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## Learning from Educators of Color: Licensed but not Teaching in Oregon's Public Schools

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2015

# Learning from Educators of Color: Licensed but not Teaching in Oregon's Public Schools

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June 2015



***Thank you to the supporters of this research!***



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## **Introduction**

While the Minority Teachers Act has long been in existence (since 1991), it has not been enforced. It aims to ensure that the population of teachers represents the diversity of students in Oregon's public classrooms, but remains far below those target levels. Today in Oregon, 35.5% of students are of color, while only 8.3% of Oregon's teachers are of color.

Over the last two years, the Oregon Educator Equity Advisory Group (OEEAG) has been generating data to understand this issue and to make recommendations to the legislature to improve the diversity of educators in Oregon's schools. Part of this investigation resulted in the OEEAG becoming aware that a high number of educators were licensed in Oregon but not working as teachers in its schools. To better understand the dynamics that led to its mismatch, a survey of such educators was commissioned. In the fall of 2014, the study began and now in June of 2015, that survey's results along with a small set of telephone interviews forms the basis of this report.

The results will be used to inform OEEAG's recommendations for policy improvements, and with its efforts to align legislative supports for narrowing the divergence between the identity of teachers with their students.

## **Executive Summary**

The concerns raised to educators who responded to this survey highlights the need for improvement in the full range of educational practices in order to affirm the value of teachers of color in Oregon's classrooms. Sites for intervention range from teacher preparation (with problems worsening the higher up the academic ladder), the licensure process, the hiring process, school climate, union roles, and administration practices. Additionally, general societal issues of racism infuse the experiences of teachers of color, with hostility from white students and parents not infrequent.

Areas of concern to the educators of color who responded to this survey were broad. The following are summary insights from the survey, and affirmed by the interviews conducted with about 8% of survey participants:

- The vast majority (93%) of licensed teachers not currently working in Oregon schools have at some point in time worked as a teacher.
- About a quarter (24%) of respondents experienced being "perpetual outsiders" when they were employed as teachers. Being isolated within a school as a teacher of color, with few other teachers of color present as colleagues, was a painful experience, and the hiring of more teachers of color was the highest priority recommendation for education improvements.
- For a surprisingly high number of teachers (18%), the experience or anticipated experience of working in a hostile environment led them to quit their employment (14%), or refuse to consider such work in Oregon (2%), or refuse to consider such work in the USA (2%). That translates into one-in-seven respondents who experienced being "pushed out the door" to leave their jobs as teachers.
- Administration creates some of these impediments: 30% of respondents said they received more scrutiny than their white colleagues, and 29% said they were held more accountable to standards and teaching plans. Two-thirds of respondents indicated their cultural background was not affirmed as either a teaching asset or a school-wide asset.
- Additional unwelcome can be imposed by white students and parents, with 29% of respondents being overly criticized for their teaching by such students and parents.
- Finances deter educators of color from becoming teachers at levels similar to the disincentives provided by racial inequities facing both themselves and students of color. The mean remaining debt facing the 42% of these educators who still hold college debt is \$57,000.
- Complaints about school climate ranged in significance, and averaged around ¼ of respondents holding explicit concerns. At the low end, 8% of respondents cited concerns over three similarly ranked concerns: poor treatment by front office and support staff, conflict with administrators over parent engagement, and administrator limits of teaching practices. At the high end, 62% of respondents cited concern over one's cultural background not being affirmed as a school-wide asset.

Respondants forwarded recommendations for improvement, both explicitly and implicitly. Our analysis of the overall survey and interview responses is this: improving the welcome and affirmation of teachers of color and candidates of color is essential for maximizing the integration of teachers of color into Oregon's schools. All sites of teacher preparation, recruitment and retention can be improved. We advance two to three opportunities for every site to consider implementing:

### **1. Exciting youth of color about a career as a teacher**

- a. Diversifying the teaching pool (both in the pipeline and in hiring/retention) will have a reinforcing effect in bringing more people of color into the profession.
- b. Intentional repositioning of the profession as a pinnacle of society's valued contributions. As stated by one interviewee: *"As a society we need to remarket teaching [as a career-choice]. Students of all backgrounds should see it as a profitable, rewarding career. Changing the way we present it will increase recruitment across the board."*

### **2. Teacher preparation in higher education**

- a. At the Undergraduate level, and particularly at the Masters level, conduct a curriculum and pedagogy assessment, using a strong racial equity lens, to identify shortcomings in how teachers are prepared to

work with culturally diverse students. Also essential is to assess how instructors in these settings teach in culturally-responsive ways, are able to address race-related classroom conflicts, and their own relational practices with students, as one-third of respondents desired more individual encouragement and support.

- b. Establish a financial award system to ensure that fewer students of color leave the field due to high costs. Lowering both the cost of higher education as well as licensure is an important equity ingredient for reducing barriers for educators of color. This could be achieved through a loan forgiveness program for teaching in schools that are struggling, or a more expansive scholarship program for students of color who are committed to digging deeply into how to effectively educate and support students of color.

### **3. Licensure practices**

- a. Lower costs.
- b. Provide more responsive online information, as well as personal telephone contact to support those who find the website navigation difficult. Relationships matter in every systems engagement challenge.
- c. Eliminate as many “irrational” constraints as possible that seem illogical to educators, such as accepting licensures gained in other states or countries wherever appropriate, and remove all testing disparities and introduce alternatives to written standardized tests to assess teaching ability. Invite educator input on how to improve rationality would signal stronger service user responsiveness.

### **4. Recruitment practices by school districts**

- a. Have effective mentoring programs established while in preparation programs and continuing through recruitment and into the first year of teaching.
- b. Higher education needs to provide improved supports for preparing students for the job search process through coaching, mock interviews, resume building and writing cover letters.
- c. School districts need to clearly communicate their seriousness in hiring educators of color, which can be done through the job postings, as well as hosting job fairs specifically for hiring teachers of color.
- d. Effective hiring practices need to be adhered to for hiring employees of color. There are a growing set of “best practices” for signaling inclusion in a job posting, selecting a diverse and equity-oriented hiring panel, anticipating racial bias in the interview process, and remedying selection practices that privilege white candidates. All jurisdictions need to ensure such an approach to hiring practices.

### **5. Retention practices by schools and school districts**

- a. School climate and treatment of teachers of color needs to be given priority for improving the successful hiring of educators of color.
- b. A racial equity assessment needs to be conducted to identify challenges facing local districts and local school, and to build solutions and interventions. Improving equity at the school level was noted by 28% of respondents as priority for improvement. Trenerry and Paradies (2012) assert that organizational evaluations are integral to the change process as it ensures that the organization is thoroughly assessed – gathering insights on needs and strengths – and providing an evidence base that problems exist in specific schools and districts. The results of the assessment create impetus for serious change efforts, and narrows the likelihood of tokenistic responses. An assessment also signals the organization’s seriousness about racial equity, and raises expectations inside and outside the organization that improvement efforts are forthcoming, and in this way, creates momentum for change.
- c. Establishing equity in student treatment will assist in improving the situation facing teachers of color.

Please note that the Coalition of Communities of Color have encouraged this research and are interested in its findings. They want to support the emergence of policies and programatic initiatives to act on these findings. They offer to consult on building an action plan for moving forward with implementation of ideas.

A closing quote reminds of what we lose when teachers of color are not in our classrooms nor treated with the utmost of respect: *“I felt ignored but had so much to offer.”*



## **Research Method**

The research method used included a combination of quantitative and qualitative study, with a focus on operationalizing the quantitative insights of teachers of color. Such numerics allow the readers to identify not just the nature of various challenges faced by teachers of color but also of their magnitude and prevalence. The analysis of the survey focused heavily on building rankings of priorities of both concerns and recommendations, and similarly coded the open-ended results in order to achieve a similar understanding of magnitude and prevalence. We believe that these rankings will best inform policy and practices for moving forward.

The researchers sought and obtained authorization from Institutional Review Board at Portland State University. Approval of this study was secured in January 2015.

### **Part 1: Survey**

- Survey design
  - Research review of findings of prior surveys and theoretical/conceptual work regarding challenges facing teachers of color (from August to November 2014)
  - Design consultation with OEIB's Educational Equity Advisory Group on October 1, 2014
  - Survey draft reviewed by OEIB around November 21, 2014 (including meeting)
  - Survey revised and reviewed by OEIB around March 20, 2015
  - Survey loaded onto Qualtrics survey software and logic linked to simplify participation, meaning that participants only answer questions where they indicate they have experience
  - Survey design completed April 2, 2015
- Piloting the survey
  - Ten volunteers (mostly educators in California) piloted the survey (March 5 to March 15, 2015). No recommendations for improvements were made, with the exception of improving its mobile application. These pilot data were not included in the survey results contained in this report.
- The population used to distribute the survey
  - List of 1,691 license holders provided by the Teacher Standards and Practices Commission on December 9, 2014
    - Of the list, these are the racial identities
      - Native American = 206
      - Asian = 475
      - Pacific Islander = 71
      - African American/Black = 200
      - Latino = 412
      - Multiethnic = 255
      - Total persons of color = 1,619
- Survey launch
  - The survey was launched survey on April 3, 2015
  - Approximately 30 surveys were not delivered as potential participants had screened their inboxes to defer delivery pending a clarification from the potential participant. Twenty such emails were voided in this way. An additional ten were rejected outright due to an inaccurate mailing address.
  - Reminders were sent out twice to participants who had not completed the survey and to those who had not yet taken the survey
  - The survey was closed on April 26, 2015
- Telephone completion alternative

- In order to facilitate completion of the survey, we offered to all who responded to the survey two alternatives: (a) instead of completing the full survey, a short survey alternative that would take only five minutes to complete, and (b) the option of having the full survey administered by telephone, by the co-PI on this research study
- Sixteen people requested phone interviews; our interviewer was only able to secure interviews with five people. The benefit of this personal support was that these phone interviews served to expand the information gathered from these educators, and rounded out the set of larger telephone interviews conducted with a sampling of these respondents (see Part 2 below)
- The survey was completed by 191 Oregonians with teacher’s license but not employed in Oregon’s public schools, representing a **response rate of 11.8%** (=191/1619).
  - This is satisfactory, but far from ideal. Several factors are understood to have lowered the response rate: the first is the topic of the survey itself, which while holding central the needs of educators of color, is about a topic that is uncomfortable for many – that of race – including among those invited to participate in the survey. Additional reasons for low responses include the absence of personal relationships between the surveyors and those surveyed.
  - The majority of published reports on online response rates cover the situation where students are in a class and being asked to complete surveys (which averaged approximately 33% according to a literature review by Nulty, 2008). An additional report by Sacks (2010) of the surveys conducted by “survey gizmo” identified a response rate of 30-40% for employees within a firm who respond to the firms request to participate, but this number drops to 10-15% for surveys conducted with those external to the firm (such as customer satisfaction). We also have heard cautions issued by the Pew Research Center (2014) of a decade-long decline in survey response rates.
- The **completion rate (those who started and completed the survey) was 72%**, which is just below a published average of 78.6% (Penwarden, 2014) among a sample of 84 online surveys. This provides some assurance that the participants were not overly dissuaded from participating due to the length, format, or subject matter.

## Part 2: Telephone Interviews

- The survey was supplemented by telephone interviews to capture a richer set of qualitative insights into the experiences of the population.
- Twelve phone interviews were conducted with educators.
- During survey completion, we invited respondents to be additionally interviewed by phone
  - 43 made this offer, but after stratifying the group (by race and geographic region) and selecting half to outreach to, and subsequently making four phone calls to each person, only seven completed the formal phone interview. In addition, five additional participants had the survey administered by telephone and a more expansive range of input was gathered from these surveys. Accordingly, we have opted to categorize these survey responses as interviews.
  - We stratified this selection to ensure diversity in racial and geographic responses.
- The telephone interviews were conducted by Analucia Lopezvoredodo who is deeply trained in qualitative interviewing methods, and prepared for the interviews by Dr. Ann Curry-Stevens, PI on the project, who holds specialization in qualitative research methods.
- We have included the insights gleaned from these interviews (using the direct quotes of the respondents) in *italicized text* in the sections of this report that they help illuminate.

## Analysis and Representation

As noted already, the relatively low sample size precluded the option to disaggregate results by race or other identity or experience. We envision that a subsequent study will be conducted next year by the co-principal

investigator, Analucia Lopezvoredodo, as part of her dissertation. Expanded outreach efforts will be conducted to attain a large enough sample size so as to support disaggregation by race and elements of experience (such as current working in Oregon's schools, or having applied but not attained employment, or having been in programs designed to support minority teachers).

In the figures that follow, we integrate the survey responses from (a) those who completed only the short form of the survey, (b) those who did the full survey, and (c) those whose data was collected by phone and entered into the survey by one of the researchers. This provides us with the largest possible "n" to support improved reliability of the responses. That said, and as the subsequent section identifies, these data (in each specific question) are advised to be treated as qualitative insights, indicative of patterns that are experienced by those who participated in this study, but only with very limited assurance that these are patterns likely occurring in specific sites.

### **Limitations of the Study and Reliability Considerations**

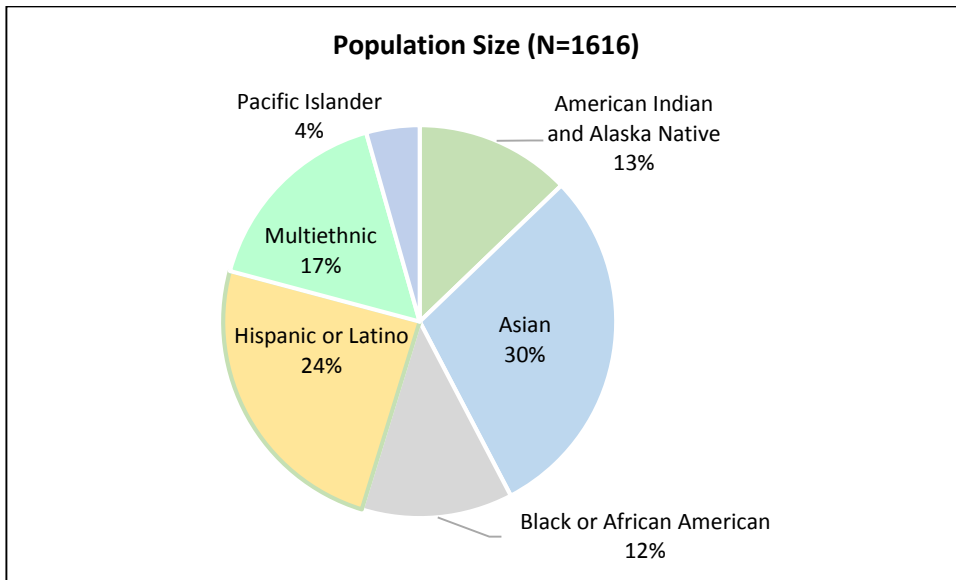
The composition of the population recruited for the study was a total of 1616 licensed teachers who were not currently working as teachers in Oregon's public schools. This text aims to assess the robustness of the sample size we generated (n=191) and the margins of error to be expected.

We have a population size of 1616 participants who identified themselves as a person of color, and a sample size (after having been cleaned) of 191 participants, we thus confirm that the survey response is statistically significant. Here is our assessment of the sample:

- Population size = 1615
- Confidence level = 95%
- Sample size = 191
- Margin of Error = 7%

This margin of error is acceptable for the overall survey, as a typically acceptable rate for margins of error is between 4% and 8%. Most questions, however, have lower response rates due to their (a) eligibility for inclusion in the question, and (b) personal choice in deciding whether or not to answer the question. We are unsure as to why participants found some questions more attractive to answer than others. They were perhaps simply drawn to some questions that spoke more to issues they wanted to discuss, and were preserving their time to contribute where they most wanted. Subsequently this lowers the reliability of the results of each question. We have not calculated the margin of error for each question; this could be done by the reader.

Given the nature of this survey, and the challenges of not knowing why participants decided to opt out of some questions, we issue a caution of the reliability of various questions. We are able to say that the survey, overall, is representative of licensed teachers who self-identify as educators.



One further complication is that it turns out that we had a subset of participants who were currently employed as teachers in Oregon’s public schools. At this point in time, it is not clear why this occurred. Removing these participants from our sample, we end up with a slightly higher margin of error – at 8% - while maintaining our confidence level of 95%.

We had intended to disaggregate the survey responses by a number of variables to consider the ways in which this issue differentially affected subpopulations within the survey. We did not find significant variations in the experiences of different communities of color. Nor did we find regional variations among those who were based in different parts of Oregon. There may have been additional disaggregations that may have uncovered important patterns, but we were unable to conduct more expansive disaggregations because the sample size was too small to warrant reliable insights.

In conclusion, we suggest that these data be treated as qualitative insights that does not claim to be statistically significant. Each reader of this report will be able to determine if they want to treat the data as illustrative of what might be happening, or be likely to be happening in their own institution. No claims are being made in this study that suggest we know these difficulties are happening in specific institutions.

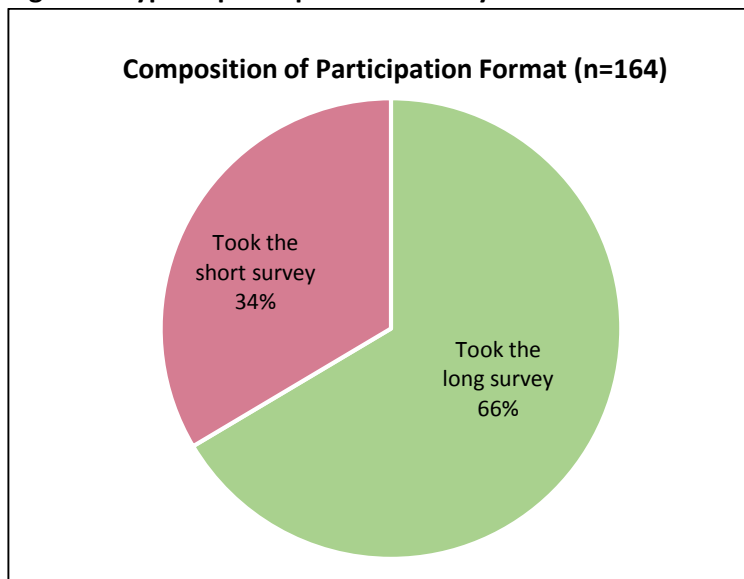
## **Composition of Participants**

A few identity questions were asked of the participants to ensure that we were capturing diversity in (a) racial identity, (b) income, (c) geographic location. These was diversity among these communities. Please know, however, that not all participants answered every question. In some situations, the survey was designed to have them bypass questions where they did not have experience (such as applying for work or working in Oregon’s public schools); in other situations they skipped questions by choice. To ensure clarity about the population size who participated in each question, we have included the “n” value, meaning this is the number of respondents in the particular question.

We also wanted to highlight that we wanted to capture participants who were unwilling to spend approximately 20 minutes completing the survey. The survey was designed to offer two adaptations: the first was that we offered participants the option to take a 5-minute version of the survey. One-third of respondents used the shorter format. We also offered to participants the option of having the survey administered by phone (with our interviewer asking and recording responses). While 16 people asked for such support, the interviewer was only able to reach five, with the majority not answering the phone when calls were made.

A total of 234 participants began the survey, but this set needed to be “cleaned” meaning that we needed to remove those participants who (a) treated the survey as a joke and entered inappropriate (ie. foul) answers and (b) only answered the opening questions without any substance of the report. The number of those removed from the set of responses for (a) was 3 persons, and from (b) was 40 people. There were an additional set who progressed sufficiently far in the survey to have provided some useful information. This numbered approximately 40 people.

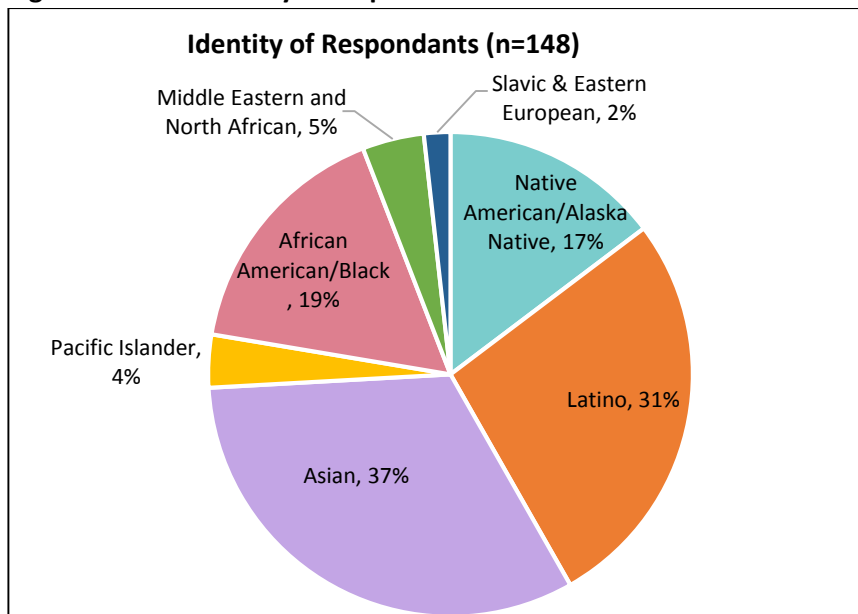
**Figure 1: Type of participation in survey**



Among respondents, there was a high diversity of identities, and relatively equivalent levels of responses across racial groups. Figure 2 and Figure 3 display different participation profiles. Figure 2 displays the composite profile of the respondents in this survey, showing that we had participation from all communities of color and that participation was highest from Asian educators. We also wanted to look at whether there were patterns in what size of those invited to participate actually responded to the survey. These data are in Figure 3. In terms of the highest and lowest response rates, the African American/Black educators had the highest rate (at 14%) and the Pacific Islander group at the lowest level (8%). There are two application of these findings: first that we have

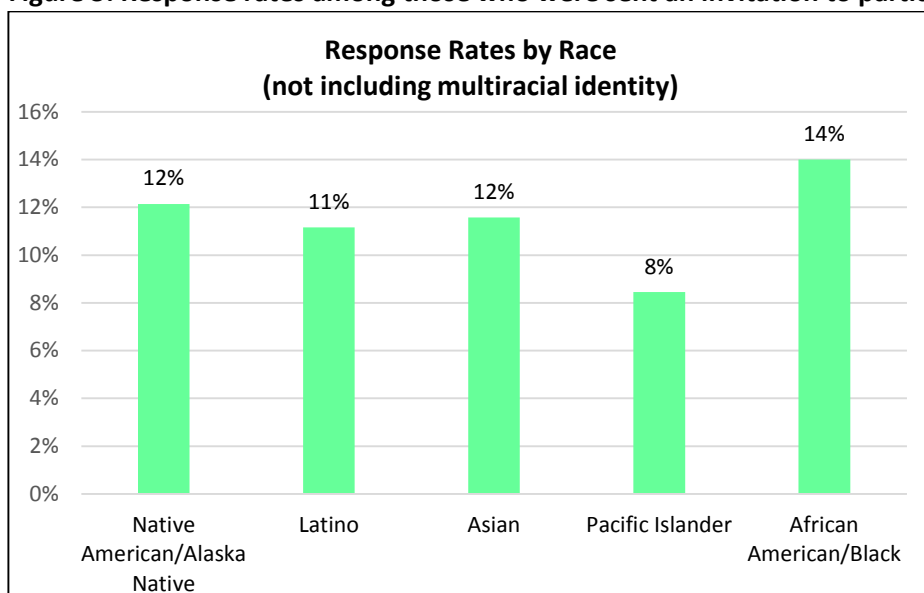
collected the insights of the various communities of color. Second, there are teachers of color available to teach, who are not teaching, across the racial spectrum – the profile of who is not employed as a teacher reveals that a diverse array of educators were prepared to enter the classroom as teachers.

**Figure 2: Racial identity of respondents**



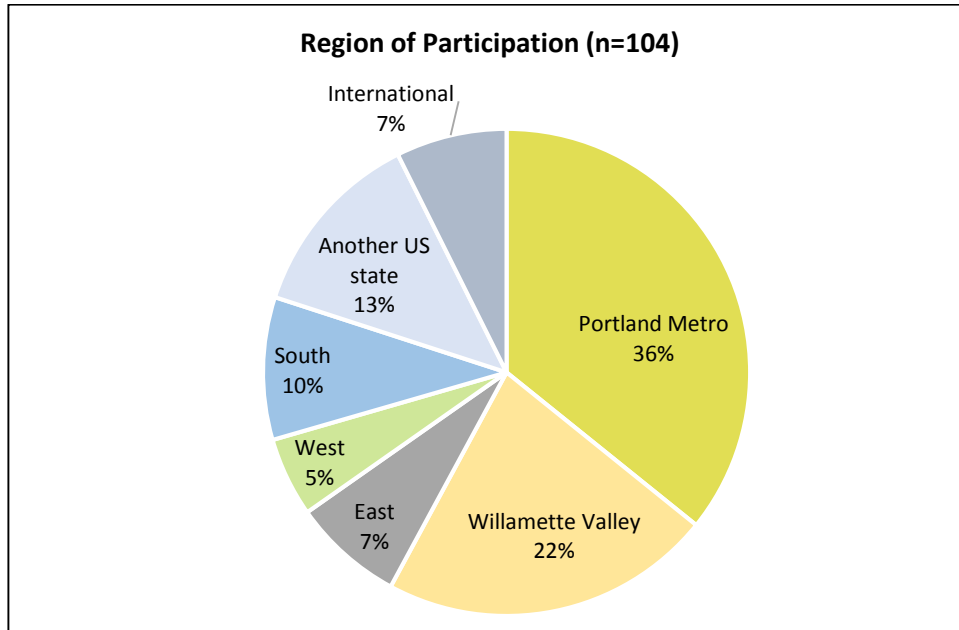
The racial variation in response rates may be tied to acculturation in conducting surveys, with African Americans being more likely to have cultural support for participating in such research studies (Sykes et al, 2010) when compared with more recently arrived communities such as Pacific Islander and Latino. Sykes et al (2010) also demonstrated wide variations by racial and ethnic groups. It is also possible that such educators might be experiencing greater distress in their profession and may be motivated to participate to amplify their concerns. While our sample size was not sufficiently large to support disaggregation of the metrics by racial identity so as to see if this is demonstrated, it is suggested that a study such as this be expanded to allow for disaggregation by racial identity. Figure 3 provides for us the response rates by race, but supplemental analyses are not provided by race.

**Figure 3: Response rates among those who were sent an invitation to participate**



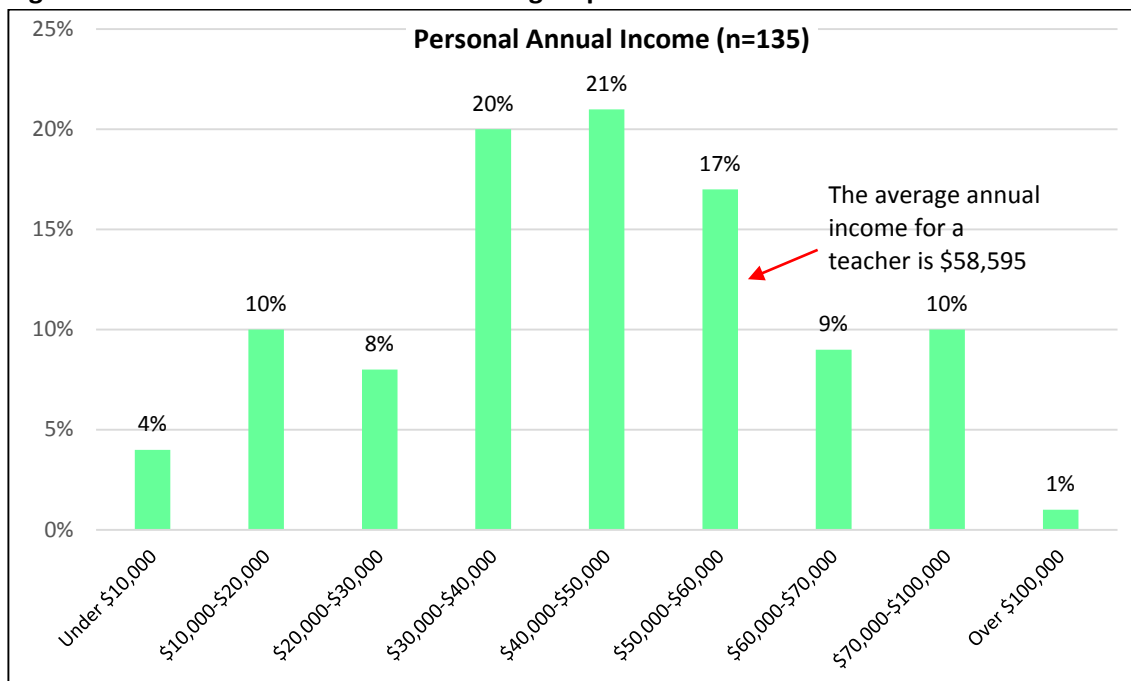
Turning to the geographic participation, we find that the most populated regions were dominantly heard from. We also find that there is fair representation from additional regions, with eastern Oregon having 7% of responses, western Oregon at 5% and southern Oregon at 10%.

**Figure 4: Diversity of geography of participants**



The income level of respondents shows that approximately ¾ of participants have incomes that are lower than the average teacher’s salary in Oregon. We estimate this to include the first five income categories plus approximately ¾ of the sixth bar. This could be interpreted in the following way: the choices made by the educators in this survey did not result in higher than average salaries, unless they are at the very beginning of their careers and might be able to “cash in” on their careers later in life.

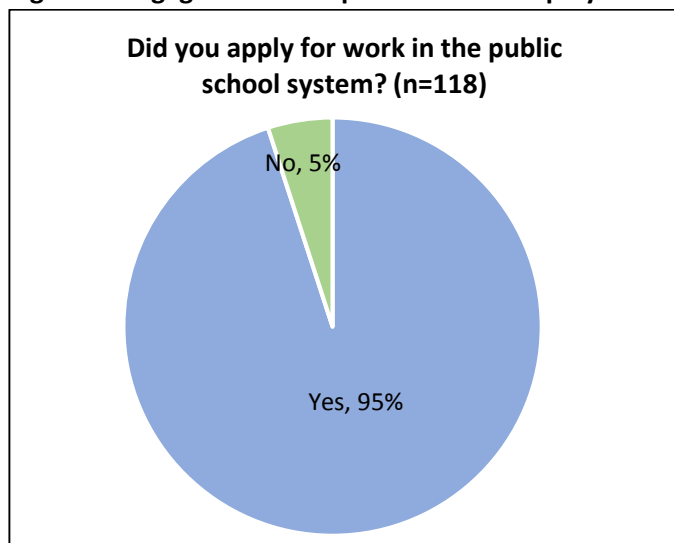
**Figure 5: Annual income distribution among respondents**



Source for income data: Oregon Department of Education (2014).<sup>1</sup>

Looking for the ways that respondents are involved with the Oregon's public schools, we asked them to identify how many of them had applied for such work, with Figure 5 showing that almost all (95%) had sought such work.

**Figure 6: Engagement with public school employment among respondents**



We also asked how many of them were currently working as teachers. Given that we drew from a database of licensed teachers who had shared with Oregon's Teacher Standards and Practices Commission that they were not working as teachers, we were surprised to find that a total of 39% of our respondents were actually working in Oregon's public school system as teachers. While this does not invalidate our responses, it suggests that we are capturing some of the insights of teachers of color who are currently employed in Oregon's public schools along with those who are employed in other states as teachers, in other roles in education, in other occupations, in private schools or charter schools, and unemployed.

### **Gaining Credentials**

When asked about the challenges faced while in higher education preparing to be a teacher, Figure 7 shows us that there was pronounced dissatisfaction with race-related dynamics. Also important was income-based challenges. To a lesser but not unimportant degree, there were challenges with testing information and volume (average of 16% with such responses). Among respondents, half faced a confidence challenge, shouldering burdens of dissatisfaction of classroom pedagogy, preparation for teaching roles, too little encouragement and few options for racial affirmation.

Figure 8 shows us the intensity of these challenges, for those who encountered them (which is why the "n" value changes). We find that time in higher education to have been extremely challenging for a sizable portion of students, with a low of 18% finding "texts and resources devaluing your own racial or ethnic group" to a high of 60% finding rigor/number of licensure exams" extremely challenging.

This information, we hope, serves as an impetus for those in higher education to take seriously the wide array of challenges that face educators of color. Consider not just what might be needed to sustain students of color, but also to consider the effect of such a reputation as a deterrent for students considering both the profession and specific institutions of higher education.



Our interviews reinforced these messages. The following quote demonstrates the scope of improvements needed across the education system:

*I think the whole school system needs to be reworked to place more value on diversity. Kids need diversity training, as do teachers and administrators.*

When considering how to integrate such ideas into higher education, the following insight was provided:

*We need greater diversity amongst teachers; professional learning communities; diversity seen as an asset and makes our [training programs] stronger through diverse curriculum, opportunities for all, promoting leadership opportunities*

Another participant identifies more closely how to achieve such a cultural shift:

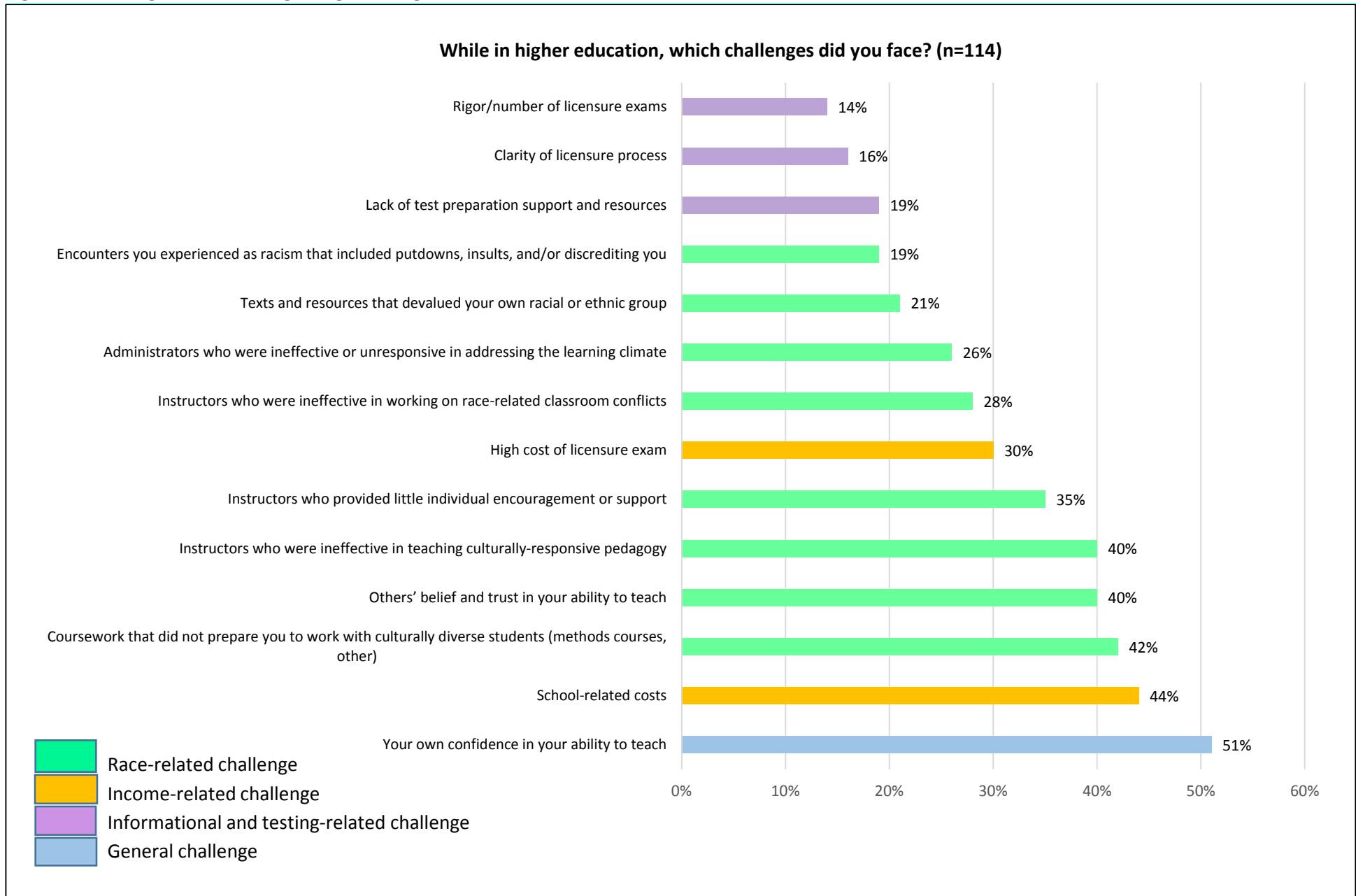
*Better monitoring of administrators, more training on how to include multicultural activities for students, more training on how to help students of color in a variety of academic situations (applying for college and scholarships, cultural events and service learning, etc.).*

While most participants emphasized that these changes need to happen in specific schools, consider the possibilities that might exist if teacher training programs offered deep capacity building in the area of culturally responsive pedagogy, ability to navigate and resolve racial conflicts and to see such skills modelled by the instructors in such programs:

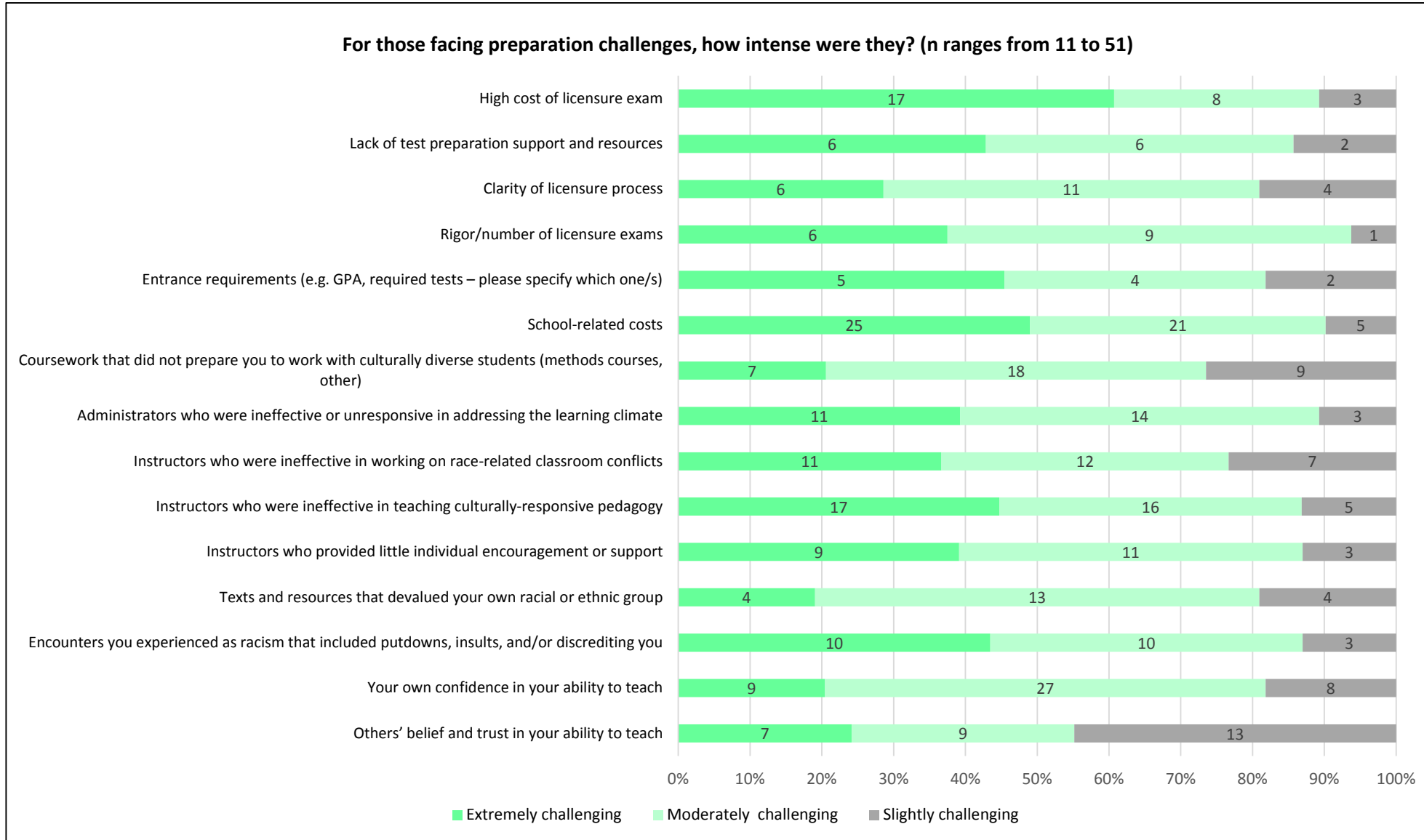
*To provide more training on culturally responsive teaching for new and old faculty and staff members. To have more honest conversations about systemic racism in our schools.*

We now turn to Figures 7 and 8 that demonstrate the nature and depth of challenges faced in higher education. The average number of challenges faced by the 114 respondents who answered this question was 3.9. Please note that in Figure 8, the “n” varies depending on whether or not the respondent identified this specific issue as a challenge for them. When they identified it as a challenge, they were asked to rate the intensity of the challenge. Those interested in identifying the number of the respondents facing each challenge can add up the figures in each section of the bar.

**Figure 7: Challenges faced while gaining teaching credentials**

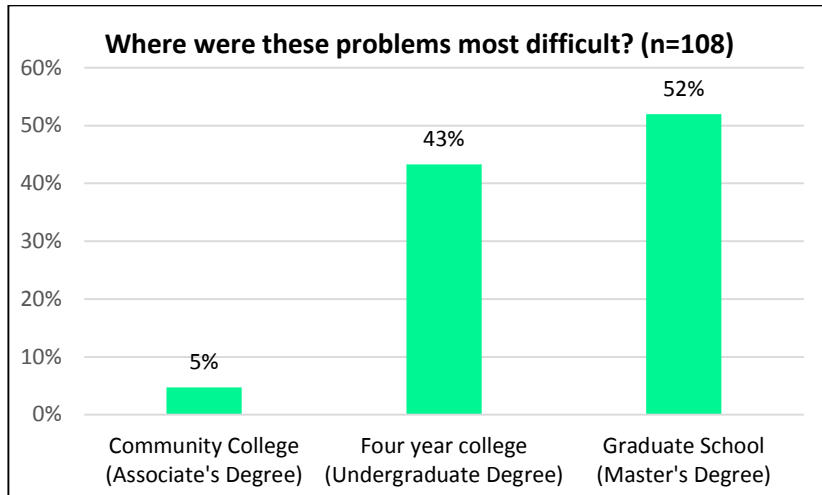


**Figure 8: Intensity of challenges faced while gaining teaching credentials**



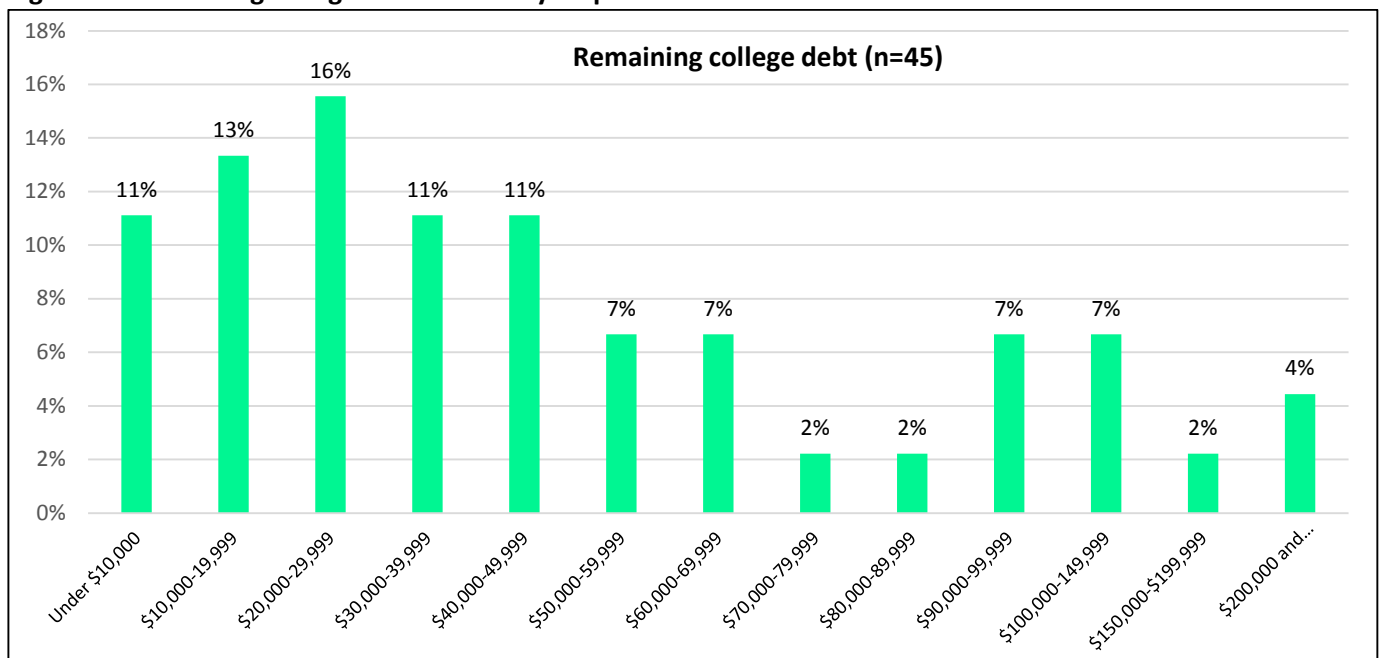
We asked the respondents to identify which level of education provided the most challenge (giving just one response). They were worse as one moved higher into academia, with the university settings being a site of greater challenges over community colleges, and for graduate school being the worst for educators in this survey. As shown in Figure 9, university settings far outpace community colleges as sites for concern.

**Figure 9: Site of most difficult challenges while gaining teaching credentials**



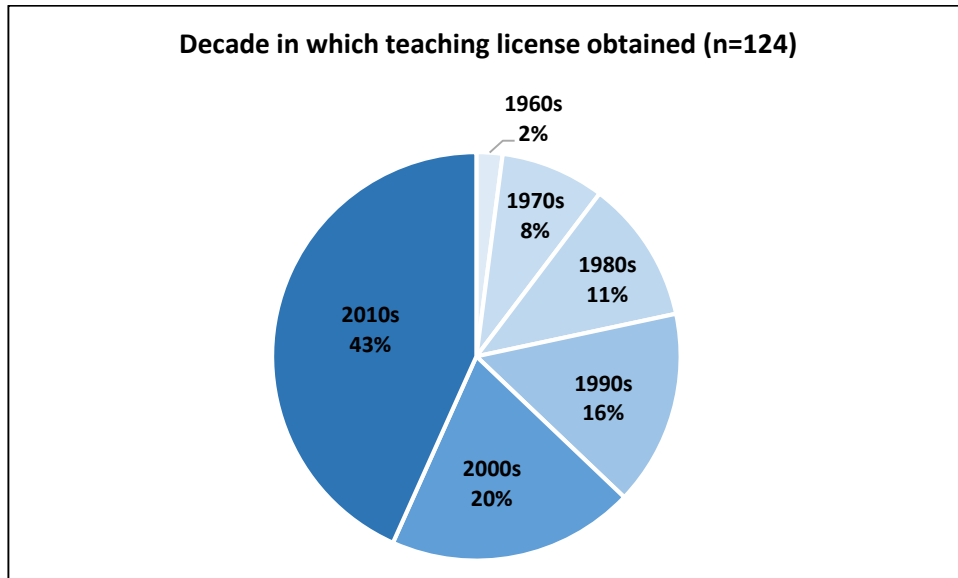
Costs have already been noted to be difficult for educators of color to navigate. Survey respondents continue to shoulder high debt loads, averaging \$57,000 for those in the survey (drawn from the data in Figure 10). Remember that these educators have incomes that are much lower than the average income for Oregon’s teachers (at \$58,595/year in 2014). Know too that those in the survey have been licensed for an average of 18 years (based on responses used to calculate Figure 11), this highlights that these respondents are not receiving low wages or carrying high debt because they are new graduates. This information needs to be addressed within institutions of higher education, and should be compared with a sampling of white educators to see the degree to which disparities in debt loads for educators exist. These debts were not necessarily incurred for teaching credentials but could have been tied to other degrees.

**Figure 10: Remaining college debt for survey respondents**



As noted already, this is not a group of new graduates. Figure 11 demonstrates the length of time that educators have been licensed. While close to half are new graduates, more than a third have held their teaching license for more than 25 years.

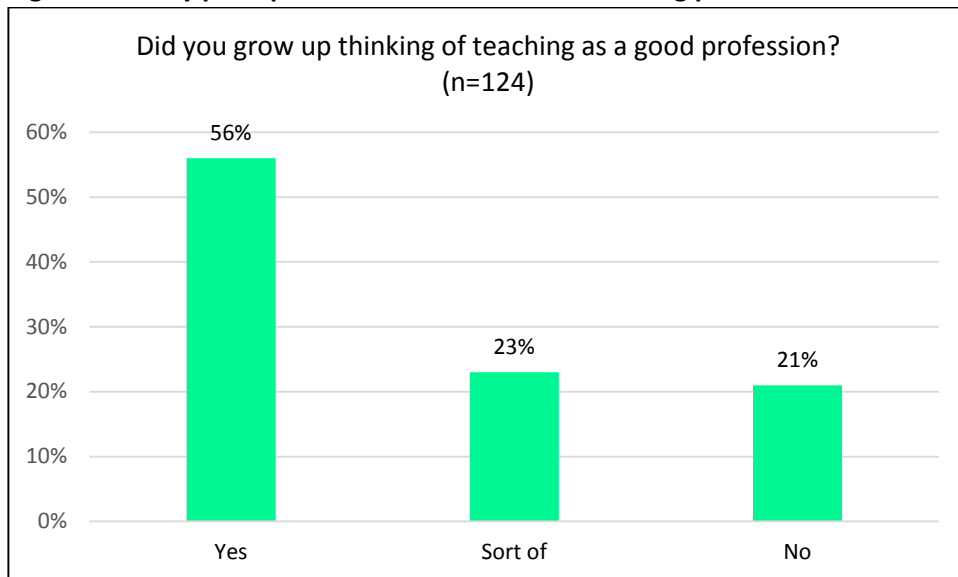
**Figure 11: Length of time holding a teaching license**



### **Early Interest in the Teaching Profession**

We asked about the early formation of interest in education. Figure 12 shows that most participants grew up with an early interest in education.

**Figure 12: Early perceptions of the value of the teaching profession**



Given how important this is, we also looked for insights on how we might support this early development. To begin, it is key to have an abundance of teachers of color in the classroom. While such omission can inspire others to go into teaching, as we heard, *“there were very few teachers of color in Oregon when I was going through school,”* and *“I had negative experiences with teachers growing up and wanted kids to have a different*

experience,” we mostly found that difficult racial dynamics limited the attractiveness of the profession. We heard the following insights:

*Racism deterred me.*

*Not being valued as a professional who has so much influence on young people and future generations.*

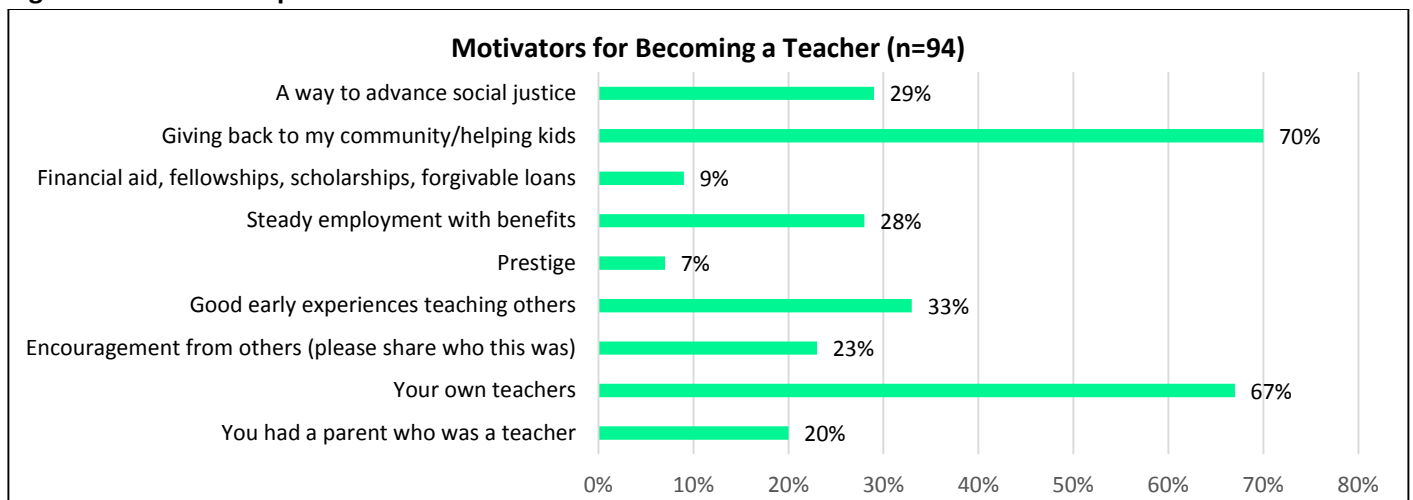
When looking at the wider set of motivators (Figure 13) and deterrents (Figure 14), it is not a surprise that the majority of participants were motivated to “give back” to their communities and that they were inspired by their own teachers. While we did not ask if their motivational teachers were white or of color, we can bring forward two likely insights from these responses: that if more teachers of color are in the classroom, they will have a stronger inspirational impact on the formation of interest in teaching for students of color, and that if we can reduce the deterrents – particularly in the area of costs and wages – we would attract more educators of color. An array of quotes amplifies these beliefs:

*Exposure of teachers of color will get others motivated to also become teachers.*

*Role modeling is critical. Kids need to see people that look like them in leadership positions. This will lead to them wanting to emulate those role models.*

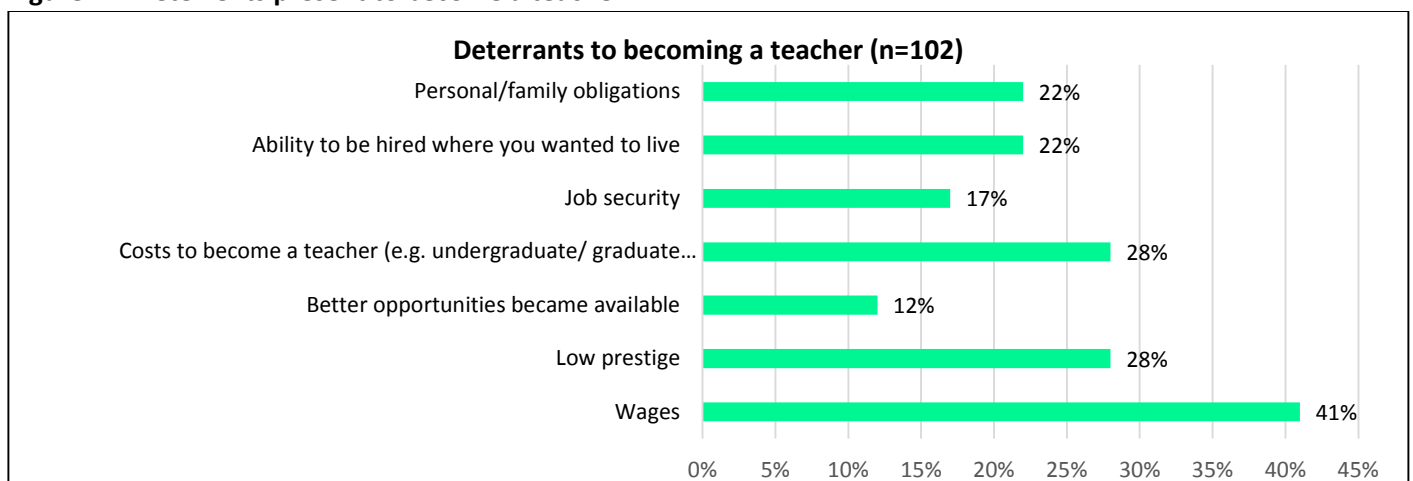
*Kids/families of color feel appreciated when there is someone that looks like them.*

**Figure 13: Motivators present to become a teacher**

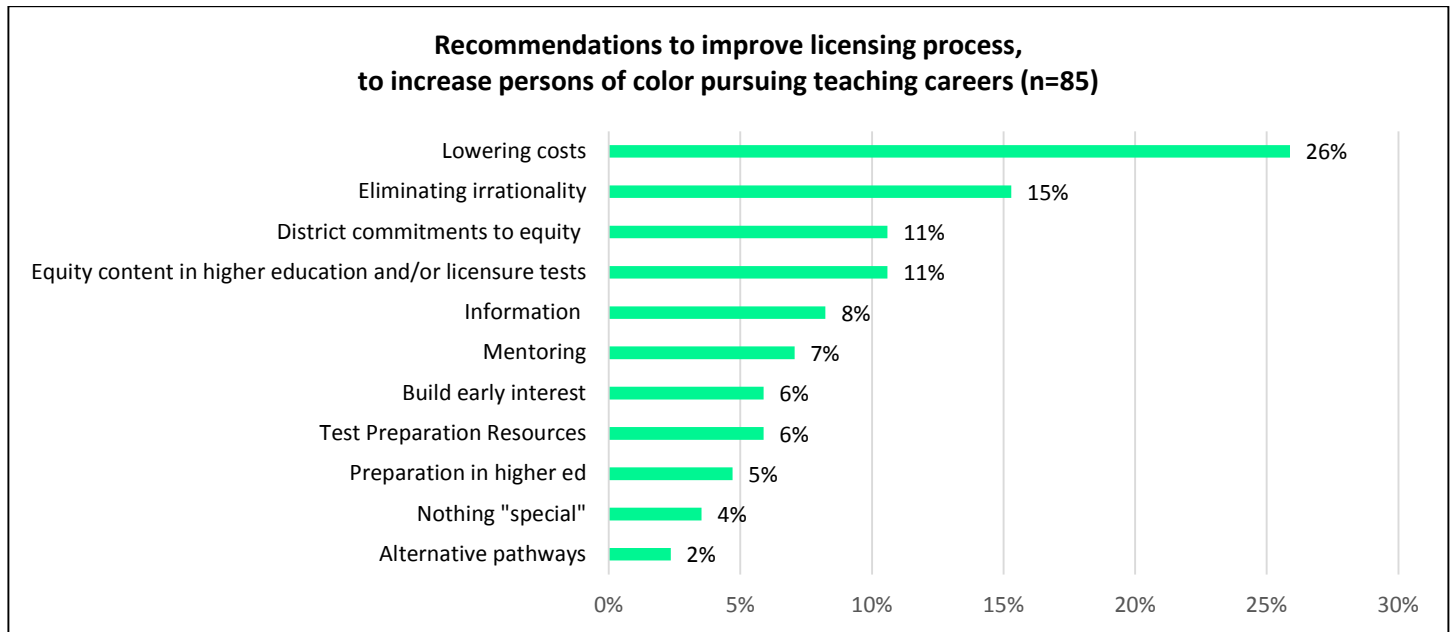


Note: An additional 25 respondents added additional “write in” responses. Where these overlapped considerably with the answer categories, they were added. Motivators thus includes some singular responses such as “Dad” and “creator God.”

**Figure 14: Deterrents present to become a teacher**



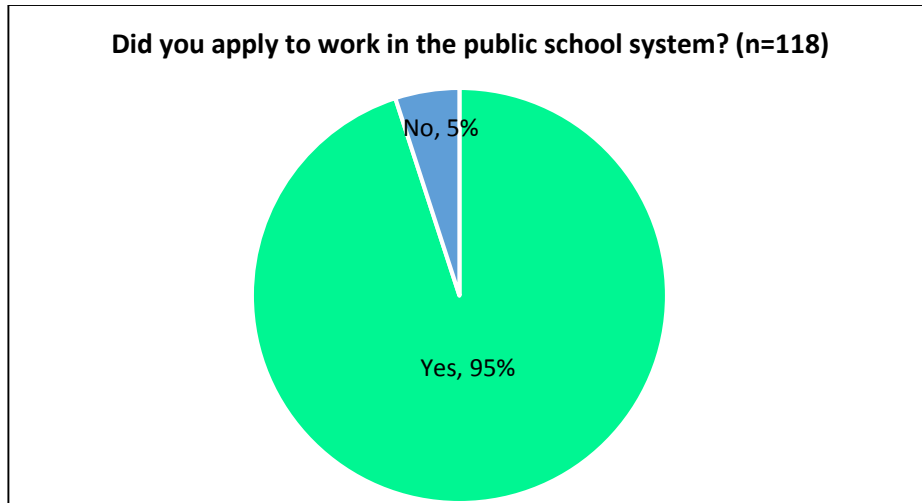
**Figure 15: Recommendations for change within the licensing process, to increase support for persons of color to become teachers**



**Seeking Employment**

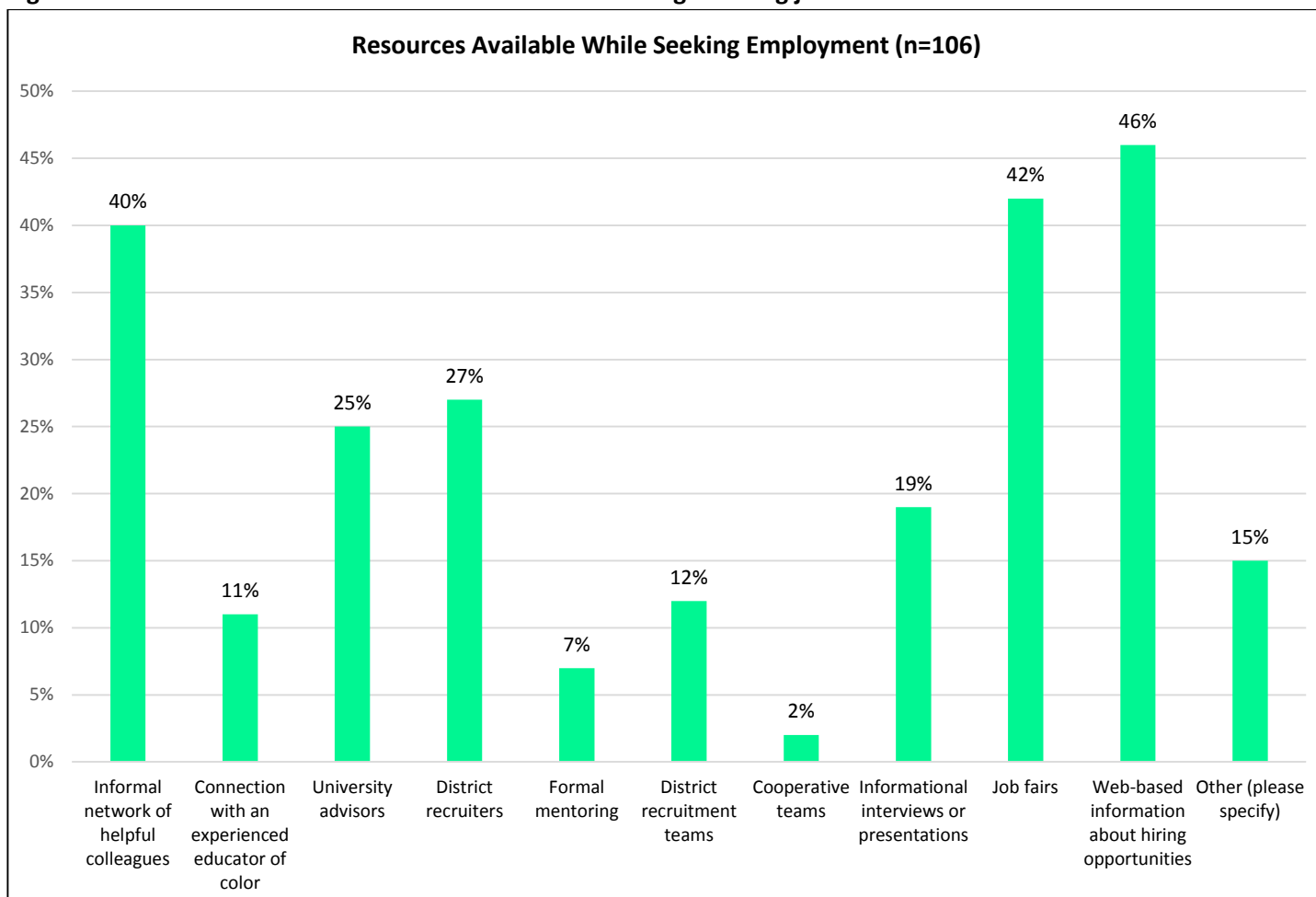
The majority of respondents sought work as a teacher (at 95%, as shown in Figure 16), and were aware of a wide array of resources to draw upon to help find work (Figure 17).

**Figure 16: Profile of respondents, showing vast majority sought work as a teacher**



Those who did not seek work as a teacher made such a choice for an array of reasons. The reasons included wanting to get a Master’s degree first, moving out of state, having family obligations, and moving to a state where the services were better. None cited that racism was a factor in this choice, but a relatively high level identified it as a factor in their decision to leave education.

**Figure 17: Profile of resources available to educators seeking teaching jobs**



Participants added the ideas in Figure 18 as important additions to the employment supports they would like to have available. This information, in addition to the Figure 17, could serve as important information for both higher education as well as human resource departments about what educators of color value in recruitment supports. The top priority, and outstripping other recommendations by at least 80%, is the availability of mentoring. Roles for mentors identified by respondents include helping them to navigate difficult racial dynamics, understanding how best to prepare for interviews, helping link them to potential allies in the schools where they seek work, and aiding in being a sounding board when situations are difficult to deal with.

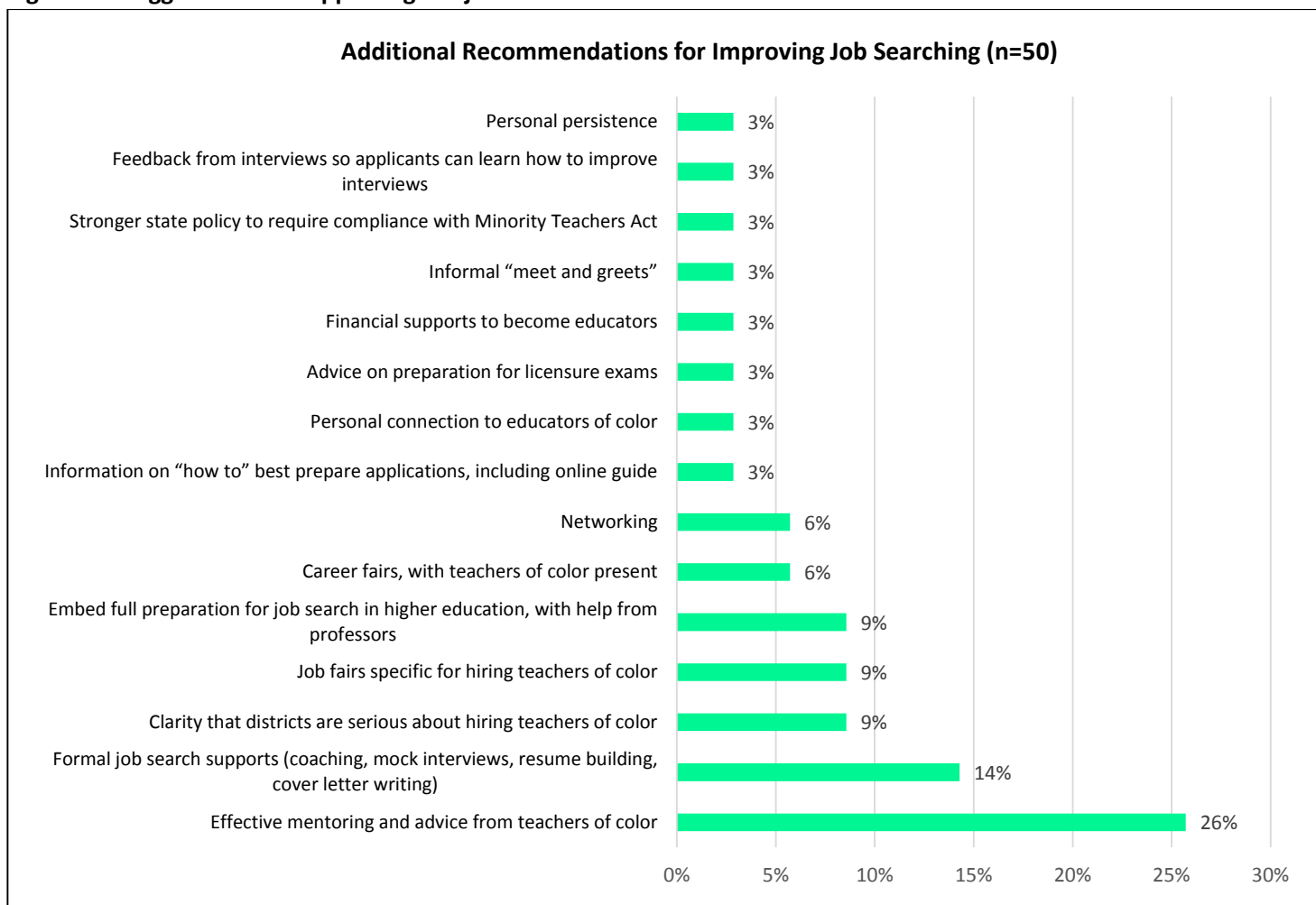
A word of caution was expressed in an interview, with participants sharing information about the importance of selection of a school that is welcoming and affirming of educators of color both implicitly and explicitly:

*Don't assume that support is automatic. Schools don't generally have the infrastructure to support teachers with professional development funds, and colleagues of color are difficult to come by.*

*Make sure that you find a school that's mission you can really buy into. If you can't buy into a mission, then you're just wasting your time and energy.*



**Figure 18: Suggestions for supporting the job search**



### **Teaching Experiences as Educators of Color**

As shown in Figure 19, one-in-two newly hired educators were placed in high-poverty, low-resourced schools, with a half moving to another school by choice, and almost one-in-five being move involuntarily. Almost one-in-four were assigned to classes that no other teachers wanted to teach. On the positive side, 40% were assigned to teach where mentors and teaching teams were available. This also means that 60% did not have access to such supports. While we do not know how difficult this first work experience was, we do know, from Figure 20, that there was a preponderance of unwelcoming environments for teachers of color.

In Figure 20, we find that approximately half of respondents did not experience an environment of clear welcome in schools where they worked. One could look at the data and interpret the results more cautiously: only 14% to 25% say there was not a climate of welcome (depending on the question). We urge, however, a more expansive interpretation: that the answer "neither agree nor disagree" reflects ambivalence about whether the environment was welcoming, and that this signals that the environment that is not clearly welcoming to teachers of color. The question was asked as a scale response, and "neither agree nor disagree" was positioned between the affirmative and negative questions.

A welcoming environment of racial affirmation is important for teachers of color, students of color and the corresponding values affirmation for teachers of color. Half of respondents experienced less than desirable racial affirmation.

We also find that respect for teachers of color by students is somewhat concerning (Figure 21); without a comparison with White educators, however, the result is difficult to interpret. At some point in time, a study on respect provided by students to white teachers may also be warranted because without this comparison, we do not know how much of this disrespect is racially-based. Conceptually, we anticipate that there is less respect given to teachers of color, but, in hindsight, we might also want to have asked this question about the difference in respect provided by white and minority racialized students.

An array of poignant quotes were shared by those interviewed and in the qualitative contributions in the survey. An assortment are added here to demonstrate the toll that inequity takes on teachers of color:

*Schools need to work on diversifying workforce and treating their teachers and instructional assistants with respect. Just this week I was assumed to be an instructional assistant because I am brown. The lack of respect I experienced in that moment made it clear that instructional aides are often seen as unimportant.*

*At first, I was not at all aware. When people started doubting my ability to teach, however, I started to realize that I wasn't as valuable as white teachers.*

*White students are generally more disrespectful to all teachers. My minority students were never disrespectful. I much rather work with minorities because they are taught at home to be respectful.*

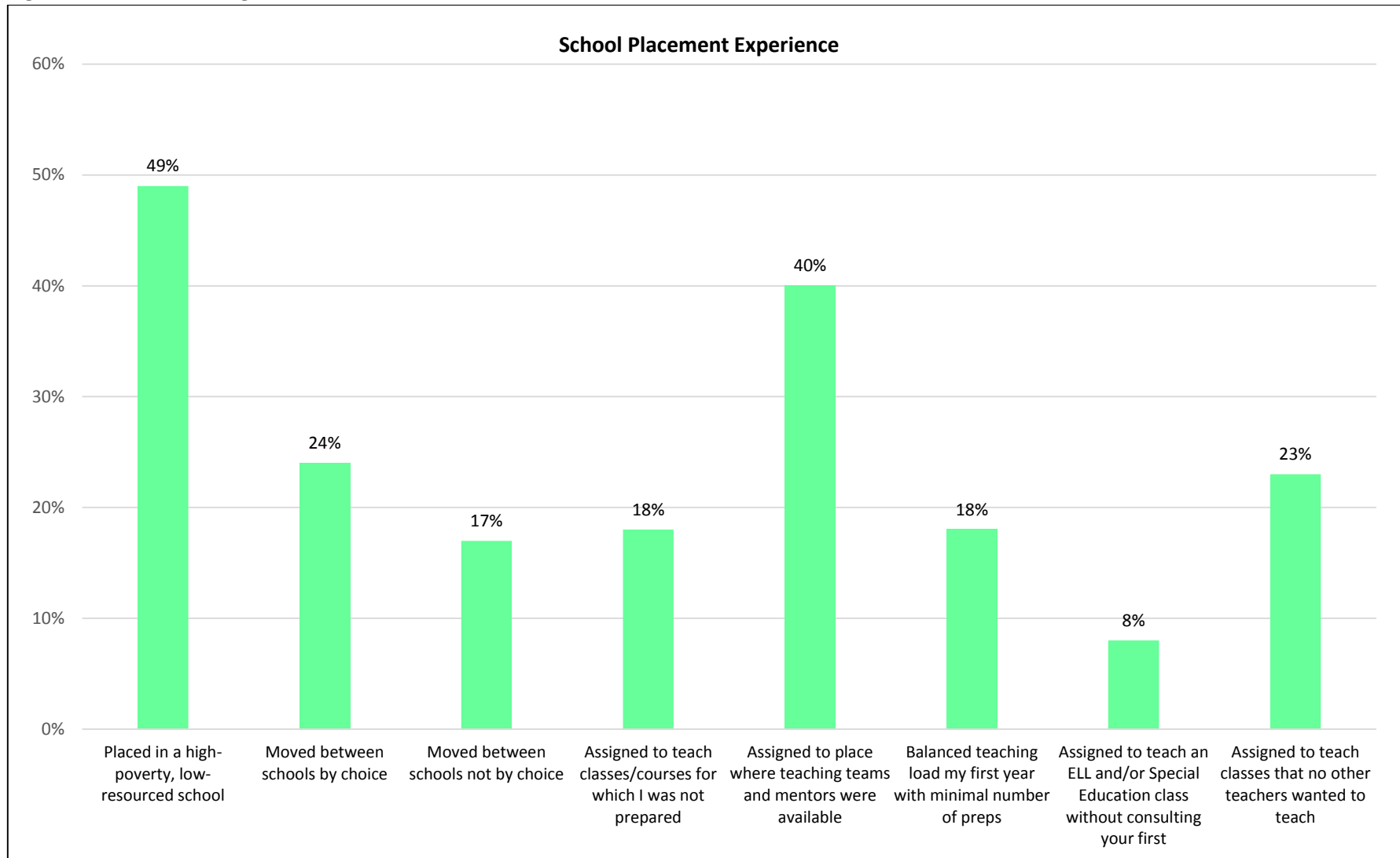
*I was always given (i.e., known as "stacking or stuffing the classroom") the hardest students (behavioral problems and/or health issues). I always had far more in my rooms than the other teachers who were treated more preferentially. This didn't deter me from teaching, and my students always scored extremely well on state tests. What this DID do was wear me out.*

*I was overloaded with students and with a different prep each class period, with no prep period. I was also given "the brown kids" because I "could handle them." ESL students with severe learning difficulties were put in my class with ZERO special ed. help because admin refused to acknowledge that the students could be both ESL and SPED, so they marked them as ESL and pushed them along the system. I was also required to spend hours calling parents for other teachers because I spoke Spanish, yet I was not given any sort of monetary compensation for the hours of extra work I was required to do.*

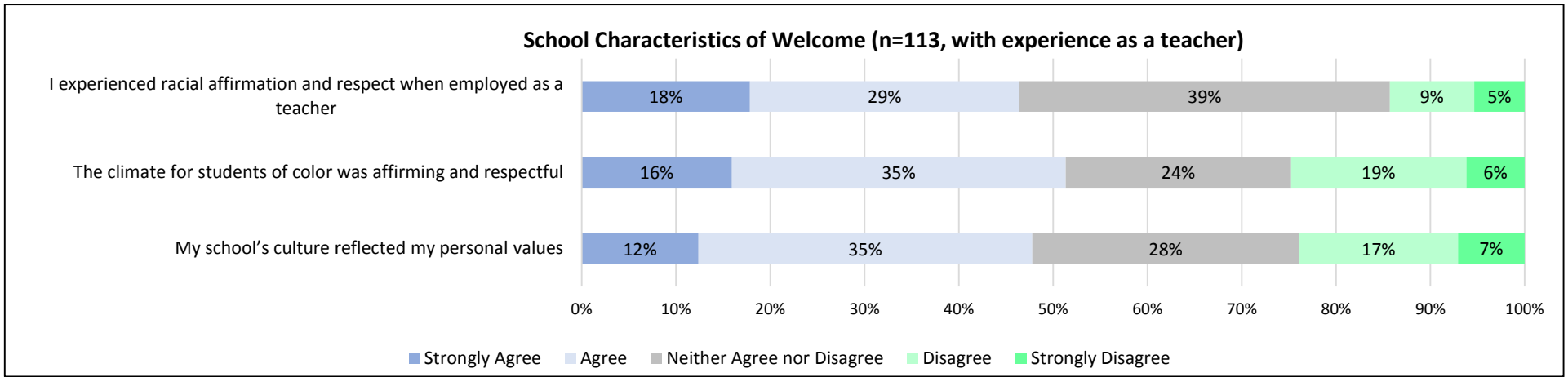
*Placing multiple IEP/504/Severe Behavior Disorder students in self-contained classrooms without much support - or with untrained aides; having aides to support student learning - without the time to train, plan and share information back and forth with them. Districts not 'weighing' students by handicapping condition when considering class size. One year I had a class of 36 with: 10 IEPs, 4 ELLs and 2 with severe behavior disorders ... and 35 minutes of aide time.*

*It's not a big deal, but there were one or two students told me to speak "proper" English.*

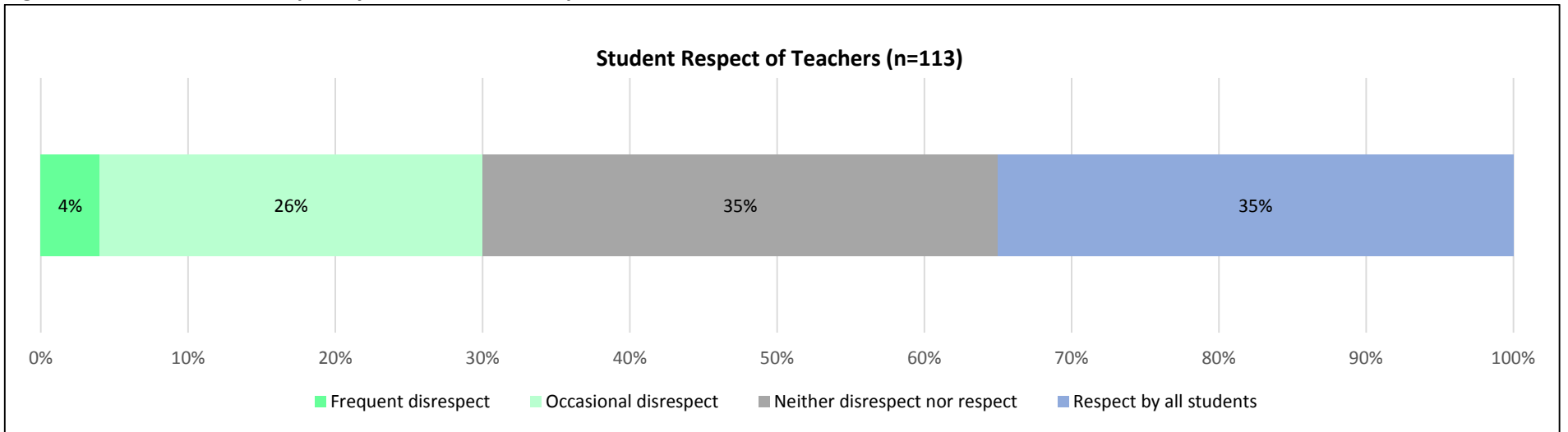
**Figure 19: Nature of assignments when hired as a teacher**



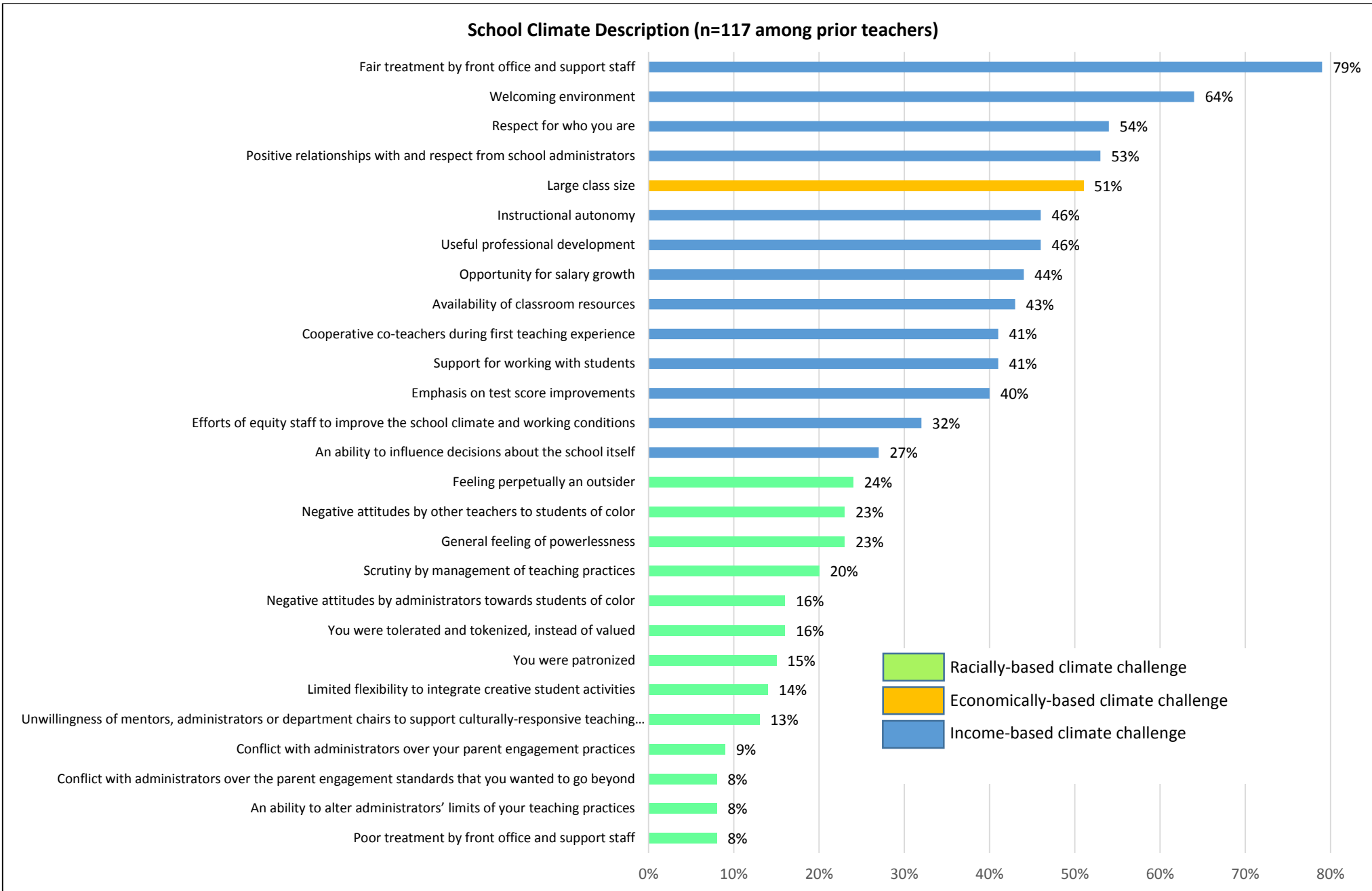
**Figure 20: Among those who worked as a teacher, challenges exist in welcoming and affirmation**



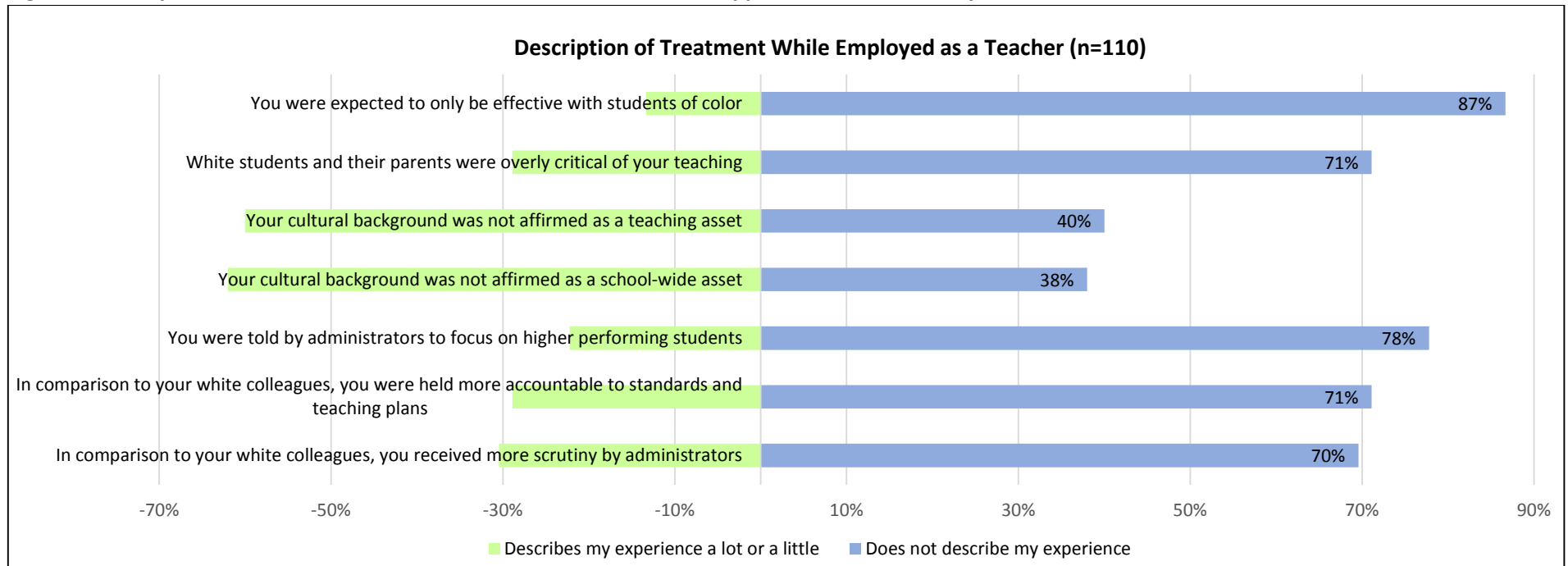
**Figure 21: Students not infrequently demonstrate disrespect for teachers**



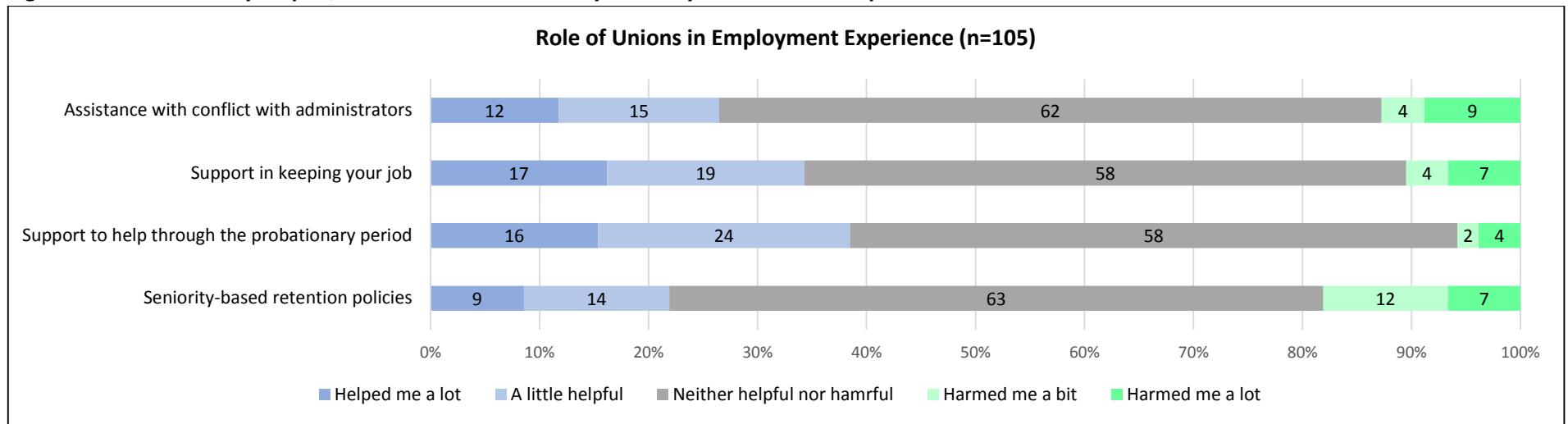
**Figure 22: Licensed but not working teachers faced racialized and non-racialized climate challenges while teaching**



**Figure 23: Many educators lack affirmation and some face differential support and accountability standards**



**Figure 24: Unions mostly helpful, but one-in-five harmed by seniority-based retention policies**



Participants were asked about their experiences with unions (Figure 24). There are a few ways to interpret these findings. To begin, the majority of participants said, to all questions, that they had an opinion about whether the union was helpful or harmful to them. This reflects that approximately 40% of respondents have either had an engagement with union representatives, or knew enough about its reputation to have decided that it was helpful or harmful. Union involvement is thus quite a pronounced presence in the lives of teachers of color. Second, most felt that the unions were a helpful presence, but approximately 12% of respondents perceived the unions to be harmful to their employment experience.

Additional narratives from respondents indicated an array of both positive and negative input. On the positive side, these comments were made: “[the union was valuable for] salary and benefits” and “I am a proud union member! I was fortunate to [be a leader] in HEA, and ran workshops requested by teachers for several years, including the first LGB workshop where multiple administrators, students and some parents attended.” On the negative side, these comments were made: “The unions were more harmful than helpful... when situations called for some backbone, they marsh-mallowed through.” Additional comments included, “The union was never my friend,” and “the union was pretty much useless to me.”

### **Ending Employment in Oregon’s Public Schools**

Participants recorded a wide range of reasons for no longer working with Oregon’s public schools. While the most prevalent reason was for retirement (29%) the next round of reasons were a clear divide between factors that might have nothing to do with race (such as went back to school, moving out of the state, and being a substitute teacher), and those that are highly likely to be racially correlated (such as not being offered an interview, or quitting due to intolerable conditions). The narratives provided by respondents have contributed to the designation of the category as either more substantially racial derived or somewhat racially derived. Here are a few of the quotes in the narratives:

*I left because the principal was overloading me with detention classes which impacted by prep time; I felt I didn't need to work under those conditions.*

*Lack of respect and a hostile environment [existed].*

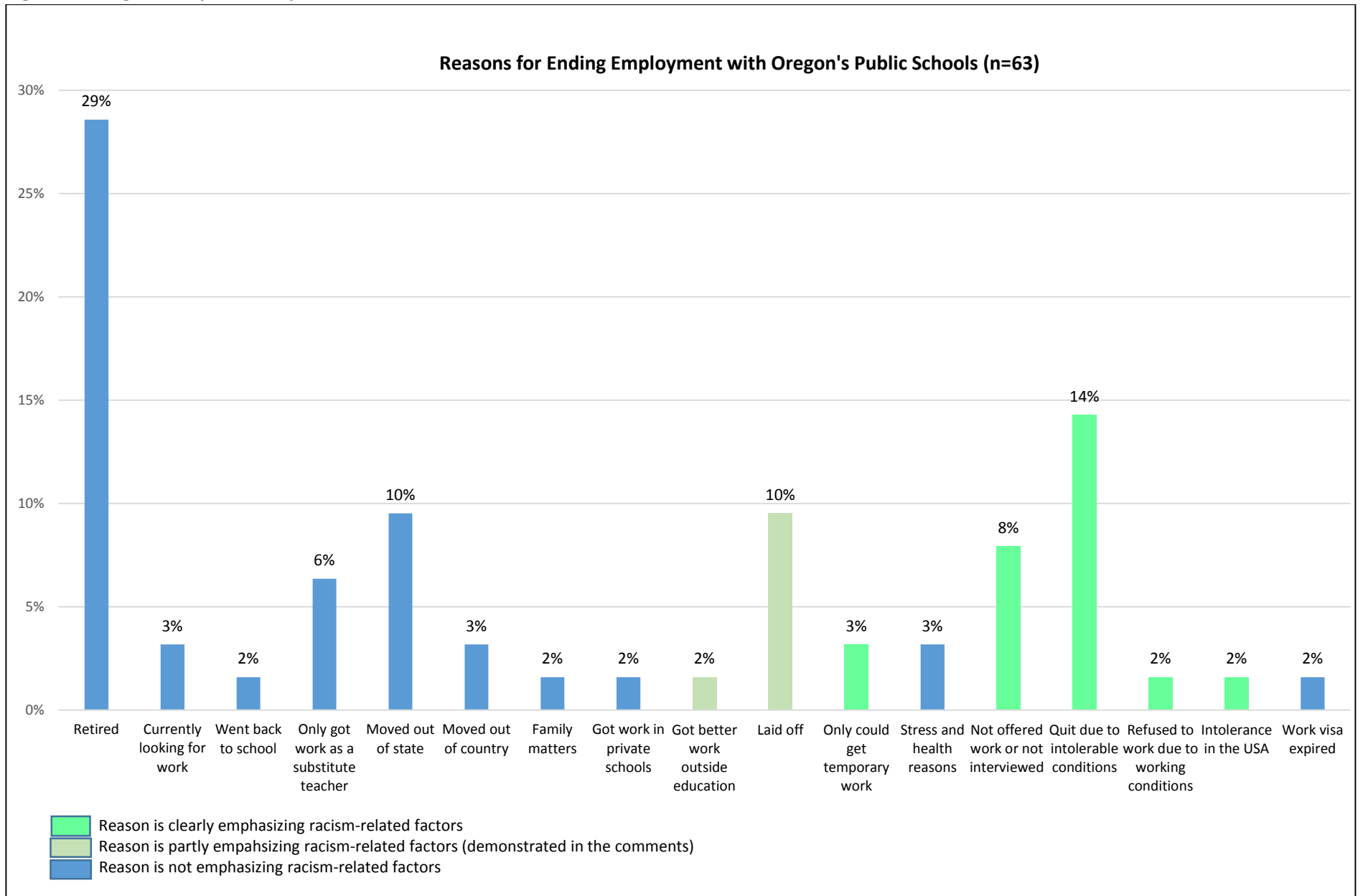
*Culturally it was just too much. If you don't assimilate into mainstream culture you get pushback. Just like students, teachers of color are a minority. Many teachers and parents were questioning my ability to teach. Many believed I got my job because I was a person of color.*

*The school didn't make me feel as if I was an asset. They made it seem as if they took a chance on me, that I should be lucky. I felt more like a hindrance.*

In one poignant quote, an educator was transferred to another school without adherence to union transfer policy, and in front of all administrators and union leaders, “the human resources director said he was not a racist because he even had African American acquaintances... the principal, union rep and teachers gave me no support. Not even a word.... This and other experiences told me it was time to move on.”

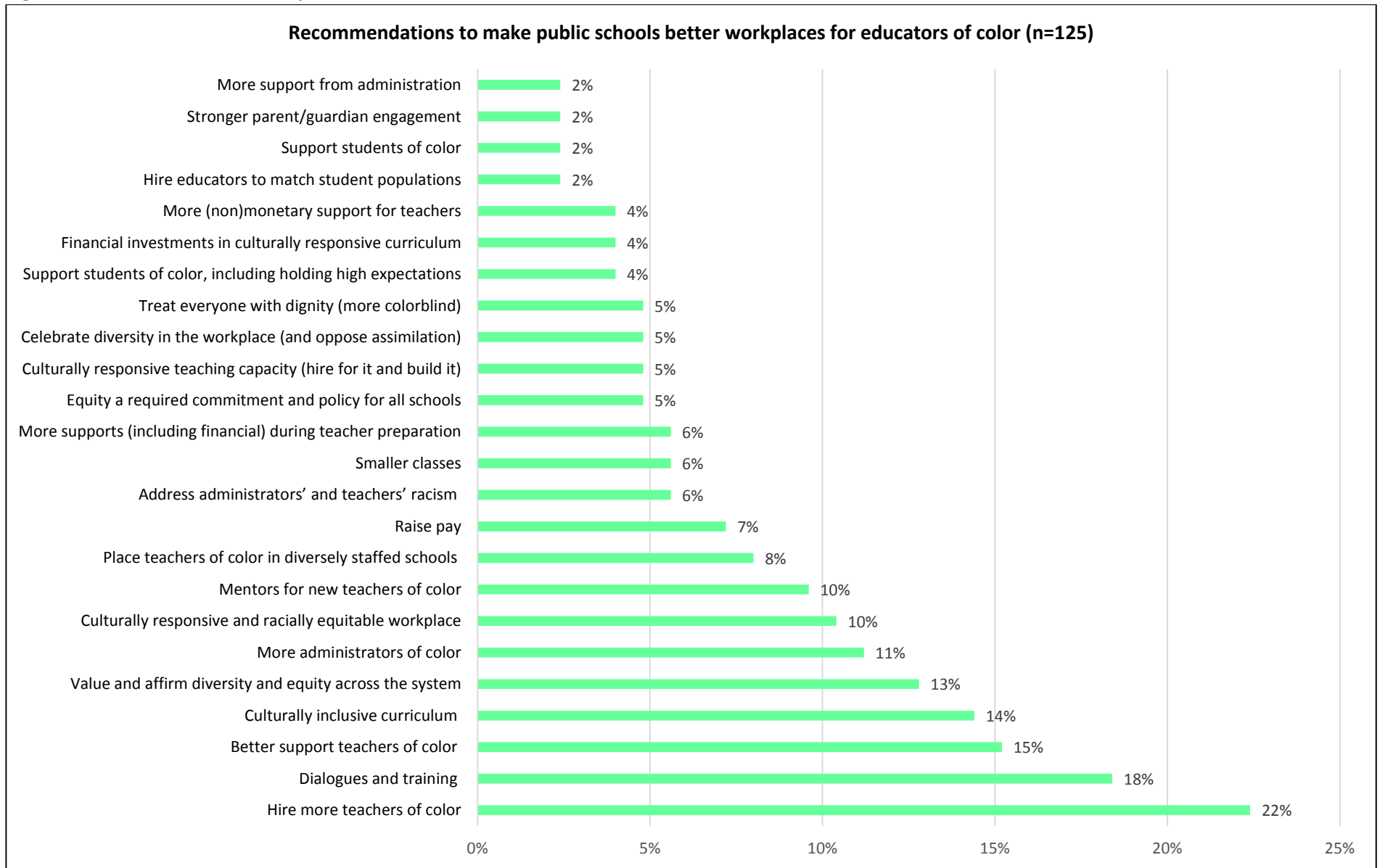
While it seems that some experiences were not related to racism, but it is also possible that they were related. Given that retention is significantly tied to seniority policies, schools that have recently diversified and are hiring more workers of color are more likely to disproportionately lay off workers of color. While racial bias is not explicit intention in the policy, it certainly has a racial bias in its impact.

**Figure 25: Negative experiences push one-in-seven out the door**





**Figure 26: Lots can be done to improve schools for educators of color**



More insights on the theme of the challenges facing teachers of color come not necessarily from what might be perceived as racism directed at them, but from the inequities created by white privilege – when there is pervasive favoring of white teachers, the end result in a racially-charged environment and the associated disrespect of teachers of color that this favoring practice creates:

*At first, I was not at all aware. When people started doubting my ability to teach, however, I started to realize that I wasn't as valuable as white teachers.*

*I felt very disrespected when I worked as a high school Spanish teacher. Many teachers ignored me, and didn't even bother to build ties with me (in spite of my efforts).*

*It was obvious that they had lower expectations of me when I was being evaluated. I am very good with technology, and I can tell this continues to surprise them.*

*I noticed that White teachers got away with a lot more things.*

The interviews asked for advice on addressing racial disparities in education. Here are a set of their insights:

*Stop pretending that teachers of color are on the same playing field when they enter the teaching profession. Biases will occur and teachers of color need to be prepared for it.*

*People of color need to be aware that we need them in the classroom, and that they are going to have to work harder than their white counterparts.*

*Districts need to provide extra help in schools that are at risk. Schools with behavior issues need more support staff. More support will lead to TOC to feel as if they can spend more time teaching (instead of disciplining).*

We wrap this reporting on the experiences of educators of color with insights from a white educator who had mistakenly been sent a survey. She responded with an email back to the researchers and included this insight:

*A significant lesson I gained from teaching black students years ago (a lesson they did not realize they were communicating as they told their stories) is that once one's inherent self worth has been insulted—whatever the age—distrust develops that remains to a larger or lesser degree for the rest of one's life. It doesn't go away. White entitlement—not generally understood by “white people” who surf through life with it—disables white capacity to appreciate how that underlying distrust affects interactions with other races.*

The quote reminds us of the importance of white educators to build capacity for culturally responsive pedagogy. More importantly, however, it reminds us of the impact of disrespect on the lives of young people – and in fact on people of any age.

## **Unexpected findings**

### ***Educators of color are not universally supportive of focusing on race and racial equity***

Not all educators of color emphasized that anything needs to improve. Some respondents suggested that there is too much focus on racial identity and on culture. Most comments in this area emphasized that the ‘best’ approach is to move beyond a focus on race and instead focus on shared identities and universal appreciation:

*See individuals - NOT color. See individual needs - NOT needs based on color. Eradicate the phrase ‘of color.’*

*Stop using the word race. Scientifically it's a fallacy... The word perpetuates the idea that we're different when we are not. It really alienates us. I feel using the word race is not inclusive at all.*

We also saw a few comments that suggest race is irrelevant in classroom teaching:

*I don't think race is something that should be talked about. That's not why we are there.*

It is also clear that sometimes such an embrace comes with a cost to the educator of color:

*I didn't notice any racial biases. I always presented myself well, and dressed correctly.*

While this is not completely a surprise, it is perhaps an indicator of educators of color having lived within environments where (a) racial disparities are not receiving attention, or (b) it has been unsafe to name racism for so long that such residues remain today. We thought that such perspectives might be reduced in the telephone interviews, but these perspectives also appeared in the interviews. One such comment confirms that an understanding of racial disparities and inequity is not universally understood:

*I must live on the wrong side of the world. I have no idea what these disparities are. If anything, it's been preferential [to be a person of color]... Maybe it's different on the East Coast or Chicago.*

It remains difficult in schools and in teacher preparation programs to address racial inequities when some people of color deny its importance or signal such conversations and interventions are inappropriate. Ensuring that educators of color lead such initiatives is essential, as one can simultaneously affirm the salience of race and be able to “push” on this issue while preserving the utmost respect for the context where race is devalued.

### ***On reactions from some white educators***

There were a few respondents to this survey who stated they were adamant that a focus on racial equity was unwarranted and inappropriate. From their perspectives, they wanted to affirm a few things such as: “if you cannot accept yourself for who you are, then you will make your heritage an issue rather than the quality of your teaching.” In a more direct way, they appealed to, “treat all teachers alike, regardless of color.”

For one respondent, there was an appeal to change the focus to racially-rooted elements of inclusion and instead to focus on administrators in general:

*Your questions assume skin color is paramount to construct a case against educational behaviors. You need to look into the administrators who abuse teachers of all racial backgrounds... Just because they can, and do. That kind of bullying is what you are skirting the issue. The racism you are hoping to find is within that overall context of teacher abuse and bullying no matter the skin tone. Skewering administrators for the racist bullying only drives it further below the surface and makes their behaviors meaner and more insidious.*

## **Recommendations**

A set of five recommendation domains is included in this report, and these each have between two and three concrete recommendations that flow fully from this research study. Additional ideas also rest with many educational equity advocates. One such group, the Coalition of Communities of Color, would like to meet with relevant members and leaders within OEIB and ODE to craft an action plan for moving forward. Their experience “on the ground” would be instrumental in crafting such a roadmap for moving forward. They were instrumental at the start of this process for encouraging the Center to Advance Racial Equity to undertake this research, and providing them an advocacy role in shaping action steps is recommended.

The recommendations forwarded by participants in this research study conclude this report.

### **1. Exciting youth of color about a career as a teacher**

- a. Diversifying the teaching pool (both in the pipeline and in hiring/retention) will have a reinforcing effect in bringing more people of color into the profession.
- b. Intentional repositioning of the profession as a pinnacle of society's valued contributions. As stated by one interviewee: *"As a society we need to remarket teaching [as a career-choice]. Students of all backgrounds should see it as a profitable, rewarding career. Changing the way we present it will increase recruitment across the board."*

### **2. Teacher preparation in higher education**

- a. At the Undergraduate level, and particularly at the Masters level, conduct a curriculum and pedagogy assessment, using a strong racial equity lens, to identify shortcomings in how teachers are prepared to work with culturally diverse students. Also essential is to assess how instructors in these settings teach in culturally-responsive ways, are able to address race-related classroom conflicts, and their own relational practices with students, as one-third of students of color desiring more individual encouragement and support.
- b. Establish a financial award system to ensure that fewer students of color leave the field due to high costs. Lowering both the cost of higher education as well as licensure is an important equity ingredient for reducing barriers for educators of color. This could be achieved through a loan forgiveness program for teaching in schools that are struggling, or a more expansive scholarship program for students of color who are committed to digging deeply into how to effectively educate and support students of color.

### **3. Licensure practices**

- a. Lower costs.
- b. Providing more responsive online information, as well as personal telephone contact to support those who find the website navigation difficult. Relationships matter in every systems engagement challenge.
- c. Eliminating as many "irrational" constraints as possible that seem illogical to educators, such as accepting licensures gained in other states or countries wherever appropriate, and removing all testing disparities and introducing alternatives to written standardized tests to assess teaching ability. Inviting educator input on how to improve rationality would signal stronger service user responsiveness.

### **4. Recruitment practices by school districts**

- a. Have effective mentoring programs established while in preparation programs and continuing through recruitment and into the first year of teaching.
- b. Higher education needs to provide improved supports for preparing students for the job search process through coaching, mock interviews, resume building and writing cover letters.
- c. School districts need to clearly communicate their seriousness in hiring educators of color, which can be done through the job postings, as well as hosting job fairs specifically for hiring teachers of color.
- d. Effective hiring practices need to be adhered to for hiring employees of color. There are a growing set of "best practices" for signaling inclusion in a job posting, selecting a diverse and equity-oriented hiring panel, anticipating racial bias in the interview process, and remedying selection practices that privilege white candidates. All jurisdictions need to ensure such an approach to hiring practices.

### **5. Retention practices by schools and school districts**

- a. School climate and treatment of teachers of color needs to be given priority for improving the successful hiring of educators of color.

- b. A racial equity assessment needs to be conducted to identify challenges facing local districts and local school, and to build solutions and interventions. Improving equity at the school level was noted by 28% of respondents as priority for improvement. Trenerry and Paradies (2012) assert that organizational evaluations are integral to the change process as it ensures that the organization is thoroughly assessed – gathering insights on needs and strengths – and providing an evidence base that problems exist in specific schools and districts. The results of the assessment create impetus for serious change efforts, and narrows the likelihood of tokenistic responses. An assessment also signals the organization’s seriousness about racial equity, and raises expectations inside and outside the organization that improvement efforts are forthcoming, and in this way, creates momentum for change.
- c. Establishing equity in student treatment will assist in improving the situation facing teachers of color.

## **Appendix A: Survey of Licensed Teachers of Color (Short and Long Form)**

### **Background to the Study**

While 35.3% of Oregon's students are of color, only 8.3% of teachers are of color. The Oregon Education Investment Board (appointed by the Governor to unify a birth to college education experience) are concerned about equity in education, and are conducting a study to identify how the experiences and outcomes for both students and teachers of color could be improved. When students of color are taught by educators who share their race, there is a positive impact on test scores for students of color, reducing the achievement gap, and improving reading acquisition (Dee, 2004; Eddy & Easton-Brooks, 2011, as cited in OEIB, 2014). Students of color are less likely to drop out, and more likely to go to college. Educators of color in the classroom increase options for role modelling, expand cultural wisdom in a school to better understand the lives of students of color, and enhance the relationship that teachers can have with students (Villegas, Strom & Lucas, 2012).

For more information on the current status of Oregon's hiring of teachers of color, please click this link. It will take you to "The 2014 Oregon Minority Teacher Act Status Report."

### **Goals of the study**

It is time to hear from teachers of color... your experiences, your insights and the recommendations you have for change. In return for your time, we commit to sharing with you the results of the survey, and to use the information gathered to catalyze systems-wide improvements. We offer at the close of this survey an opportunity for you to indicate your interest in (a) being part of an interview to share your thoughts more fully, and (b) having your availability and contact information forwarded to school districts currently hiring.

The questions that guide this research study are designed to better understand the push and pull factors that draw educators of color into the field, and the barriers to being successfully hired and retained in Oregon's public school classrooms. We want to know more about your experiences during your preparation program, during the interview and hiring phase, as well as the school and district culture that could be improved to support successful teaching careers of more culturally and linguistically diverse educators. Accordingly, we are conducting both a survey to canvass the experiences of licensed teachers who are not currently working in public education, as well as a follow-up set of interviews to explore some of these dynamics in greater depth.

The survey will take you approximately 30 minutes to complete. Please know that we will make use of your input in concrete ways to improve the experiences of teachers of color throughout the education, recruitment, and retention process. Please consider your time as a gift to the development of an improved situation that holds potential to help future generations of teachers of color.

Short Form

1. If you are a licensed educator in Oregon but never sought work as a teacher, please tell us why.
2. If you have been employed in an Oregon public school system, why did this end?
3. If you could improve three things to make public schools a better workplace for educators of color, what would they be?
4. While in higher education, preparing to become a teacher or student teacher, which, if any, of these challenges did you face? (Select all that apply)

- Others' belief and trust in your ability to teach
- Your own confidence in your ability to teach
- Encounters you experienced as racism that included putdowns, insults, and/or discrediting you
- Texts and resources that devalued your own racial or ethnic group
- Instructors who provided little individual encouragement or support
- Instructors who were ineffective in teaching culturally-responsive pedagogy
- Instructors who were ineffective in working on race-related classroom conflicts
- Administrators who were ineffective or unresponsive in addressing the learning climate
- School-related costs
- Entrance requirements (e.g. GPA, required tests – please specify which one/s)
- Rigor/number of licensure exams as a barrier
- Clarity of licensure process
- Coursework that prepares you to work with culturally diverse students (methods courses, other)
- Lack of test preparation support and resources
- High cost of licensure exam
- Instructors were ineffective in implementing culturally responsive teaching practices within the course/do not model best practice
- Other (please specify) \_\_\_\_\_

5. Of the challenges you faced, how intense were they?

6. In what institutions were these challenges most difficult?

- Community College (Associate's Degree)
- Four year college (Undergraduate Degree)
- Graduate School (Master's Degree)

7. Which of these best describe your treatment while employed as a teacher?

	Describes very well	Describes slightly	Does not describe at all
In comparison to your white colleagues, you received more scrutiny by administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In comparison to your white colleagues, you were held more accountable to standards and teaching plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You were told by administrators to focus on higher performing students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your cultural background was affirmed as a school-wide asset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your cultural background was affirmed as a teaching asset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White students and their parents were overly critical of your teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You were expected to only be effective with students of color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Would you like to end the survey now, or proceed with the rest of the questions?

- Proceed to the next question
- I'm finished, take me to the end

LONG FORM... adds these questions

9. What higher education institutions did you attend for:

- Pre-exam education gaining community college or bachelor's degree?
- Your primary license?
- Your initial teaching license?
- Your master's degree (if you have one?)
- If you have a master's degree, how long after your teacher licensure was it earned?

10. What higher education institutions did you attend for:

- Pre-exam education gaining community college or bachelor's degree?
- Your primary license?
- Your initial teaching license?
- Your master's degree (if you have one?)
- If you have a master's degree, how long after your teacher licensure was it earned?

11. Selecting the Teaching Profession: These questions ask you to recall your early years when you were deciding to become a teacher. Please tell us about the push and pull factors you experienced when thinking about the profession.

Q9 Did you grow up thinking that teaching would be a good profession?

- Yes
- Sort of
- No

12. Provisional Question: Answer If "Did you grow up thinking that teaching would be a good profession? Yes" Is Selected

If yes, what encouraged you to feel this way? (select all that apply)

- You had a parent who was a teacher
- Your own teachers
- Encouragement from others (please share who this was) \_\_\_\_\_
- Good early experiences teaching others
- Prestige
- Steady employment with benefits
- Financial aid, fellowships, scholarships, forgivable loans
- Giving back to my community
- A way to advance social justice
- Other (Please specify) \_\_\_\_\_

13. What, if anything, deterred you from becoming a teacher? (select all that apply)

- Wages
- Low prestige
- Better opportunities became available
- Costs to become a teacher (e.g. undergraduate/ graduate schooling, credentialing program, licensure, etc.)
- Job security
- Ability to be hired where you wanted to live
- Personal/Family obligations
- Other (please specify) \_\_\_\_\_



14. Experience in the teacher preparation pipeline: These questions ask you to recall your experience in preparing to become a teacher. Please tell us about the preparation pipeline you took.

15. While in higher education, preparing to become a teacher or student teacher, which, if any, of these challenges did you face? (Select all that apply)

- Others' belief and trust in your ability to teach
- Your own confidence in your ability to teach
- Encounters you experienced as racism that included putdowns, insults, and/or discrediting you
- Texts and resources that devalued your own racial or ethnic group
- Instructors who provided little individual encouragement or support
- Instructors who were ineffective in teaching culturally-responsive pedagogy
- Instructors who were ineffective in working on race-related classroom conflicts
- Administrators who were ineffective or unresponsive in addressing the learning climate
- School-related costs
- Entrance requirements (e.g. GPA, required tests – please specify which one/s)
- Rigor/number of licensure exams as a barrier
- Clarity of licensure process
- Coursework that prepares you to work with culturally diverse students (methods courses, other)
- Lack of test preparation support and resources
- High cost of licensure exam
- Instructors were ineffective in implementing culturally responsive teaching practices within the course/do not model best practice
- Other (please specify) \_\_\_\_\_

16. Of the challenges you faced, how intense were they?

17. In what institutions were these challenges most difficult?

- Community College (Associate's Degree)
- Four year college (Undergraduate Degree)
- Graduate School (Master's Degree)

18. Did these barriers deter or delay you from seeking your teacher's license?

- Yes
- No

19. What, if any, changes could be made in the licensing process to increase the number of people of color pursuing teaching careers?

20. Experiences seeking employment. These questions ask you to recall your experience in seeking employment.

21. What resources were available to you when seeking employment? (Select all that apply)

- Informal network of helpful colleagues
- Connection with an experienced educator of color
- University advisors
- District recruiters
- Formal mentoring
- District recruitment teams
- Cooperative teams
- Informational interviews or presentations
- Job fairs
- Web-based information about hiring opportunities
- Other (please specify) \_\_\_\_\_

22. What, if any, additional resources would you like available for teachers of color who are searching for a job?

23. Teaching Experiences as an Educator of Color. These questions ask you to recall your teaching experiences as an educator of color. Please select all that apply to your experience in the public school system.

24. Which of these best describe your school placement experience? (select all that apply)

- Placed in a high-poverty, low-resourced school
- Moved between schools by choice
- Moved between schools not by choice
- Assigned to teach classes/courses for which I was not prepared
- Assigned to place where teaching teams and mentors were available
- Balanced teaching load my first year with minimal number of preps
- Assigned to teach an ELL and/or Special Education class without consulting your first
- Assigned to teach classes that no other teachers wanted to teach
- Other (please specify) \_\_\_\_\_

25. Which of these best describe your treatment while employed as a teacher?

	Describes very well	Describes slightly	Does not describe at all
In comparison to your white colleagues, you received more scrutiny by administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In comparison to your white colleagues, you were held more accountable to standards and teaching plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You were told by administrators to focus on higher performing students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your cultural background was affirmed as a school-wide asset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your cultural background was affirmed as a teaching asset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White students and their parents were overly critical of your teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You were expected to only be effective with students of color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Below are several roles of unions that can affect a teacher's employment experience. Please identify the degree to which these practices were helpful or harmful to you.

	Helped me a lot	A little helpful	Neither helpful nor harmful	Harmed me a bit	Harmed me a lot
Seniority-based retention policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support to help through the probationary period	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in keeping your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance with conflict with administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. In this section we look at how students affected your teaching experience. What was your experience of the respect you were shown by students, because of your race?

- Frequent disrespect
- Occasional disrespect
- Neither disrespect nor respect
- Respect by all students

28. What other types of student behavior negatively affected your teaching experience?

29. Which of the following school climate descriptors did you encounter? (Select all that apply)

- Welcoming environment
- Fair treatment by front office and support staff
- Poor treatment by front office and support staff
- Opportunity for salary growth
- Useful professional development
- Availability of classroom resources
- Large class size
- Support for working with students
- Cooperative co-teachers during first teaching experience
- Emphasis on test score improvements
- An ability to influence decisions about the school itself
- An ability to alter administrators' limits of your teaching practices
- Instructional autonomy
- Positive relationships with and respect from school administrators
- General feeling of powerlessness
- You were tolerated and tokenized, instead of valued
- You were patronized
- Conflict with administrators over your parent engagement practices
- Conflict with administrators over the parent engagement standards that you wanted to go beyond
- Negative attitudes by administrators towards students of color
- Negative attitudes by other teachers to students of color
- Respect for who you are
- Feeling perpetually an outsider
- Scrutiny by management of teaching practices
- Limited flexibility to integrate creative student activities
- Unwillingness of mentors, administrators or department chairs to support culturally-responsive teaching materials or pedagogy
- Efforts of equity staff to improve the school climate and working conditions

30. Details of the school’s welcoming environment. Reflecting on your experience as an educator, please identify the overall degree to which these statements characterize your time as a teacher

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
My school’s culture reflected my personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The climate for students of color was affirming and respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I experienced racial affirmation and respect when employed as a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31 If you had been employed in an Oregon public school system, why did this end?

32 If you could improve three things to make public schools a better workplace for educators of color, what would they be?

**Demographics**

We want to be able to identify patterns that might exist in various subcategories such as specific racial identities, gender, income and regions of the state, and thus ask you to tell us more about your demographic information.

- What is your gender?
  - Male, Female, Transgender, Other, Decline to Answer
- With what race or ethnicity do you identify? [these are the identifiers in HB 2134]
  - American Indian
  - Alaska Native
  - Canadian Inuit, Metis or First Nation
  - Indigenous Mexican, Central American or South American
  - Hispanic or Latino Mexican
  - Hispanic or Latino Central American
  - Hispanic or Latino South American
  - Other Hispanic or Latino
  - Chinese
  - Vietnamese
  - Korean
  - Hmong
  - Laotian
  - Filipino/a
  - Japanese
  - South Asian
  - Asian Indian
  - Other Asian
  - Native Hawaiian
  - Guamanian or Chamorro
  - Samoan
  - Other Pacific Islander
  - African American
  - African
  - Caribbean
  - Other Black
  - Western European
  - Eastern European
  - Slavic
  - Middle Eastern
  - Northern African
  - Other White
  - Other
  - Unknown
  - Decline to Answer

- In what city/town do you live?
- What school district is this in?
- What is your personal annual income?
  - Under 10K, 10-20K, 20-30K, 30-40K, 40-50K, 50-70K, 70-100K, over 100K

**Current employment preferences**

- Are you actively considering seeking employment as a teacher?
- Would you like your name to be forwarded to school districts with openings?
  - Please provide your name, telephone and/or email address
  - Please tell us about your job preferences

All of your survey responses will remain confidential and will not be shared with any schools. You may ask that we no longer share your information at any time by emailing [OEIBsurvey@pdx.edu](mailto:OEIBsurvey@pdx.edu).

**Willingness to follow up with interview?**

We are looking for a set of teachers who were employed as a teacher but who are no longer working as a teacher. We want to conduct a follow-up interview by telephone (approximately 20 minutes) with about 20 former teachers to help expand our insights. Please leave your contact information here if you are willing to do this:

Name \_\_\_\_\_

Email \_\_\_\_\_

Telephone \_\_\_\_\_

Address \_\_\_\_\_

(Your contact information will remain confidential.)

**Final Study Report**

Would you like us to email you the findings from this research study? If so, please provide your email address below. Your information will remain confidential.

## Appendix B: Telephone Interview Questions

These questions form the basis of follow-up interviews after participants complete the survey.

### Early interest in becoming a teacher

1. What would be helpful for students thinking of becoming teachers?
2. What changes would you recommend be made in order to increase the number of people of color pursuing teaching careers?

### Being in the educational pipeline

3. Please share your experiences of the types of affirmation or disaffirmation you experienced as an emerging educator of color. What helped, or what could have helped, you have a better experience in your own education?

### Getting employed as a teacher

4. What was the interview process like? Share with us an example from an interview experience you liked a lot, and one that was negative.
5. What forms of racial bias were you aware of in the interview process?

### Improving retention for teachers

6. If you were employed as a teacher, tell us more about the factors that led to your decision to leave. What types of push and pull factors existed?
7. Please tell us about the types of racial affirmation and respect you experienced as a teacher, and times when such affirmation and respect were missing.
8. The different experiences of teachers of color by administrators (compared with white teachers) is discussed in the literature. Were you aware of differential expectations of white teachers and teachers of color? [if need prompts, offer concepts such as being called to account for my teaching, being observed by administrators, and being told to limit efforts to support students and families of color]

### Addressing racial disparities in education

9. As you likely know, racial disparities exist throughout the education system. What advice do you have for educators and policy makers for addressing these? What are priorities for action?

## Appendix C: References and Endnotes

- Nulty, D. (2008). The adequacy of response rates to online and paper surveys: What can be done? *Assessment and Evaluation in Higher Education*, 33(3), 301-314.
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<sup>1</sup> Page 9 from Oregon Department of Education (2014). *Statewide report card: An annual report to the legislature on Oregon public schools 2013-2014*. Downloaded from <http://www.ode.state.or.us/data/annreportcard/rptcard2014.pdf>.