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

Testimony on HB 5024 and the funding of higher education in Oregon.

Please cut the budgets of the public schools of education by half (50%) and reallocate the savings to the State School Fund (to help fund full day kindergarten).

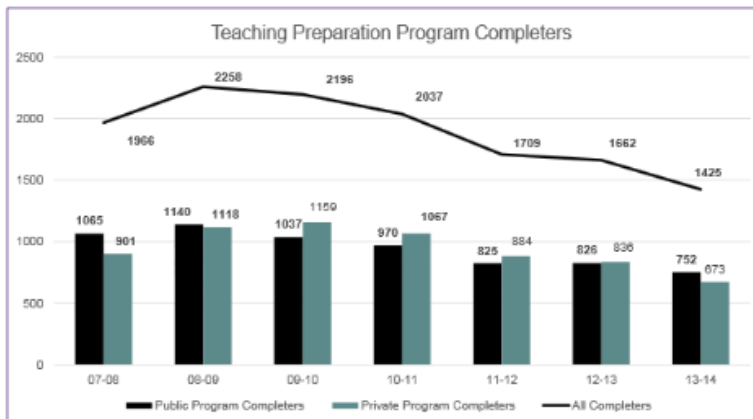
Oregon does not need the current enrollments and programs of the public schools of education. Oregon does not need as many White, monolingual teachers as our current schools of education produce. Oregon does need more teachers of color and bilingual teachers, but these are not what the Oregon schools of education graduate.

(1) Too many teacher 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."** Why should the public schools of education get funded at their current levels if they are not producing the teachers Oregon needs?

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

Oregon Teacher Preparation Program Completers



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 teachers in Oregon waiting for more public funding (and the hiring of more teachers) and/or more current teachers to retire. But, as funding improves and current teachers retire, Oregon could create a better education system by hiring bilingual and/or teachers of color rather than White, monolingual teachers from this pool.

(2) Too few dual language immersion teachers:

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 teachers 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 teachers as teachers of color (to reflect its student enrollment). In 2013-14, PPS had about 16.5% teachers of color. In hiring 497 new teachers for 2014-15, only 22% were teachers of color, which will lift their teachers of color to 17.3%.

Data from the report "PPS Affirmative Action Plan 2014-16"			
Office of Equity & Partnerships			
7/16/2014			
		Staff of	Actual
	Total	Color	%
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 teachers of color:

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...

The gap:



What Oregon teacher 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 public teacher preparation programs are not producing teachers with the foreign language skills and racial characteristic needed by Oregon schools. They are producing thousands of unneeded White, monolingual teachers. Big changes are needed.

Thank you - Dave Porter, retired, SE Portland, representing only myself