



Project FIRST

Factors Impacting Retention and
Sustainability for Teachers

A Project by Western Oregon University sponsored
by the Oregon Department of Education



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Background



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Audience



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Background

We know that:

Students of color benefit from having teachers who reflect their demographic backgrounds, and white students also benefit from having ethnoracially and linguistically diverse teachers.

(Chief Education Office, 2018)



However...

There persists a gap in representation of licensed teachers who identify as ethnoracially and linguistically diverse in Oregon and across the country.

Background



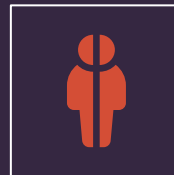
Representation

White teachers continue to be systematically overrepresented in every level and area of education.
(Johnson, 2018)



Gaps

The gap between the percentage of Latina/o/e teachers and students is larger than for any other racial or ethnic group.
(Carver-Thomas, 2018)



Turnover

There are high turnover rates among early career teachers of color, with up to 50% of new teachers leaving the profession within five years.
(Achinstein, et al., 2010; Pizarro & Kohli, 2020)

Aims



Identify initiatives and actions that foster supportive environments and positively recruit, prepare, and retain educators of color.



Understand individual experiences with the structures and policies that may be creating detrimental impacts for ethnoracially and linguistically diverse educators.

Audience



Colleges & Universities
(Teacher Preparation
Programs)



Schools, Districts,
& ESDs



State Policy
Makers



Research Questions

What are the factors that influence retention and attrition in the field for teachers of color?



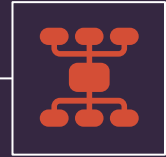
How does educator preparation influence retention for teachers of color?



How do educator experiences influence retention in the field for teachers of color?



How do external systems influence retention for teachers of color?



Methods



Focus Groups & Survey

To better understand the experiences, successes, and challenges of diverse teachers in Oregon.



Literature Review

To systematically identify factors impacting retention, attrition, and persistence of diverse teachers.

Focus Groups and Survey



Questions focused on experiences during teacher preparation programs and in the field. They also elicited recommendations.



Focus Group
Interview Protocol



Survey Protocol



Participant Demographics



27
Participants

Oregon Residents

23 Female; 5 Male

Multilingual and Latina/o/e

Diverse Racial Identities



Participant Groups



Pre-service

6 participants



1st Year

7 participants



2-3 Years

7 participants



4+ Years

7 participants



Literature Review

63 Studies (2014–2024)



Critical Analysis

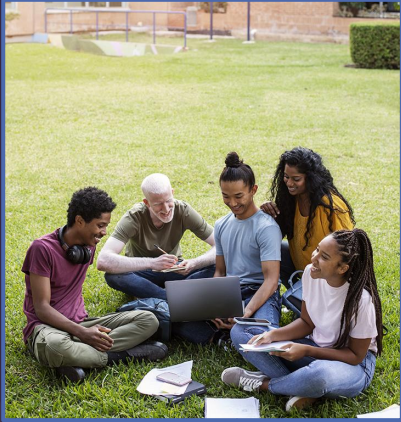
...of findings related to retention, attrition, and persistence for educators of color.

Recommendations

... of priorities and action items for target audiences to achieve transformational change.



Products



01



Webinar

Video lessons
outlining findings

02



Toolkit

Practical tools and
resources


03



Exec. Summary

Findings and
Recommendations

Chapter 1 Toolkit

Title and Link	Description
<p><u>2024 OREGON EDUCATOR EQUITY REPORT</u></p>	<p>In addition to reporting on educator preparation and workforce diversity, the report highlights evidence-based practices for recruiting, preparing, supporting, and advancing culturally and linguistically diverse educators and key recommendations for Oregon to achieve not just equality in the educator workforce, but provides a more ambitious goal of an equitable educator workforce with a shared understanding of the conditions impacting diverse educator recruitment, retention and career advancement.</p>
	
	
<p>2024 OREGON EDUCATOR EQUITY REPORT</p>	