

Addressing the Shortage of Bilingual Teachers in Oregon



EL Alliance Conference
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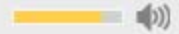
FEBRUARY 10, 2015

In Delaware, looking for language teachers who 'don't really exist'



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Listen 0:00 /



<http://www.newsworks.org/index.php/local/delaware/77927-in-delaware-looking-for-language-teachers-who-dont-really-exist>

Outline



- ❧ Bilingual Teacher Survey
 - ❧ Purpose
 - ❧ Results
 - ❧ Your District's Experience
- ❧ State Initiatives to Increase Bilingual Teacher Supply
- ❧ Teacher Certification Challenges and TSPC's Response
- ❧ Presentations to State Board of Education – Dec. 2014
 - ❧ Bilingual Teacher Survey Results (ODE)
 - ❧ Disaggregated testing results of applicants for Oregon teaching licenses (TSPC)
- ❧ Strategizing about Next Steps

Purpose of the Survey



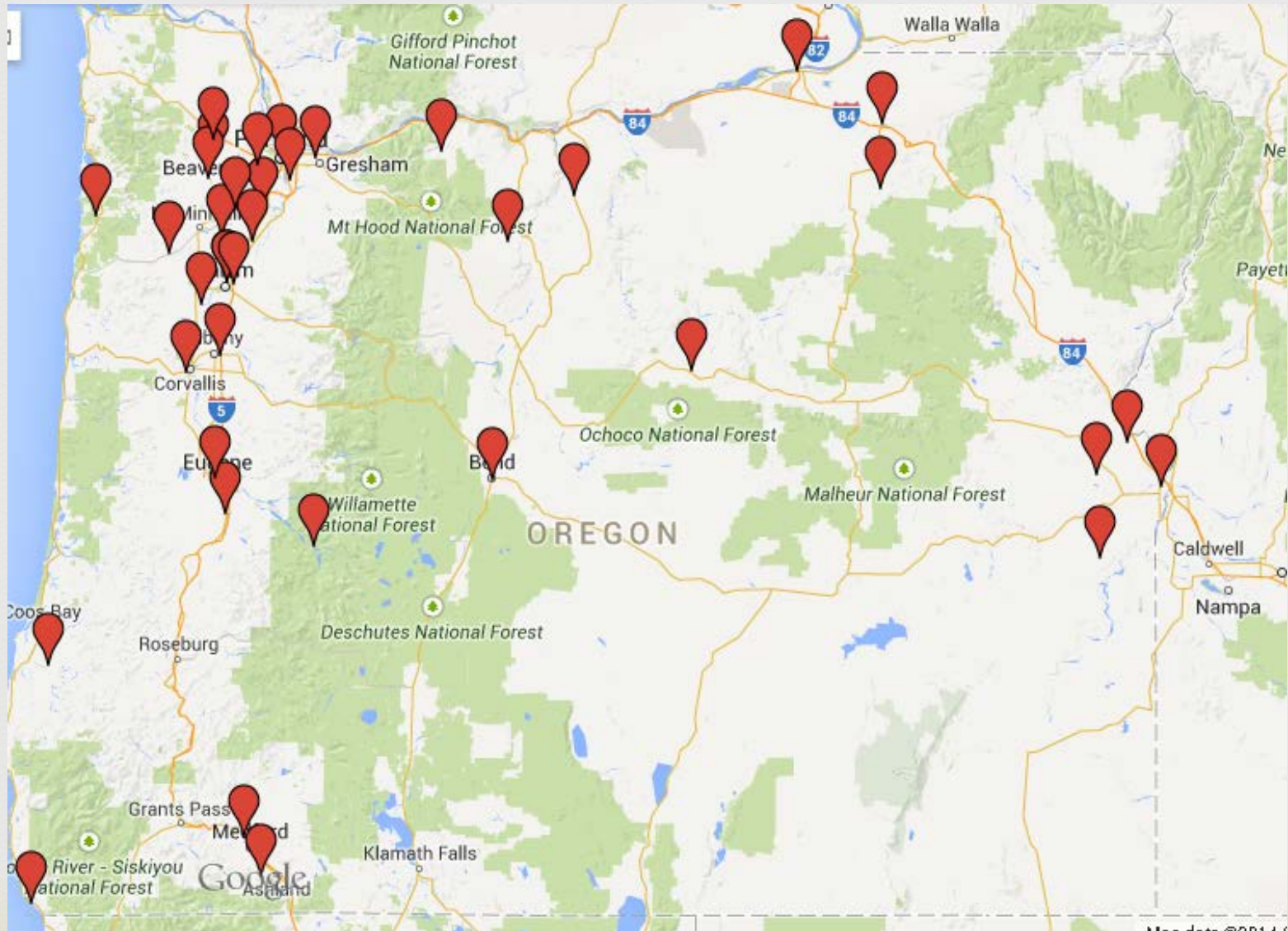
- ❧ Several districts contacted ODE to request assistance with filling bilingual teaching vacancies. Many expressed difficulty finding, hiring and retaining qualified candidates.
- ❧ Oregon's Dual Language grant program schools are concerned that they will be unable to staff their programs with qualified bilingual teachers.
- ❧ One common concern - testing requirements for teacher licensure are particularly challenging for bilingual teacher candidates whose primary language is not English.
- ❧ ODE conducted the survey to better understand bilingual teacher demand, hiring and retention challenges in Oregon.
- ❧ Survey opened on Nov. 4, 2014 and closed on Dec. 1, 2014.

Survey Respondents

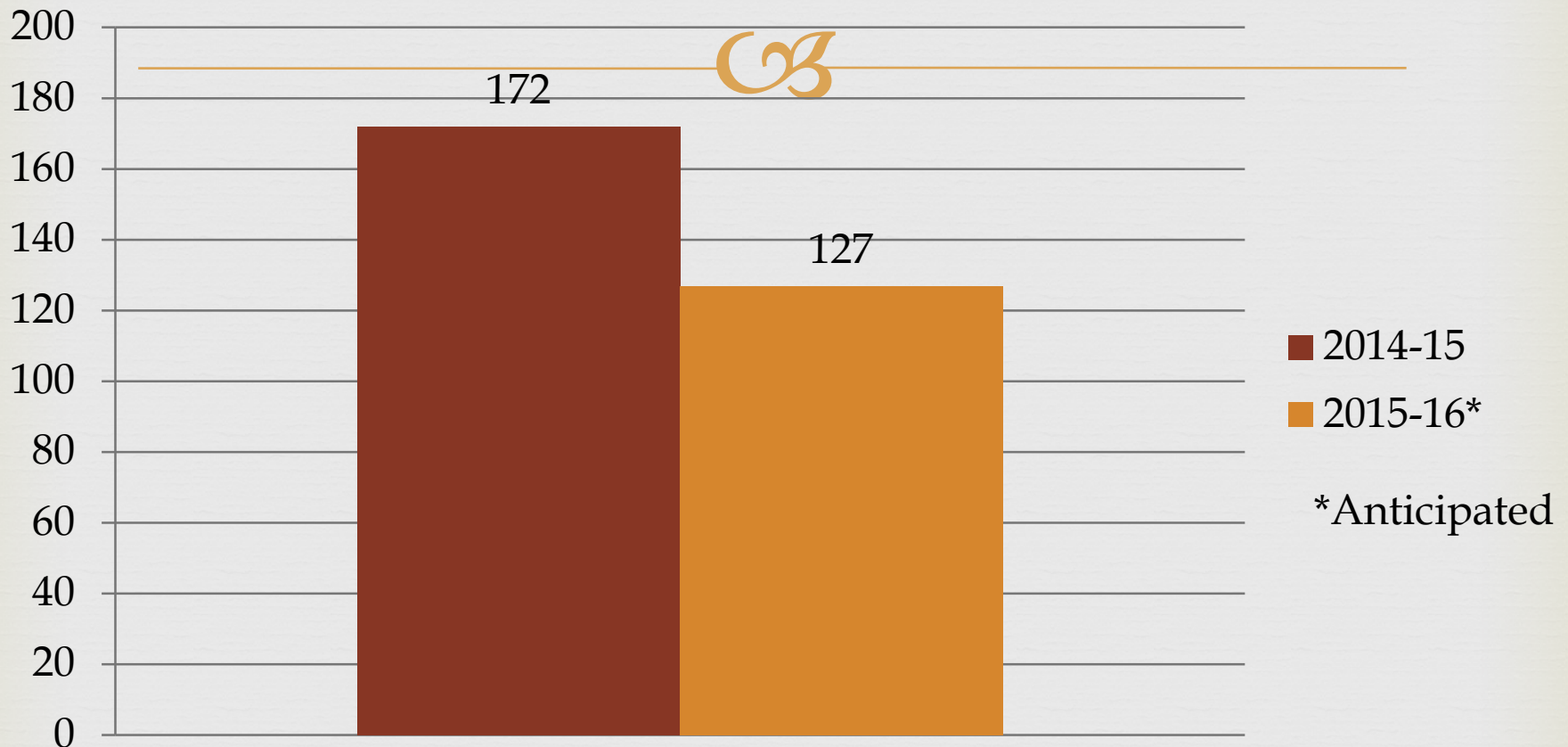


- ❧ Completed responses = 44
- ❧ # Districts (including 3 state schools) = 38
 - ❧ Includes 6 of 10 districts with highest numbers of ELs
 - ❧ Survey districts represent 75% (over 26,000) of ELs enrolled in these 10 districts
- ❧ Total Current ELs in Oregon (2013-14) = 57,376
 - ❧ Survey districts represent about 60% (over 33,000) of total Current ELs
- ❧ Survey districts are of different sizes, concentrations of ELs, and geographic regions
- ❧ Intended audience (majority of respondents):
Districts with bilingual programs for ELs; other districts/state schools completed survey

Map of Districts Completing Survey

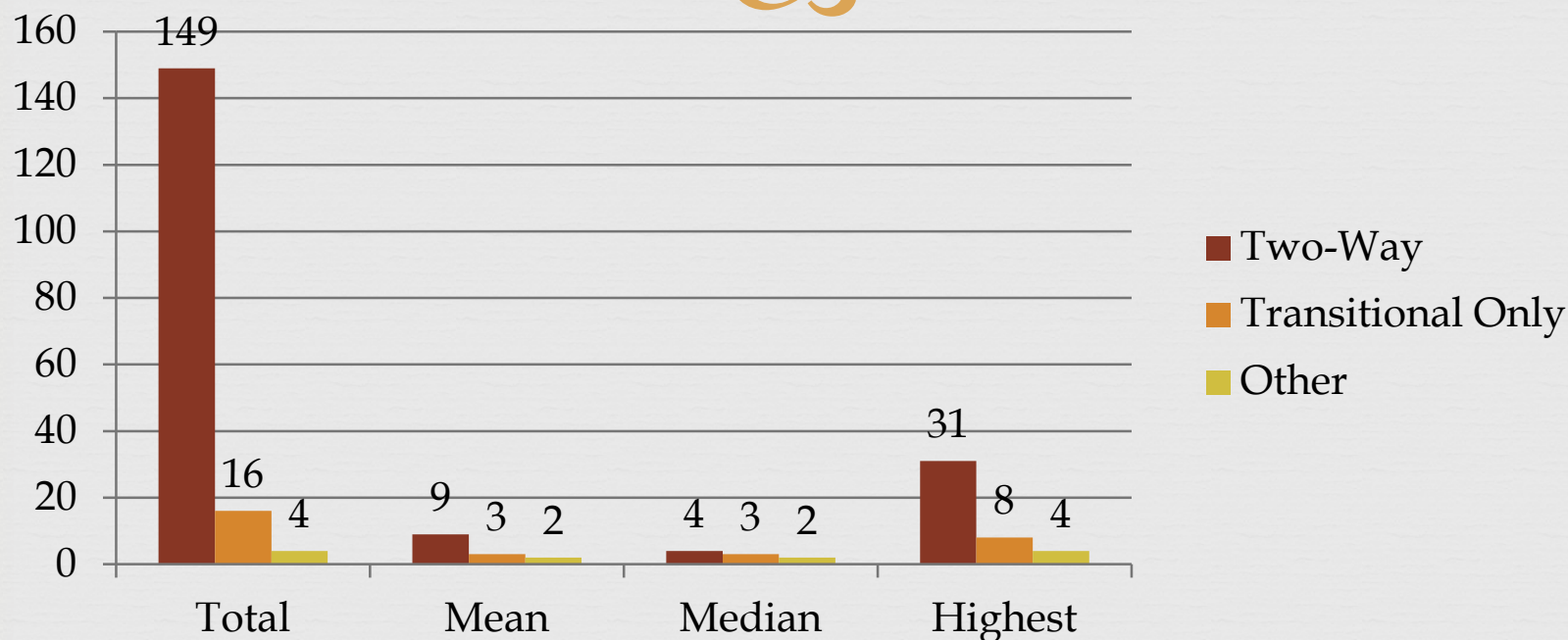


Bilingual Teacher Openings



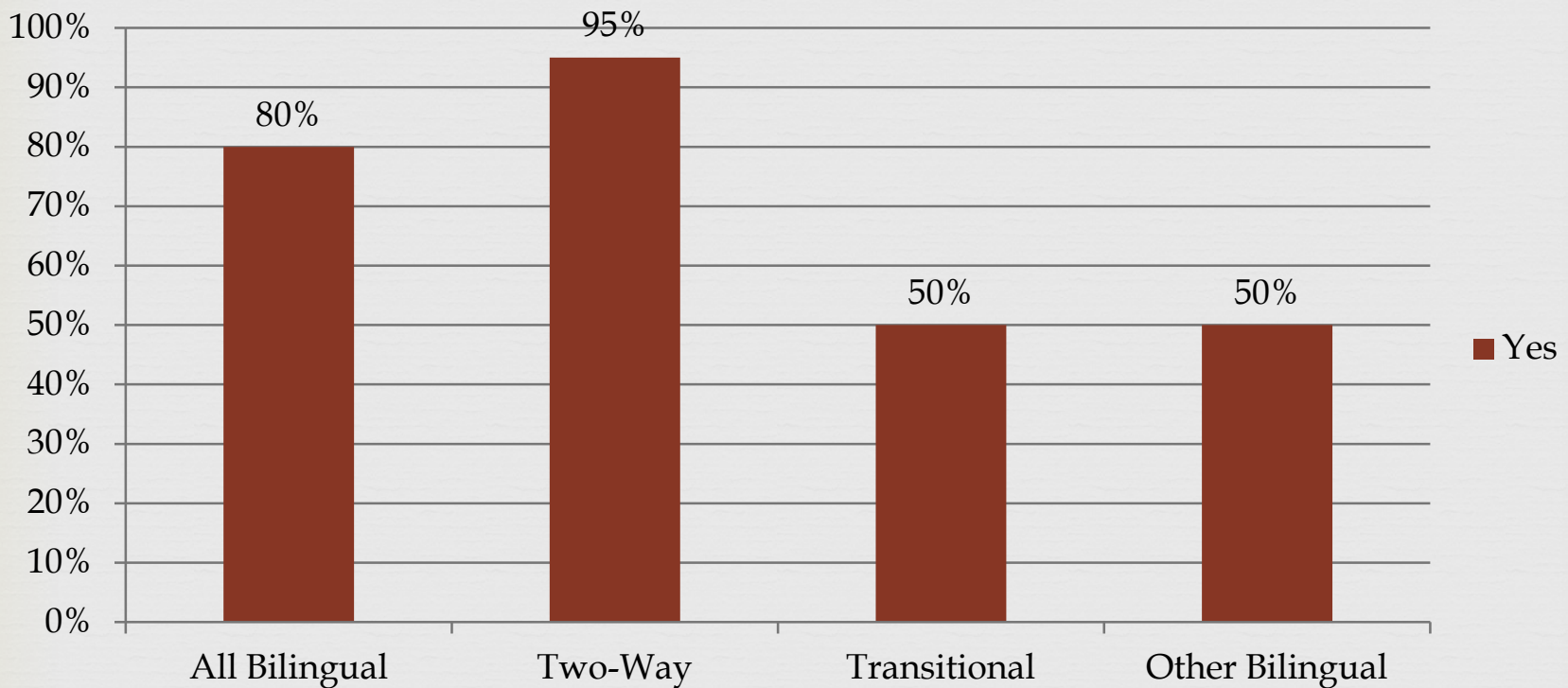
- Combined openings across all districts.
- 75% of the openings in 2014-15 were at the elementary level.

Bilingual Teacher Openings (2013-14) Among Districts with Bilingual Programs



- Two-Way includes 17 Districts, some of which also have transitional bilingual programs.
- Transitional Only includes 6 Districts.
- Other includes 2 Districts: the School for the Deaf and One District with a World Language Immersion program.

Did you have difficulty filling your bilingual teaching positions in 2013-14?



| | All Bilingual | Two-Way | Transitional | Other Bilingual |
|--------|---------------|---------|--------------|-----------------|
| n-size | 25 | 17 | 6 | 2 |

Your District's Experience with Hiring Bilingual Teachers



1. In which district do you work?
2. Does your district offer any bilingual programs?
3. Has your district encountered any challenges to hiring bilingual teachers?

Identify and Rank the Top 5 Obstacles to Hiring Bilingual Teachers in Your District



The candidate or candidates:

1. Were unwilling/unable to relocate to Oregon.
2. Were unwilling/unable to relocate to your area/region.
3. Were part of the international visiting teachers program and after beginning to hire them the process proved too cumbersome.
4. Accepted a teaching position elsewhere in Oregon.
5. Accepted a teaching position in another state.
6. Were not proficient enough in English.
7. Were not proficient enough in the desired 2nd language.
8. Lacked the content knowledge to effectively teach intended course/class.
9. Lacked pedagogical expertise to effectively teach intended course/class.
10. Were unable to complete required teacher education coursework.
11. Lacked the proper teaching license.
12. Were unable to pass a required assessment for Oregon teaching license.
13. Other.

Potential Issues Affecting Ability to Hire Bilingual Teachers: For Districts with Bilingual Programs

(n = 25)



The candidate or candidates:

1. Were unwilling/unable to relocate to Oregon.
2. Were unwilling/unable to relocate to your area/region.
3. Were part of the international visiting teachers program and after beginning to hire them the process proved too cumbersome.
4. Accepted a teaching position elsewhere in Oregon. **52%**
5. Accepted a teaching position in another state.
6. Were not proficient enough in English.
7. Were not proficient enough in the desired 2nd language. **44%**
8. Lacked the content knowledge to effectively teach intended course/class.
9. Lacked pedagogical expertise to effectively teach intended course/class.
10. Were unable to complete required teacher education coursework.
11. Lacked the proper teaching license.
12. Were unable to pass a required assessment for Oregon teaching license. **32%**
13. Other. Lack of (qualified) applicants. **32%**

Major Issues

Major Issues Affecting Ability to Hire Bilingual Teachers: For Districts with Two-Way Programs

(n = 17)



- ☞ Accepted a teaching position elsewhere in Oregon. **53%**
- ☞ Not proficient enough in the desired 2nd language. **53%**
- ☞ Unable to pass a required assessment for Oregon teaching license. **29%**
- ☞ Other. Lack of qualified applicants. **24%**

Survey Comments on Limited Applicant Pool of Qualified Bilingual Teachers



- ❧ We need a larger pool.
- ❧ Not enough highly qualified teacher candidates coming from the university programs.
- ❧ Need our university programs to start producing teachers.
- ❧ THANK YOU for soliciting feedback and focusing on this issue. As bilingual programs (including ours) continue to grow in Oregon (a GOOD thing- so exciting!) this will become a bigger issue.
- ❧ I indicated that we didn't have bilingual openings this year, nor do we anticipate such for next year, but this does not mean that we don't have a need for bilingual teachers. We have a great need for bilingual teachers, but because it has been so difficult to hire bilingual teachers we have not been able to grow our program.

State Initiatives to Increase Bilingual Teacher Supply



- ❧ Minority Teacher Pipeline grants
- ❧ International Visiting Teacher Program
- ❧ Bilingual Teacher Pathway Program at PSU
(Oregon's Highly Qualified Teacher Plan of 2007
references supplemental funding for this.)

Bilingual Teacher Certification Challenges and TSPC's Response



- ❧ Assessment requirements tied to Highly Qualified Teacher status and teacher certification
- ❧ ESOL/Bilingual endorsement doesn't distinguish between ESOL and Bilingual expertise - this is left to the district's to determine
- ❧ Dual Language specialization - new option that TSPC approved with additional requirements aimed at ensuring sufficient bilingual and cross cultural expertise
- ❧ New restrictions on Visiting Teachers license - teachers must demonstrate they have a license to teach in specific subject and grade level for which they are hired
- ❧ TSPC claims that ORELA tests do not discriminate against teacher candidates for whom English is a second language.
- ❧ No alternative routes to (non-provisional) certification by which highly proficient, highly qualified bilingual teacher candidates can demonstrate their teaching qualifications.

Questions to Consider



- ❧ How do we address the (critical?) shortage of highly qualified bilingual teachers in Oregon?
- ❧ Are there alternative pathways to certification that we should consider, at least for a pilot phase that could be evaluated after three-five years?
- ❧ Is passing a standardized test in English an indispensable measure of teachers' content knowledge for Oregon? Should this be the case for native speakers of other languages?
- ❧ What can we learn from other states with large numbers of dual language programs and/or from states that now offer biliteracy seals about how they are meeting the increased need for highly literate bilingual teachers?

Presentations to the State Board of Education – Dec. 2014



- ❧ ODE presented the Bilingual Teacher Survey Results
- ❧ State Board of Education indicated an interest in pursuing the topic in more depth
- ❧ Several months prior, ODE requested
 - ❧ that TSPC provide a presentation on the test results of applicants for an Oregon teacher's license, **disaggregated by applicants' language background**
 - ❧ the test data from TSPC to conduct their own analyses
- ❧ TSPC presented their analyses of test data, **disaggregated by gender and race/ethnicity** and asserted that their analyses demonstrate that:
 - ❧ ORELA tests are fair for all applicants.
 - ❧ ORELA results are accurate for all applicants.
 - ❧ Although some groups have lower passing rates than others, this is a reflection of lack of preparation and knowledge, but not test bias.

Strategizing Next Steps



- ✧ Continued communication with State Board of Education.
- ✧ Continued requests for test data from TSPC and requests for assistance in identifying alternative paths to certification for highly qualified bilingual candidates.
- ✧ Closer connection with (OEIB) Higher Education Advisory Committee
- ✧ Others???

Questions, Concerns or Ideas for Next Steps? Please Contact:



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