

**Dave Porter**  
**1113 SE Cora Street**  
**Portland, OR 97202**

Testimony on HB 2016 scheduled for hearing on 4/17/15:

Chair Doherty and members of the House Education Committee,

I speak in support of HB 2016 and urge adding the following amendment:

**Section 1 (2) (h) Ensure that bilingual dual language immersion teachers and teachers of color are sufficiently available to meet the educational needs of educationally disadvantaged youths.**

Many educationally disadvantaged youth are not native English speakers and/or are students of color. They deserve teachers appropriate to their needs.

**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:**

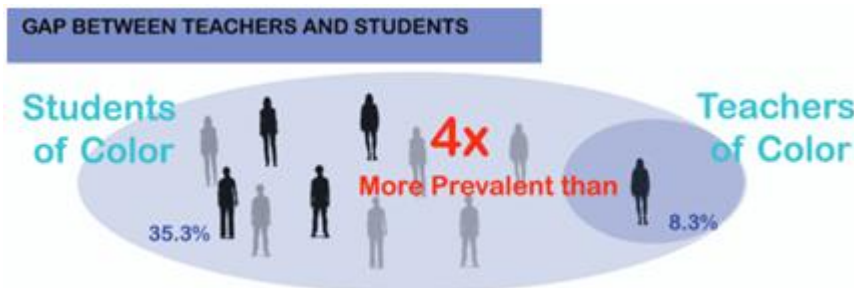
Portland Public Schools failed badly in a recent effort to reach its goal of having 44% of its teachers as teachers of color (to reflect its student enrollment). In 2013-14, PPS had about 16.5% teachers of color. In hiring 497 new teachers for 2014-15, only 22% were teachers of color, which will lift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

Data from the report "PPS Affirmative Action Plan 2014-16"			
Office of Equity & Partnerships			
7/16/2014			
	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%
<b>Totals</b>	<b>2,763</b>	<b>456</b>	<b>16.5%</b>
<b>New hires as of 10/14/14</b>	<b>497</b>	<b>109</b>	<b>22.0%</b>
<b>Total</b>	<b>3,260</b>	<b>565</b>	<b>17.3%</b>

**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

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 if bilingual dual language immersion teachers and teachers of color are to be available to serve the educational needs of educationally disadvantaged youths.**

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

**HYPHENATED\***

A weekly social justice podcast connecting the lives of POC.

Episode 37: Why Teachers of Color Are Necessary (feat. Shirley)

Hyphenated-lives.tumblr.com    Twitter.com/hyphenatedlives

Facebook.com/hyphenatedlives    Also available on:    SoundCloud    Available on iTunes