884	1,709
2012-13	826	836	1,662
2013-14	752	673	1,425
Total	5,550	5,737	11,287
70%	3,885	4,016	7,901

So, there may be a pool of 7,901 trained (but neither bilingual nor of color) and not yet employed professional educators in Oregon waiting for more public funding (and the hiring of more professional educators) and/or more current professional educators to retire. But, as funding improves and current professional educators retire, Oregon could create a better education system by hiring bilingual and/or professional educators of color rather than White, monolingual professional educators from this pool.

(2) Too few dual language immersion professional educators:

Portland Public Schools' Department of Dual Language reported to the PPS Board on 1/20/15 that it would not recommend wanted and 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.**

Many more dual language immersion teachers are needed in Oregon. The goals for dual language immersion programs statewide should be: (a) that every Emergent Bilingual (English language learner) who would benefit from a dual language immersion program should be in a dual language immersion program. And (b) that every kindergartener whose parents want their student to attend a dual language immersion program should find a slot in a dual language immersion program.

Oregon will need thousands more dual language immersion professional educators in a broad variety of foreign languages to meet those goals.

Too few teachers of color:

Portland Public Schools cannot recruit enough teachers of color:

Portland Public Schools failed badly in a recent effort to reach its goal of having 44% of its professional educators as professional educators of color (to reflect its student enrollment). In 2013-14, PPS had about 16.5% professional educators of color. In hiring 497 new professional educators for 2014-15, only 22% were professional educators of color, which will lift their professional educators of color to 17.3%.

Data from the report "PPS Affirmative Action Plan 2014-16" Office of Equity & Partnerships 7/16/2014			
	Total	Staff of Color	Actual %
Elementary Classroom teachers	1,530	279	18.2%
Other Classrooms teachers	752	98	13.0%
Secondary Classroom teachers	481	79	16.4%
Totals	2,763	456	16.5%
New hires as of 10/14/14	497	109	22.0%
Total	3,260	565	17.3%

Statewide, still too few professional educators of color:

The gap:

The Oregon Education Investment Board considered the interim 2014 Oregon Minority Teacher Act Status Report at their December 9, 2014, meeting. The full Minority Teacher Report will not be finished until later this year. So far...



What Oregon professional educator preparation programs now produce:



A key finding of the report is that:

As of 2014, Oregon is not on track to meet the 2015 goal of increasing the percentage of minority teachers employed by school districts and education services districts by 10% as compared to July 2, 2012. The 2013-14 data reveal that the number of culturally and linguistically diverse teachers employed in Oregon public schools only increased by ten to 2,401 (8.46% of the employed teacher workforce). The reduction may be in part due to reductions in staff in recent years

Summary: Oregon's current training and licensing systems for professional educators are not producing professional educators with the foreign language skills and racial characteristic needed by Oregon schools. They are producing thousands of unneeded White, monolingual professional educators. Big changes are needed. Make changes now!

Thank you - Dave Porter, retired, representing only myself

