



## **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.<sup>1</sup> In Oregon, the 5-year total attrition rate for the 2011-2012 cohort of first-year teachers was 41.1%.<sup>2</sup> Across the country, teachers of color have a 24% greater likelihood of leaving the profession.<sup>3</sup> 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.<sup>4</sup>

Governor Brown's Education Policy Agenda calls for a strategy to "support world-class teachers and school leaders who reflect the communities they serve."<sup>5</sup> The Governor is not alone in this call. The Educator Advancement Council is engaged in studying the current climate and opportunities for supporting new educators as it develops its Regional Educator Network funding model.<sup>6</sup> The Confederation of Oregon School Administrators Education Workforce Workgroup after several months of meetings on ways to diversify the workforce has advocated for the creation of a new educator support fund.

School district and administrator support is a critical factor in the retention of educators new to the profession, and efforts to further diversify the workforce can only succeed when schools and their leaders commit to practices which aid in the recruitment, pre-service preparation, hiring, induction, and ongoing support of diverse educators. The Teacher Standards and Practices Commission (TSPC) recognizes the responsibility of administrators at the school and district level to support the profession. Specifically, OAR 584-235-0010, requires administrators to "support the continuous improvement and capacity of the school administrator profession," and "recruit, hire, support, develop, and retain effective, culturally responsive, and caring teachers and other professional staff and form them into an educationally effective faculty" within "the context of equity and culturally responsive practices." It is unequivocal that supporting novice educators and efforts to diversify the workforce are duties of all licensed administrators in the State of Oregon.

After review of research in educator retention and workforce diversification, TSPC has found that the following practices fall within the responsibility of the licensed school and district administrator under current regulations.

### Recruiting and Hiring of Educators

1. Develop and maintain collaborative relationships with education preparation providers with the purpose of increasing and incentivizing the opportunities for K-12 students to learn and appreciate education as a profession and recruit and support education candidates within pre-service programs.
2. Thoroughly evaluate through equity audit or otherwise, the district or school's current staff and community demographics, culturally relevant instructional and leadership practices, disaggregated data on student learning and employee success and retention, disproportionality in the provision of services and student discipline, inclusive communication practices, support for educators and availability of affinity groups, community engagement, and other relevant indicators with a particular emphasis on noting areas of bias, discrimination, need, and opportunity for improvement.
3. Enact, train, and evaluate recruiting and hiring practices that encourage the application and selection of a diverse workforce. Such practices must include consideration of:
  - a. The timing of recruitment and selection – earlier selection promotes hiring for diversity.
  - b. Recruiting candidates through advertisement and outreach targeted at specific candidates which will diversify the local workforce.
  - c. Develop “grow-your-own” approaches to recruitment which appreciate the diversity within local communities and create pathways for current students, staff, parents, and community members to experience the opportunities in education careers, enter training programs, and return to work in their local communities.
  - d. Reach beyond the local community and the recommendations of the current district staff to recruit candidates of diverse backgrounds and thought.
  - e. Develop a protocol for selecting candidates from paper screening through offer of employment that takes into consideration the variety and non-traditional ways in which diverse candidates may demonstrate the qualifications sought in educators.
  - f. Creating screening instruments, interview questions, and rating systems that are both culturally relevant and culturally responsive.
  - g. Empaneling, training, and evaluating principals, district staff, and selection teams on best practices for engaging candidates from a variety of backgrounds, understanding the variety of communication styles of diverse candidates and maintaining sensitivity to cultural differences. This includes assuring diversity within selection and interview panels, as well as specific anti-bias training.
  - h. Providing opportunities for all candidates at the first interview stage and thereafter to receive accurate representations of the district, its educational and equity goals, and the local cultural and community resources available to them if they were to be hired.
4. Review current district policies and recommend approval of board policies which are congruent with the above practices and support the recruitment, selection, and retention of novice and diverse educators. Assure that such policies include a requirement of evaluation, reporting, and continuous improvement.

### Induction and Mentoring

1. Upon hire, get to know the educator and develop a professional growth plan which first recognizes and values the educator's unique and cultural strengths, provides clear expectations

for performance and the resources available to the educator, and sets mutually agreed upon goals for the educator's induction and success at the school.

2. Provide all educators (regardless of license or endorsement) a mentor committed to equity and trained in culturally relevant practices, instructional coaching, and other best practices.
3. Recognizing that mentoring is both pedagogical and socio-cultural, assign mentors and other support providers whose work will address the continuum of educator development of practice *and* appreciate that the educator may need additional support as an educator of color or other diverse background within a school or district.
4. Provide ample opportunities for the mentor to engage the new educator which minimize the impact on the workload responsibilities of either.
5. Assure that any mentoring program includes discussion and reflection on culturally relevant instructional practices and the particular biases, challenges, and opportunities within the school and district that either hinder or promote equitable practices. This mentoring requires deliberate discourse on matters of race and diversity.
6. Make deliberate effort to provide social supports for candidates, which may include affinity groups or connecting the educator to opportunities across the school district and local community.
7. Seek and evaluate 360-degree feedback on the quality of the mentoring program and provide ongoing training and administrative assistance which will sustain and improve educator induction.

#### School and District Practices

1. Hire new educators with ample time for them to prepare for the beginning of the school year.
2. Assure that new educators are provided appropriate school and district policies and procedures and contact information for school and district leadership, the assigned mentor, and other support offices.
3. Provide several inservice days prior to the start of the school year for teacher preparation, and include discussion of staff expectations, available resources, and deadlines.
4. New teachers are guaranteed a complete and viable curriculum for their courses. (Where the availability of texts and supporting materials are of limited quantity, the novice educator is provided priority.)
5. The assignment of novice educators shall consider the particular challenges and learning curve for an employee new to the profession. The following practices are consistent with this commitment:
  - a. Minimize the number of unique course preparations that are assigned. (It would be inappropriate for a novice educator to be assigned a number of course preparations greater than the continuing teacher.)
  - b. Provide a single classroom or office for the educator to work in throughout the day to the extent possible and with priority over continuing educators.
  - c. For administrators, counselors, and other support professionals, provide caseloads that are preferably less than, but not greater, than those of others in similar roles.
  - d. The novice educator should not be assigned courses or responsibilities which present the most challenging learning or work environments. (For example, the new teacher should not be assigned the most challenging classes or students.)

- e. Implement a course or school transfer process which minimizes the transfer of novice educators within the first several years of their employment.
6. Offer or host opportunities for educators new to the school or profession to meet with affinity groups or similar connections, providing the time necessary for authentic experiences.
7. Involve new educators the opportunity to participate in school and district leadership activities and encourage them to participate in activities that engage them and the entire staff with the greater community. When doing so, provide ample time and resources for this work to minimize the impact on regularly assigned duties.
8. Provide sustained professional development opportunities aligned with the school’s professional development plan and the educator’s professional growth plan, personal goals, and interests. All educators should receive ongoing development in working with diverse colleagues and families in addition to children.
9. Create partnerships with higher education and community organizations to provide ongoing learning opportunities to staff responsive of where individual educators are along the career continuum.

### Final Considerations

This list of responsible practices is robust and will require the commitment of school, community, and state stakeholders. Several of the included items may necessitate engagement with district leaders, school boards, employee associations, and community leaders. In cases where these responsible practices are in conflict with rule or collective bargaining agreement, it is the administrator’s responsibility to engage in dialogue and drive change that address the needs of students and all educators, recognizing that supporting diverse and new educators to the field is how we secure the future of public schools. TSPC understands the enormity of the responsibility of licensed school administrators to champion equity and excellence in teaching and learning. Nonetheless, as a community of professionals, the Commission believes that these are commitments we all must make as advocates for Oregon’s students.

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<sup>1</sup> Guin, K. (2004, August 16). Chronic teacher turnover in urban elementary schools. *Education Policy Analysis Archives*, 12(42). Retrieved April 2, 2019 from [https://www.researchgate.net/publication/26394150\\_Chronic\\_Teacher\\_Turnover\\_in\\_Urban\\_Elementary\\_Schools](https://www.researchgate.net/publication/26394150_Chronic_Teacher_Turnover_in_Urban_Elementary_Schools).

<sup>2</sup> Chief Education Office. (2018). Oregon Educator Equity Report. Retrieved from [https://www.oregon.gov/cedo/Documents/CEdO\\_Educator-Equity-Report\\_2018-Final.pdf](https://www.oregon.gov/cedo/Documents/CEdO_Educator-Equity-Report_2018-Final.pdf).

<sup>3</sup> Ingersoll, R. (February 2018). Teacher Diversity Matters, *American School Board Journal*, National School Boards Association.

<sup>4</sup> Chief Education Office. (2018). Oregon Educator Equity Report. Retrieved from [https://www.oregon.gov/cedo/Documents/CEdO\\_Educator-Equity-Report\\_2018-Final.pdf](https://www.oregon.gov/cedo/Documents/CEdO_Educator-Equity-Report_2018-Final.pdf).

<sup>5</sup> State of Oregon Office of the Governor. (2018). Education Policy Agenda: Every Oregon Student Engaged, Empowered, and Future Ready. Retrieved from <https://drive.google.com/file/d/1BIO3DsKCQXHTaLuW8CUhzYXjxAnFyrpQ/view>.

<sup>6</sup> Oregon Educator Advancement Council. (2019, April 26). *Educator Advancement Council Revised Agenda*, Docket Item #9.0. Revised agenda and meeting materials, [https://www.oregon.gov/cedo/educators/Documents/19.04.26\\_Ver%20EAC%20Meeting%20Packet-%20for%20posting.pdf](https://www.oregon.gov/cedo/educators/Documents/19.04.26_Ver%20EAC%20Meeting%20Packet-%20for%20posting.pdf).