



PRESENTATION TO THE HOUSE EDUCATION COMMITTEE

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EXECUTIVE DIRECTOR

JUNE 8, 2021



An Agency with an Equity Driven Purpose

The Educator Workforce



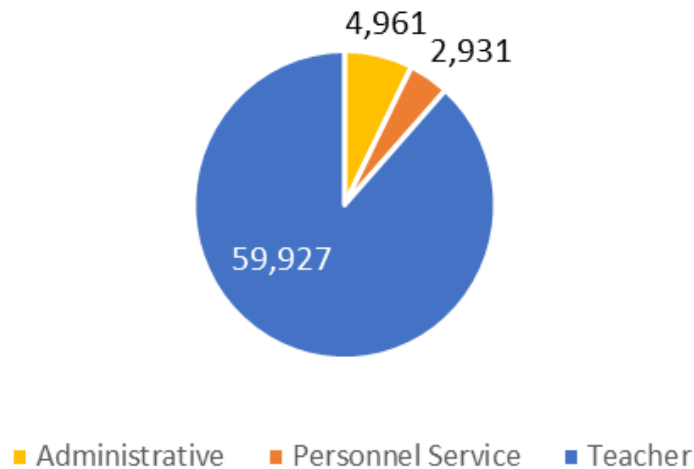
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- Approximately 40% of Oregon’s students are of culturally or linguistically diverse backgrounds – and increasing.
 - Only 11% of Oregon’s licensed educators are of similarly diverse backgrounds.
 - Efforts have been made to address this gap for several decades, with slight, but limited success.
 - Research is clear:

All students benefit from having teachers of diverse backgrounds!

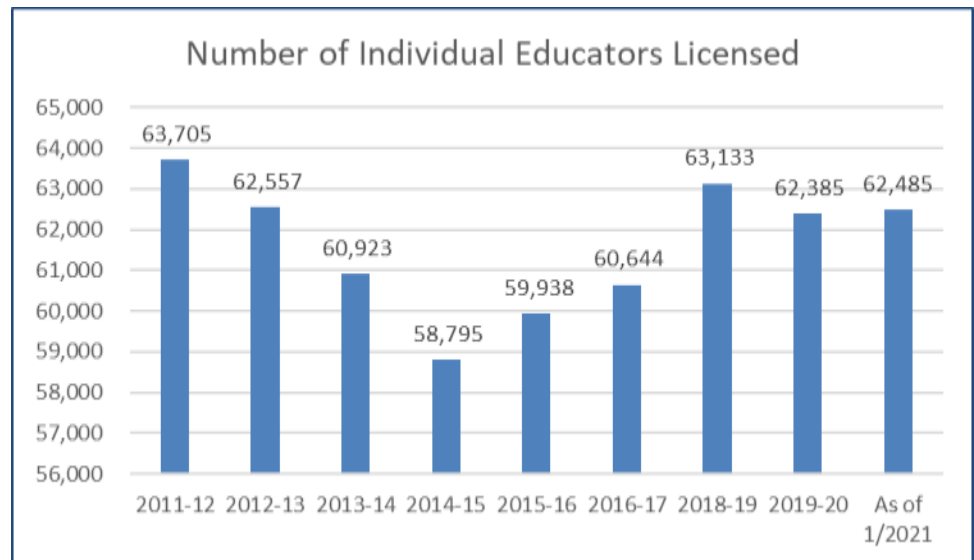
Types of Licenses Issued



Total Licenses by Type



Number of Individual Educators Licensed



There are also over 650 Charter School Registrations.

Restricted & Emergency Licenses Issued



Number of Persons by ESD and License Type

	Restricted Teaching	Emergency Teaching	Restricted CTE	Restricted School Counselor	Emergency School Counselor	Restricted Social Worker	Emergency Social Worker	Restricted Admin	Emergency Admin	Emergency School Nurse	TOTAL
<Blank>	10	1	9	1	0	0	0	1	1	0	23
<ODE>	1	0	1	1	0	0	0	0	0	0	3
Clackamas	29	4	5	5	1	1	1	3	2	0	51
Columbia Gorge	11	2	2	0	1	0	0	2	0	0	18
Douglas	45	8	4	1	3	0	0	1	0	0	62
Grant	5	0	2	0	0	0	0	0	0	0	7
Harney	1	0	1	0	0	0	0	0	0	0	2
High Desert	13	3	4	1	0	0	0	1	0	0	22
Intermountain	95	8	5	5	3	1	0	4	0	2	123
Jefferson	9	2	2	1	0	1	0	0	1	0	16
Lake	4	0	0	0	0	0	0	0	0	0	4
Lane	24	2	18	3	0	2	0	1	1	0	51
Linn Benton Lincoln	42	5	10	6	1	1	0	1	0	0	66
Malheur	10	2	4	3	1	0	0	0	0	0	20
Multnomah	57	1	12	12	1	2	1	4	1	0	91
North Central	4	1	0	0	1	0	0	1	0	0	7
Northwest Regional	54	10	14	14	7	6	0	3	0	5	113
South Coast	31	5	10	2	5	0	0	4	0	0	57
Southern Oregon	61	11	9	5	7	0	0	9	0	0	102
Wallowa	2	0	0	0	0	0	0	0	0	0	2
Willamette	80	7	22	11	3	0	0	5	0	0	128
TOTAL	588	72	134	71	34	14	2	40	6	7	968

Restricted & Emergency Licenses: What & Where Are They Teaching?



Number of Teaching Positions by ESD and Endorsement Type <small>(Restrictive)</small>												
	Art/Music	ELA	Elementary	ESOL	Health/PE	Math	Science	SPED: GEN	SPED: OTH	SS	World Lang	TOTAL
<Blank>	0	2	3	0	1	2	1	1	1	0	1	12
<ODE>	0	0	0	0	0	0	0	0	1	0	0	1
Clackamas	2	0	7	1	5	3	2	13	0	0	1	34
Columbia Gorge	3	0	8	1	0	1	1	2	0	0	0	16
Douglas	0	5	18	0	4	9	8	10	0	5	3	65
Grant	0	0	2	0	0	0	0	2	0	1	0	5
Harney	0	0	0	0	0	0	1	0	0	0	0	1
High Desert	3	2	4	3	0	1	0	3	0	0	2	18
Intermountain	3	9	51	7	7	9	5	15	1	1	2	116
Jefferson	2	0	3	0	0	1	1	3	1	0	0	11
Lake	0	1	1	0	2	0	0	0	0	0	1	5
Lane	2	3	10	2	2	2	1	2	0	2	3	29
Linn Benton Lincoln	1	4	15	2	4	4	2	15	0	1	4	52
Malheur	0	1	5	1	0	1	2	1	0	0	0	12
Multnomah	5	5	19	1	4	2	0	14	0	4	14	68
North Central	0	0	3	0	0	0	0	1	0	1	0	5
Northwest Regional	5	2	25	0	1	3	1	24	4	0	0	68
South Coast	1	1	9	0	4	2	2	12	0	3	1	35
Southern Oregon	1	3	24	2	5	7	6	24	2	3	3	80
Wallowa	0	1	0	0	0	1	2	0	0	0	0	4
Willamette	2	6	27	7	13	4	4	22	4	3	4	97
TOTAL	30	45	234	27	52	52	39	164	14	24	39	734

Note: Sum of columns does not equal total as CTE & Miscellaneous columns are not displayed.

Understanding the “Gap”



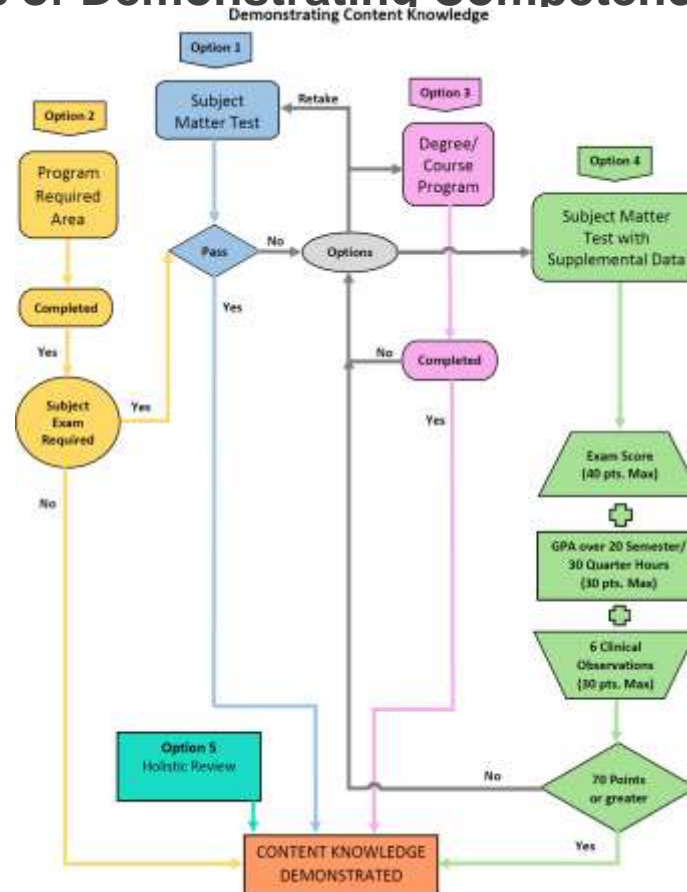
In 2018, TSPC completed introductory research on the challenges faced in increasing the diversity of the educator workforce. The findings found several barriers which fit into four general categories:

- Licensing
- Access to educator preparation programs
- Selection and hiring practices
- Supports for new educators

The TSPC Response Licensure Barriers



Multiple Measures of Demonstrating Competency



The TSPC Response Recruitment & Retention



Administrator License Redesign

Statement of Oregon School Administrator Responsibility in Support of New Educators and Developing a Diverse Educator Workforce



Statement of Oregon School Administrator Responsibility In Support of New Educators and Developing a Diverse Educator Workforce

Research demonstrates that teacher attrition negatively impacts schools and student learning in several ways, including reduced time spent directly with students, lost resources through repetitive professional development, resources taken away from classrooms and used for filling vacancies, and losing valuable teaching experience.¹ In Oregon, the 5-year total attrition rate for the 2011-2012 cohort of first-year teachers was 41.1%.² Across the country, teachers of color have a 24% greater likelihood of leaving the profession.³ This level of teacher attrition places additional strain on schools to meet the needs of Oregon's students.

For several decades, Oregon has seen an increase in the diversity of its students. While the proportion of educators of color has slightly increased over this time, the rate has not matched that of student diversification. Today, approximately 40% of Oregon's K-12 students are culturally or linguistically diverse, compared to approximately 10% of Oregon educators. Research shows that Black K-12 students who have even a single educator of similar background in elementary school have an increased chance of doing well in school, graduating from high school, and attending college. Research also indicates that when the teaching workforce reflects student diversity, there are benefits to *all* students, including better achievement, attendance, and graduation rates.⁴

The TSPC Response

Financial Barriers



Serve as a partner with the Educator Advancement Council in supporting efforts to diversify and strengthen the educator workforce

- **The Oregon Administrator Scholars Program**
 - \$1.1 million provided to 110 diverse educators
- **Research and Further Implementation of the Multiple Measures Process**
- **Supports for Costs of Licensure Examination Preparation and Registration and License Applications**
 - \$78,000 awarded to 247 approved applications

On the Horizon



HB 2166: Nontraditional Pathways to Licensure

Create more access points to licensure for those of culturally diverse backgrounds and broaden the potential pool of qualified applicants beyond the traditional career pathways.

Continuing Professional Development Requirements

Redesign PDU program to require continuing training for administrators in recruiting, retaining, and supporting diverse educators.

Licensure Fee Structure

Recommend changes to agency fee structure to increase access and reduce barriers to licensure.

Multiple Measures

Continue research and testing of options for candidates to demonstrate content knowledge and teaching performance.

Continue OASP and License-Assessment Fee Support Programs (EAC Support)