



[Teacher helping students at their desk]. (2024). Freepik. <https://www.freepik.com>

# Seeing and Valuing Ethnoracially and Linguistically Diverse Teachers in Oregon

Interrupting Attrition to Support Retention and Persistence in the Educator Workforce

**Prepared by** Kristen L. Pratt in collaboration with Maria Dantas-Whitney, Jason Greenberg-Motamedi, Becca Merrill, Katrina Hovey, Monique Aquilar, and the Oregon Department of Education.

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024



[Teacher helping students at their desk]. (2024). Freepik. <https://www.freepik.com>

“Trying to envision ‘somewhere in advance of nowhere,’ as poet Jayne Cortez puts it, is an extremely difficult task, yet it is a matter of great urgency. Without new visions we don’t know what to build, only what to knock down.”

~ Robin D.G. Kelley (xii preface)

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

### Acknowledgements

With profound appreciation, the invaluable contributions of esteemed colleagues who helped bring this work to fruition are acknowledged here. Dr. Maria Dantas-Whitney and Ms. Monique Aguilar's expertise in developing the webpage, webinar, and toolkit has been instrumental in disseminating this collaborative research. Dr. Katrina Hovey's foundational work helped shape the literature review, strengthening its theoretical underpinnings. Special recognition also goes to Dr. Jason Greenburg-Motamedi and Dr. Becca Merrill from Education Northwest, whose expertise and partnership in developing and conducting focus group and survey protocols has proven invaluable. Their ongoing partnership in program evaluation and systematic improvement continues to enhance the collective GYO work in Oregon. The participant voice reflected in this research would not have been possible without the support of Dr. Mark Girod, Ms. Tiffany Smith, and Ms. Jenna Otto, whose commitment to ensuring appropriate compensation and recognition of participants' expertise and lived experiences exemplified the highest standards of ethical research practices. Sincere appreciation is also extended to the Oregon Department of Education for this opportunity to contribute to educational systems improvement in Oregon. Finally, deep appreciation and gratitude is expressed to the twenty-seven educators who participated in the focus group interviews and surveys that informed this work. Their insights, dedication, and unwavering commitment to education have been truly inspiring. Their voices have been heard, and their contributions will help shape the future of the profession. With humility and gratitude, thank you, to each of you for your partnership in this work.

### Funding

This work was funded by the Oregon Department of Education, the Higher Education Coordinating Commission, and the Meyer Memorial Trust Foundation.

### Audience

This resource is designed to support meaningful change in the conditions that shape the lived experiences of ethnoracially and linguistically diverse educators in Oregon. This resource supports change ideas for local education agencies, educator leaders, institutions of higher education, policy makers, and invested community partners.

### To Cite this Work

Please use the following:

Pratt, K.L., Dantas-Whitney, M., Greenberg-Motamedi, J., Merrill, B., Hovey, K.A., & Aguilar-Weaver, M. (2024). *Seeing and valuing ethnoracially and linguistically diverse teachers in Oregon: Interrupting attrition to support retention and persistence in the educator workforce*. Western Oregon University and the Oregon Department of Education, Office of Teaching, Learning, and Assessment.

# EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

## Executive Summary

The increasing proportion of new teachers in Oregon indicates a shifting demographic in Oregon's educator population. While Oregon appears to be making modest progress in diversifying its teaching workforce, challenges remain in the percentage of teachers who turnover each year, particularly ethnoracially and linguistically diverse educators, in the aftermath of the COVID-19 pandemic. Educators choosing to remain in the profession are impacted by a variety of factors, and ethnoracially and linguistically diverse educators experience specific intersectional discrimination, such as racial, linguistic, and gender discrimination; microaggressions; unfairly demanding workplace relationships; unequal workload and compensation; and inequitable pathways to leadership. These realities disproportionately negatively push ethnoracially and linguistically diverse educators out of the teacher workforce.

This report analyzes issues related to attrition, retention and persistence in the profession for ethnoracially and linguistically diverse educators in Oregon's K-12 education system. In this report, attrition is defined as the ways ethnoracially and linguistically diverse educators experience injustice, harassment, abuse, and friction in their educator preparation and in their teaching positions to better understand the multitude of forces driving ethnoracially and linguistically diverse educators- who have invested significant time, money, and energy into their teacher preparation programming- to turnover or to move or leave the profession. Retention is understood to mean the ability to keep teachers employed over time, reducing turnover rates.. Persistence looks at the sustained pursuit of long-term goals despite difficulties and setbacks, while resilience describes the capacity to emotionally regulate, recover, and adapt when facing significant stress.

The study combined a critical analysis of empirical research from the past decade looking at educator retention, attrition, and persistence across the United States. We add to this current data from focus group interviews and a survey of 27 ethnoracially and linguistically diverse educators, which focused on understanding their lived experiences working in Oregon schools. The findings of this study informed the formulation of four central priorities for Oregon's local education agencies, institutions of higher education, and policy makers, which are further articulated into action item considerations. These action items address "this state's commitment to equality for the diverse peoples... [wherein] the percentage of diverse educators employed by a school district, or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district" (Educators Equity Act, line 9). The Educator Equity Act describes Oregon's commitment to address academic disparities as we move towards bilingual instruction throughout Oregon becoming the norm. As this study seeks to describe the systemic, structural, and institutional forces that shape educator retention, which in turn shapes student experiences in K-12 education, it critically examines these forces within education. Further, we encourage invested partners to do the same as they

## **EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024**

reconsider their approaches to foster environments conducive for thriving educators and effective student learning conditions. The study considers the necessary actions for transformational change in Oregon's education landscape and provides tangible ideas to realize those changes. Further, the report challenges invested parties to work collaboratively towards a more socially just and equitable environment for ethnoracially and linguistically diverse educators.

This study asks the following questions: (1) What are the factors that influence retention and attrition in the field for ethnoracially and linguistically diverse teachers?; (2) How does educator preparation influence retention for ethnoracially and linguistically diverse teachers?; (3) How do educator experiences influence retention in the field for ethnoracially and linguistically diverse teachers?; and (4) How do external systems influence retention for ethnoracially and linguistically diverse teachers?

The findings from this investigation reveal a complex interplay of professional support systems and systemic, structural, and institutional challenges, which converge to create a harsh landscape for ethnoracially and linguistically diverse teachers. The literature on attrition reveals several pronounced themes explaining why ethnoracially and linguistically diverse teacher leave including demographic isolation and monoglossic assimilation; disproportionate and gendered teaching assignments in challenging settings; negative rippling impacts of systemic and structural racism and linguisticism on candidate economics during licensure; and a lack of agency, equity, and transparency in evaluation and promotion (Bastian & Drake, 2023; Drake et al., 2019). The literature reinforces several trends across empirical studies that investigated successes in teacher retention, such as positive induction experiences in high-quality and high-support sites and the profound influences of place, community, and cultural alignment (Brantlinger & Grant, 2022; Unda et al., 2022). This literature identifies how persistence and resilience manifest through four primary dimensions: friendships, kinships, and growth-oriented relationships; value alignment among teacher leaders, educators, and community; mentorship serving as mirrors, doors, and windows; and equitable opportunities for autonomy and advancement with a caution to focus on systemic change. Therefore, this review centers collective resilience and community strength as they relate to teacher retention. Further, the report's findings emphasize institutional accountability and systemic change, focusing on removing barriers that cause inequity and injustice rather than the historic and problematic trope of requiring ethnoracially and linguistically diverse educators to overcome them.

The findings from the focus group interviews and survey contribute to an Oregon-specific understanding of literature review themes, exploring impact factors for attrition, retention, and persistence that are grounded in the lived experiences of educators in Oregon. Findings from ethnoracially and linguistically diverse Oregon educators suggest that successful teacher retention requires robust professional support networks and systematic attention to contextual and environmental conditions and cultural inclusivity. These findings inform the priorities



## **EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024**

described in this report for addressing attrition and supporting retention and persistence in the profession. The findings support the imperative to disrupt inequitable systems and work towards an educational space that rejects historic logics in favor of authentic partnerships, reciprocal collaboration, and relational trust. The transformational change recommended in this report is feasible, reasonable, and imperative for our systems and educational spaces to become desirable for ethnoracially and linguistically diverse educators.

Based on the extant literature on teacher attrition, the focus group interviews, and the survey findings, four priorities emerged:

**Priority 1: Authentic and responsive engagement across strategic partnerships.**

**Priority 2: Build transformative educators grounded in community partnerships.**

**Priority 3: Develop a system for state-wide mentoring frameworks.**

**Priority 4: Develop accessible and sustainable pathways towards licensure.**

Each priority is aligned with strategic goals and accompanying action items. These suggestions were formulated to outline the transformative practices necessary for Oregon's Local Education Agencies (LEAs), Institutions of Higher Education (IHEs), and policy makers to collaboratively operationalize Oregon's equity goals.

**EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024**

**Table of Contents**

INTRODUCTION ..... 8

RESEARCH METHODS SUMMARY ..... 8

*SPIDER FRAMEWORK*..... 8

    RESEARCH QUESTIONS..... 9

    LITERATURE REVIEW ..... 9

    PARTICIPANTS ..... 11

    DATA COLLECTION ..... 12

A CONTEXTUALIZED LOOK AT ATTRITION, RETENTION, AND PERSISTENCE..... 13

    NUMBER OF ETHNORACIALLY AND LINGUISTICALLY DIVERSE EDUCATORS..... 13

    RETENTION RATES ..... 15

    OREGON SPECIFIC CONTEXT ..... 16

    ATTRITION ..... 19

    RETENTION..... 21

    PERSISTENCE AND RESILIENCE..... 23

LISTENING TO ETHNORACIALLY AND LINGUISTICALLY DIVERSE EDUCATOR EXPERIENCES ..... 27

    RECRUITMENT ..... 27

    PREPARATION..... 30

    RETENTION..... 31

PRIORITIES FOR OREGON’S TEACHER WORKFORCE SUSTAINABILITY ..... 33

    PRIORITY AREA 1 AUTHENTIC AND RESPONSIVE ENGAGEMENT ACROSS STRATEGIC PARTNERSHIPS ..... 34

    PRIORITY AREA 2 BUILD TRANSFORMATIVE EDUCATORS GROUNDED IN COMMUNITY PARTNERSHIPS ..... 37

    PRIORITY AREA 3 DEVELOP A SYSTEM FOR STATE-WIDE MENTORING FRAMEWORKS..... 40

    PRIORITY AREA 4 DEVELOP ACCESSIBLE AND SUSTAINABLE PATHWAYS TOWARDS LICENSURE ..... 43

SUMMARY ..... 46

REFERENCES ..... 52

# EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

## Introduction

We strive for an educational system, PK-20+, where all educators are seen, valued, honored, and strengthened within anti-racist systems, policies, practices across institutional norms. An educational system where all educators are able to affordably learn from the highest quality educator preparation programs, grow in a thriving building with supportive mentorship, and teach within collaborative communities that uphold culturally sustaining frames of mind as they insist upon wholeness, wellness, and fullness of being for all. Academic disparities are addressed best when students receive high quality instruction by educators that mirror their racial, ethnic, and linguistic diversity (Carver-Thomas, 2018; Chief Education Office, 2018; Villas & Irvine, 2010). With the growing ethnoracial and linguistic diversity of Oregon students, recruiting, preparing and retaining ethnoracially and linguistically diverse educators is an ever more important concern as retention rates for educators in Oregon, specifically ethnoracially and linguistically diverse educators, are on the decline.

The Oregon Department of Education supports a variety of programs, such as “Grow Your Own” educator preparation programs to recruit diverse educators, however, retention continues to be an issue that requires specific attention and support. In order to address this challenge, the State needs to better understand why there persists a gap in representation and retention of licensed teachers who identify as ethnoracially and linguistically diverse in Oregon, including structures and policies specific to the State context that may be creating detrimental impacts. This research investigates the dynamics of teacher retention in Oregon. This study included a comprehensive literature review, focus group interviews, and a survey with educators who identify as Black, Indigenous, People of Color (BIPOC) with a focus on ethnoracially and linguistically diverse teachers in U.S. K-12 education contexts.

## Research Methods Summary

The systematic review aimed to comprehensively examine the retention, attrition, and persistence of ethnoracially and linguistically diverse educators in the U.S. K-12 education system. According to the Cochrane handbook (Chandler et al., 2019), a systematic review is an effort to identify, appraise, and synthesize all empirical evidence that meets pre-specified eligibility criteria to answer a specific research question. This process involves using explicit methods to minimize bias, thereby producing more reliable findings that can inform decision-making. The review must be thorough and minimize bias as much as possible, with a clear explanation of the search methodology.

### *SPIDER Framework*

The systematic review employed the SPIDER framework (Chandler, 2019) to structure its approach: Sample, Phenomenon of Interest, Design, Evaluation, and Research Type. Sample



## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

(S): The study focused on a specific group: BIPOC teachers working in K-12 education within the United States. This demographic was chosen to understand the unique challenges and experiences faced by ethn racially and linguistically diverse educators in the United States. Phenomenon of Interest (PI): The primary topics of interest were the factors influencing teacher retention, attrition, and persistence. The review aimed to uncover the reasons why ethn racially and linguistically diverse educators either remain in or leave the teaching profession, and what contributes to their ongoing commitment to their roles. Design (D): To gather qualitative data, the study utilized focus group interviews and surveys. These methods were chosen to capture in-depth insights and personal experiences from the teachers, providing a rich understanding of the factors at play. Evaluation (E): The outcomes of the study were centered on identifying the impact factors that influence retention, attrition, and persistence among ethn racially and linguistically diverse educators. By evaluating these factors, the study aimed to provide actionable insights that could help improve teacher retention rates and support ethn racially and linguistically diverse educators in their professional journeys. Research Type (R): The review included only qualitative studies, specifically empirical studies exploring studies of phenomenon. These were selected to deeply explore the lived experiences of ethn racially and linguistically diverse educators and to provide detailed recommendations based on the broader trends and issues emergent in the literature. These emergent trends and issues were then triangulated with focus group, interview, and survey data. This structured approach ensured a comprehensive and detailed examination of the mechanisms that drive the retention, attrition, and persistence of ethn racially and linguistically diverse educators in the U.S. K-12 education system. The additional qualitative data allowed us to identify these mechanisms as well as address the how and why to provide valuable insights for policymakers and educators.

### Research Questions

The study sought to provide both empirical and conceptual insights while maintaining a focused scope to answer the following research questions: (1) What are the factors that influence retention and attrition in the field for ethn racially and linguistically diverse teachers? What mechanisms drive these factors? (2) How does educator preparation influence retention for ethn racially and linguistically diverse teachers?; (3) How do educator experiences influence retention in the field for ethn racially and linguistically diverse teachers?; and (4) How do external systems influence retention for ethn racially and linguistically diverse teachers?

### Literature Review

The literature review began with an initial Google scholar search of *teacher retention*, yielding 17,900 results. To narrow down the scope, the search was refined to include only peer-reviewed articles, reducing the results to 3,360. These studies were then sorted by relevance with dates that spanned from 2014 to 2024. The data range was selected to capture recent findings while also acknowledging already understood relevant principles relative to teacher retention. Beginning in

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

2013 there was a systematic implementation of teacher evaluation reforms advanced by Race to the Top initiatives and the significant impact of the retirement of Baby Boomer educators initiated increased scholarly attention on teacher retention and the relationship of retention to attrition. This period marked a paradigmatic shift in educational research, as scholars began to problematize the relationship between emerging accountability evaluation frameworks and educator attrition patterns and as such, teacher retention became a central focus of academic discourse with research beginning to be published in early 2014.

The discrete terms included U.S.-based studies, K-12 teachers, and empirical and conceptual articles that explored the retention, attrition, and persistence of BIPOC educators. The focus of this review was purposed to include public schools, most commonly affording access to all students without need for exception, voucher, or conditions and therefor, exclusion criteria included digital commons, bulletins, and religious, Montessori, and charter school programs, dissertations, working papers, and studies that centered university contexts. This sorting based on dates and discrete terms, focused the scope of the search and resulted in 100 studies. However, these studies were often out of focus, not empirical, or not focused on retention, attrition, and persistence of BIPOC educators.

### *ERIC (EBSCOhost) Database*

Next, the literature search transitioned to ERIC (EBSCOhost) Database. Within this database, across iterations of the search, and to ensure comprehensive article collection, the search terms were expanded using the thesaurus feature of the database to include the terms teacher retention; teacher attrition; teachers of color, including specific racial and ethnic groups, Black/African American, Latina/o/e, Asian/Asian American, Native American, biracial; minority group teachers; divers\* teachers (the asterisk indicates to the search tool any iteration of the word); teaching experiences; teacher persistence; beginning teachers; self-efficacy; and teacher competences (as a way to also capture studies looking at persistence).

The initial search, using discrete terms *retention or attrition or turnover* and *teachers of color or minority teachers or diverse teachers*, from 2014-2024 in English yielded 164 peer-reviewed journal articles. The results were further refined by focusing on abstracts mentioning teachers of color, minority teachers, or diverse teachers, narrowing it down to 113 results. Additional filtering for retention, attrition, or turnover in the abstract reduced the count to 108. Exclusions of private, Christian, Montessori, and charter schools brought the number to 103. Further exclusions of literature reviews, meta-analyses, and systematic reviews resulted in 97 articles. Finally, focusing on titles mentioning teachers of color, minority teachers, or diverse teachers narrowed the results to 22. Filtering to title ensured that educators of color were the central focus of the manuscript.

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

### *SAGE Journals Database*

The search in the SAGE Journals database covered the fields of Social Sciences and Humanities from 2014 to 2024. Using terms retention, attrition, and turnover combined with teachers of color, minority teachers, and diverse teachers, the initial search yielded 216 results. Narrowing the search to education-related peer-reviewed research articles and a hand search for articles specifically addressing teachers of color, minority teachers, diverse teachers, or race in the title or abstract and not university faculty further refined the results to 27 additional articles.

This systematic and comprehensive approach ultimately yielded a total of 49 articles. The findings from these articles provide a foundation for summarizing known factors influencing teacher retention, attrition, and turnover among BIPOC (Black, Indigenous, and People of Color) educators in the U.S. K-12 education system. A summary of common themes from this literature review is presented below.

### **Participants**

This study focused on the experiences of ethnoracially and linguistically diverse educators in Oregon's K-12 education system. The research team engaged a diverse group of 27 participants, all of whom identified as bilingual (Spanish/English) and bicultural Latine educators working in Oregon schools. The participants represented various stages of their teaching careers, providing a comprehensive view of the educator experience from preservice to early career.

The participant pool consisted of six preservice teachers, seven teachers with one year of experience, seven with two years of experience, and seven with three years of experience. This distribution allowed for insights into the evolving perspectives and challenges faced by educators as they progress through the early stages of their careers. The participants had a variety of contextual differences and similarities. For example, 34.7% worked in rural or small towns; 39.1% in suburban schools; 26.1% in urban schools; 75% were educators in dual language bilingual programs; 25% were not; 80% identified as female; 20% identified as male; 0% identified as non-binary; 96% of participants agreed or strongly agreed that their education program prepared them to be an effective teacher; and 96% of participants noted that they learned to promote equity in their classroom and school and learned how to differentiate instruction in their educator preparation program

To gather data, the researchers employed a mixed-method approach, combining focus group interviews with a survey. This comprehensive strategy enabled the collection of both rich, qualitative data from group discussions and structured, quantitative data from the survey responses. The research team prioritized a listening-centered approach, seeking to understand the participants' experiences deeply. This methodology yielded an in-depth understanding of both the successes and challenges faced by teachers of color in Oregon's educational landscape. By

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

creating a space for these educators to share their stories and perspectives, the study highlighted the complex realities of being a BIPOC educator in the state's school system.

### **Data Collection**

To ensure an unbiased and comprehensive data collection process, this study was conducted in partnership with Education Northwest as part of a larger effort to understand retention and the impact of Grow-Your-Own programming in Oregon. In addition to the comprehensive literature review, this research design incorporated focus group interviews followed by a survey asking ethn racially and linguistically diverse educators to talk about their lived experiences in our current systems of teacher preparation and working in K-12 public education in Oregon.

The comprehensive nature of this study allowed for both in-depth insights and broader understandings. Both the focus group interview protocol and the survey instrument were collaboratively and iteratively designed by the first four authors on this report. These instruments served two purposes: (1) to understand the lived experiences of current ethn racially and linguistically diverse educators and teacher candidates in Oregon; and (2) to explore how Grow Your Own (GYO) initiatives in Oregon, may be able to think differently around the systemic, structural, and institutional barriers that impede ethn racially and linguistically diverse educator thriving in Oregon.

### ***Focus Group Interviews***

The focus group interviews were a crucial component of the study. The protocol was crafted collaboratively and underwent iterative refinements to support braver and safer spaces for honest dialogue related to participants' lived experiences. These interviews were conducted by Education Northwest. Each session was recorded and subsequently transcribed and cleaned to maintain participant anonymity and ensuring accurate and detailed records of participants' responses and then the data were analyzed. For the analysis phase, the research team employed ATLAS.ti, a sophisticated qualitative data analysis software. The analysis process involved holistic and descriptive coding techniques, which allowed the researchers to identify and explore categories, themes, trends, and anomalies that emerged across the participants' responses during the focus group interviews in order to build a comprehensive understanding of educators' experiences.

### ***Survey***

By employing a mixed-methods data collection framework, collaborative instrument design, and rigorous analysis, this study aimed to provide a thorough and nuanced understanding of the experiences of ethn racially and linguistically diverse educators in Oregon. Following the focus group interviews, the same 27 participants were asked to complete a survey. The survey protocol was developed following the focus group interviews based on the foundational understanding of

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

participants' base-line experiences. The rationale for this survey being purposefully disseminated to the same participants is twofold: (1) to hold space for individuals to express ideas, experiences, or insights that they were not comfortable sharing in a focus group setting; and (2) to explore further ideas that were noted in the focus group interviews where additional information or detail might help to inform Oregon priorities for addressing attrition, retention, and persistence for ethnoracially and linguistically diverse educator thriving in Oregon. This comprehensive and collaborative approach to data collection provided a rich and nuanced understanding of the factors influencing the retention, attrition, and persistence of ethnoracially and linguistically diverse educators in Oregon's K-12 education system.

Understanding what contributes to ethnoracially and linguistically diverse educator thriving and well-being as factors that contribute to educators leaving the profession will help us better understand how to organize priorities at the local, institutional, and policy levels to do things differently in Oregon.

### A Contextualized Look at Attrition, Retention, and Persistence

Understanding both the national and state contexts will help us contextualize our unique situation here in Oregon and what we might be able to do collectively to interrupt the historic logics that perpetuate a status quo for the attrition and retention in the profession and where we might be able to support persistence differently for ethnoracially and linguistically diverse educators in Oregon. The findings suggest where tangible adjustments may be considered to interrupt systemic, structural, and institutional barriers in order to pivot and build spaces of ethnoracially and linguistically diverse educator thriving.

### Number of Ethnoracially and Linguistically Diverse Educators

#### *National Center for Education Statistics (2011-2012)*

National data center report on Oregon's ethnoracially and linguistically diverse educators in Oregon over a decade ago.

Oregon Teachers Race/Ethnicity in Public School (\*31,800)

11.4% were teachers of color- A noted discrepancy from the ODE Staff Position Report	
This report identified:	2010/2011
Hispanic	5.7%
White	88.6%
Black	Reporting standards not met

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

Asian	Reporting standards not met
Native Hawaiian/Pacific Islander	Reporting standards not met
American Indian/Alaska Native	Reporting standards not met
Two or more races	1.4%

### *National Center for Education Statistics (2017-2018)*

National data center report on Oregon's ethnoracially and linguistically diverse educators in Oregon in the more recent past. Contextualizing Oregon's ethnoracial diversity relative to the national averages frames our unique Oregon context.

#### **Nation Wide**

Hispanic	9.3%
White	79.3%
Black	6.7%
Asian	2.1%
Native Hawaiian/Pacific Islander	0.2%
American Indian/Alaska Native	0.5%
Two or more races	1.8%

#### **Oregon Teachers Race/Ethnicity in Public Schools**

Hispanic	6.8%
White	87.2%
Black	Reporting standards not met
Asian	2.2%
Native Hawaiian/Pacific Islander	Reporting standards not met
American Indian/Alaska Native	Reporting standards not met
Two or more races	3.0%

### *ODE Staff Position Report (2022)*

The staff position report reflects different numbers of ethnoracially and linguistically diverse educators in Oregon when juxtaposed with the national data set looking at similar time frames of over a decade ago and the recent past.

#### **Oregon Teachers Race/Ethnicity in Public School**

(\*31,729- noting an increase of 1,938 from 2010-2011)

11.3% were teachers of color

A noted discrepancy from the NCES (2011-2012 report

This report identified:	2010/11    2020-2021
Hispanic	3.6%    5.9%
White	91.7%    88.7%
Black	0.6%    0.7%
Asian	1.5%    2.0%



## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

Native Hawaiian/Pacific Islander	0.1%    0.2%
American Indian/Alaska Native	0.6%    0.596%
Two or more races	1.8%    1.9%

Teachers with 5 years or less of experience- 16.8% were ethnoracially and linguistically diverse teachers

Teachers with 20 years of experience- 7.5% ethnoracially and linguistically diverse teachers. A consistent decrease in teachers of color as years of experience increase

### *ODE Staff Position Report (\*2022)*

#### Representation of Ethnoracially and Linguistically Diverse Teachers in the Workforce

Years of experience	2010-2011    2020-2021
0-5 year	10.3%    16.8%
6-10 years	08.8%    10.8%
11-20 years	8.0%    9.2%
20+ years	6.0%    7.5%

### Retention Rates

#### *National Center for Education Statistics Teacher Retention (2020-2021 school year)*

A national look at teachers who stayed, moved to a different school or left the profession overtime based on years of experience, racialized identities, and work environments as reported by Title and non-Title schools.

Nationwide Retention and Mobility Rates for Public School Teachers (3 years or less)—the terms stayed, moved, left are from Ingersoll and colleagues and then used in data reporting now as common terms

80% Stayed  
11.3% Moved to different school  
8.3% Left profession

#### Nationwide Retention and Mobility Rates for Public School Teachers (15 years or more)

86% Stayed  
4% Moved  
12% Left

#### Nationwide Retention and Mobility Rates for Public School Teachers (35% of K-12 approved for Free and Reduced Lunch)

85% Stayed  
7% Moved  
8% Left

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

Nationwide Retention and Mobility Rates for Public School Teachers (75% of K-12 approved for Free and Reduced Lunch)

82% Stayed

9% Moved

9% Left

Nationwide Retention and Mobility Rates for Public School Teachers of Color by Race/Ethnicity

	Stayed	Moved	Left
American Indian/Alaska Native	80.6	Insufficient data	
Asian	80.2	6.3	13.4
Black	80.4	8.9	10.7
Hispanic	84.2	9.3	6.5
Native Hawaiian/Pacific Islander	89.2	Insufficient data	
White	84.5	7.8	7.8
2 or more races	85.1	8.9	6.9

### Oregon Specific Context

Oregon's HECC report, ODE Report Card, and Educator Advancement Council's Annual Equity Report explored Oregon specific rates of mobility, attrition, and retention for educators across the state based on years of experience, racialized identities, and over time.

### ***Oregon's Overall Educator Retention Rates According to the Higher Education Coordinating Commission Educator Public Employment Report (2020-2021 school year)***

Teaching for 3 consecutive years following preliminary licensure

79% Remain

21% Leave

### ***Oregon Report Card \*2023***

“While Oregon still has an experienced teacher cohort with 21.9 percent of licensed teachers having 20 or more years of experience, the number of new teachers (0-4 years of experience) increased again from 27.0 percent in 2020-2021 to 28.6 percent in the 2022-2023 school year” (p. 13).

0-4 year 28.6%

5-9 years 19.9%

10-14 years 13.9%

15-19 years 15.7%

20-24 years 11.4%

25+ years 10.5%

The total number of teachers employed in Oregon- 32,932.

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

### *Educator Advancement Council's Educator Equity Report 2024 (p. 7)*

Teachers working in the Oregon public school system annually either switch schools, districts, or leave the system altogether

- 16.6% of White
- 17.0% for multi-racial
- 17.1% for Asian/Pacific Islander
- 17.7% for American Indian/Alaskan Native
- 17.9% for Hispanic
- 20.4% for Black teachers.

All racial/ethnic groups, except American Indian/Alaskan Native, experienced a significant increase in turnover after the COVID-19 pandemic.

Entering the profession from 2014-2024 (DATA from Table 1 of Report)(p. 9)

Year	# Total	Diverse Educator	Linguistically
2014	1116	10.4%	0%
2015	1442	11.3%	1.6%
2016	1445	12.9%	3.5%
2017	1295	16%	5.0%
2018	1268	17%	5.4%
2019	1396	20.3%	5.9%
2020	1332	19.1%	7.9%
2021	1083	21.1%	6.8%
2022	1990	21.7%	5.7%
2023	1873	20.9%	6.7%

Oregon's education system has been impacted by teacher turnover, especially for ethnoracially and linguistically diverse educators, over the past decade. This summary synthesizes the above noted data across the various reports to paint a comprehensive picture of the state's teaching workforce and implications for data reporting, collection, and dissemination related to the attrition, retention, and mobility of ethnoracially and linguistically diverse educators in Oregon.

Data from 2014 to 2023 shows a general increase in the proportion of ethnoracially diverse educators entering the profession from 10.4% in 2014 to 20.9% in 2023, peaking at 21.7% in 2022. Linguistically diverse educators increased to 6.7% in 2023, peaking at 7.9% in 2020. The total number of new educators fluctuated with a notable increase in 2022, of 1,990 and 2023, of 1,873 compared to previous years.

According to the Oregon Higher Education Coordinating Commission Educator Public Employment Report for the 2020-2021 school year, 79% of teachers remain in the profession for at least three consecutive years following their preliminary licensure, while 21% leave within

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

this period. The representation of ethnoracially and linguistically diverse educators in Oregon has shown a consistent increase across all experience levels from 2010-2011 to 2020-2021: 0-5 years of experience, increased from 10.3% to 16.8%; 6-10 years, increased from 8.8% to 10.8%; 11-20 years, increased from 8.0% to 9.2%; and 20+ years, increased from 6.0% to 7.5 percent. This trend indicates a growing diversity in the newer cohorts of teachers entering the profession.

The 2023 Oregon Report Card provides a snapshot of teacher experience levels: 0-4 years, 28.6%; 5-9 years, 19.9%; 10-14 years, 13.9%; 15-19 years, 15.7%; 20-24 years, 11.4%; and 25+ years, 10.5 percent. The report notes that while Oregon still has an experienced teacher cohort, with 21.9% of licensed teachers having 20 or more years of experience, the proportion of new teachers (0-4 years of experience) has increased from 27.0% in 2020-2021 to 28.6% in 2022-2023. The total number of teachers employed in Oregon was reported at 32,932.

The 2024 Educator Advancement Council Equity Report articulated that the turnover rates are: 16.6% for White teachers; 17.0% for multi-racial teachers; 17.1% for Asian/Pacific Islander teachers; 17.7% for American Indian/Alaskan Native teachers; 17.9% for Hispanic teachers; and 20.4% for Black teachers. Notably, all racial/ethnic groups, except American Indian/Alaskan Native, experienced a significant increase in turnover following the COVID-19 pandemic.

The increasing proportion of new teachers indicates a shifting demographic in Oregon's educator population and while Oregon appears to be making modest progress in diversifying its teaching workforce, challenges remain in turnover, particularly for ethnoracially and linguistically diverse educators in the aftermath of the COVID-19 pandemic.

The reports documenting teacher turnover rates among different ethnoracially diverse groups varies depending on which report you read. This variability in data makes it challenging to reliably interpret the findings and is a strong indicator that reporting requirement modifications in how this data is collected and reported in Oregon is needed.

Educators choosing to remain in the profession are impacted by a variety of factors, but for ethnoracially and linguistically diverse educators who experience specific intersectional discrimination such as racial, linguistic, and gender discrimination, microaggressions, unfairly demanding workplace relationships, unequal workload and compensation, and inequitable pathways to leadership, teacher turnover is disproportionately negatively impacted. To situate the findings from the focus groups and survey, understanding what is already known in the existing empirical, peer-reviewed literature is needed. Below is a review of existing empirical studies that

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

explored attrition, retention, and persistence in the field for ethnoracially and linguistically diverse educators in the last decade.

### Attrition

Attrition is understood to mean the act of wearing down by friction, or weakening or exhausting by harassment, abuse, or attack (Merriam-Webster). Attrition, in the context of this study, explores the ways ethnoracially and linguistically diverse educators experience injustice, harassment, abuse, and friction in their educator preparation and in their teaching positions to better understand the multitude of forces driving ethnoracially and linguistically diverse educators- who have invested significant time, money, and energy into their teacher preparation programming- to turnover or to move or leave the profession. Understanding attrition for ethnoracially and linguistically diverse educators in the context of other school employees (Penner, Ainsworth, & Liu, 2024) helps us to see the disproportionate inequities specifically and uniquely experienced in order to help shape systematic ways to disrupt these forces.

There were several themes that came forward related to the contributing forces of attrition in the literature for ethnoracially and linguistically diverse educators. The primary themes across the literature include demographic isolation and monoglossic assimilation; disproportionate and gendered teaching assignments in challenging settings; negative rippling impacts of systemic and structural racism on candidate economics during licensure; and a lack of agency, equity, and transparency in evaluation and promotion. Uninterrogated systems, structures, and institutions foster untenable workplace environments, unnecessary barriers to educator persistence, and injustices that give-way to inequitable access to career advancement and inequitable opportunities for ethnoracially and linguistically diverse student and family thriving.

### *Demographic Isolation and Monoglossic Assimilation*

Educator thriving is threatened when ethnoracially and linguistically diverse educators are subjected to demographic isolation and monoglossic assimilation. The literature is clear that when ethnoracially and linguistically diverse educators are *the only* in their school or department, the likelihood of the environment fostering a sense of belonging is minimized. For example, given that only 2% of all U.S. teachers are Black males (Kena et al., 2016), the likelihood of having to experience demographic isolation in schools in Oregon is disproportionately high and as such Black male teachers leave the profession at higher rates than other subgroups (Black & Rice, 2020; Bristol, 2018). When ethnoracially and linguistically diverse educators are *the only*, there is a far higher likelihood one will experience microaggressions and strained working relationships (Bristol, 2018; Cormier, 2023). Demographic isolation contributes to reported dissatisfaction in the workplace (Patrick & Santelli, 2022) as diverse educators experience antagonistic work environments which foster work cultures that simultaneously marginalize and invisibilize (Dixon et al., 2019). Another factor that contributes to antagonistic work

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

environments are the imposed monoglossic assimilation demands. For example, ethnoracially and linguistically diverse educators experience disproportionate pressure to adhere to white-centered standardized curriculum conformity that encourages monoglossic and hegemonic ways of knowing and being which are often in conflict with the embodied realities of ethnoracially and linguistically diverse educators, students, and families (Black & Rice, 2020; Pabon, 2016).

### *Disproportionate and Gendered Teaching Assignments in Challenging Settings*

In addition to isolation and expectations for monoglossic assimilation, ethnoracially and linguistically diverse educators experience disproportionate and gendered teaching assignments in challenging settings. The literature shows clearly that male teachers of color working in special education experience intersecting racial and gender discrimination resulting in not feeling welcomed and not feeling supported (Cormier, 2023). Male teachers of color are also consistently and disproportionately assigned challenging behavior students and are inequitably expected to serve as the resident disciplinarian while simultaneously feeling under supported (Black & Rice, 2020; Pabon, 2016). Roles assigned to ethnoracially and linguistically diverse educators are socially constructed, confined disproportionately contributing to higher rates of attrition for male teachers of color in elementary settings (Cruickshank et al., 2020). In addition, ethnoracially and linguistically diverse educators are more often employed in ‘hard to staff’ schools (Edwards, 2024) where workplace conditions directly impact teaching and learning and significantly contribute to job (dis)satisfaction (Gimbert & Kapa, 2022). Due to the racialized nature of language, ethnoracially and linguistically diverse educators experience linguisticism and increased hostility from non-diverse students and adults fueling working conditions that have a profound negative impact on a teacher’s decision to stay (Okraski & Madison, 2020). Ethnoracially and linguistically diverse educators experience being undervalued through an unequal and inequitable workload, an unequal assignment of task responsibilities, and unequal compensation for the work (Dixson, et al., 2019). As teachers, in general, increase in experience the monochromatic makeup of their classrooms increases. For example, the number of ethnoracially and linguistically diverse, economically disadvantaged, and/or suspended or expelled students declines and the number of students who have historically had disproportionate access to the language and content of school increase and those identified as TAG increases (Penner, Ainsworth, & Liu, 2024).

### *Impact of Systemic and Structural Racism on Economics During Licensure*

Educational spaces mirror inequitable power structures often reflecting the microcosms of society and as such there is no pedagogical experience that is not political in nature (Freire & Macedo, 1987, p. 115). An entire framework of systemic, institutional and interpersonal regulatory measures targeting individuals by restricting, controlling, and bounding opportunity through structural and institutional policies, including lending policies; language use policies; housing/property owning policies (discriminatory policies). Past policies have present and



## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

cascading impacts on ethnoracially and linguistically diverse educators moving through licensure. Systemic and structural racism have had a significant negative impact on equitable access to economic capital influencing the reality that ethnoracially and linguistically diverse teacher candidates disproportionately must have second jobs while working or pursuing licensure (Black & Rice, 2020; Dixon et al., 2019). Financial concern to care for oneself and one's family on a teacher's salary (Black & Rice, 2020) remain an ever-present challenge and this challenge is exacerbated for teacher candidates during their licensure requirements evidencing that factors impacting attrition differ but exist across career stages (Black & Rice, 2020)

### *A Lack of Agency, Equity, and Transparency in Evaluation and Promotion*

The literature also clearly articulates that the decline of agentive power in the classroom to implement culturally sustaining curated curriculum that meets learner needs (Dixon et al., 2019) contributes to ethnoracially and linguistically diverse educator attrition. Additionally, ethnoracially and linguistically diverse educators experience a loss of agency relative to being able to receive transparent and equitable opportunities for promotion. Ethnoracially and linguistically diverse educators, systematically experience delayed principal promotions associated with both race and gender (Bailes & Guthery, 2019). For example, black principals have been forced to wait longer for promotion relative to white assistant principals and women are less likely to be promoted to high school principal and must wait longer in their assistant principalship. In addition, in high school settings in large cities that serve low-income populations at the secondary level reported less positive school climates, lower teacher performance ratings, lower teacher satisfaction and higher rates of teacher turnover (Jain et al., 2015). High-stakes evaluation systems also consistently reveal bias with male novice teachers of color more likely to receive low effectiveness ratings, especially when working in majority white contexts (Drake, Auletto, & Cowen, 2019) which also negatively impacts their opportunity and access to promotion and career advancement contributing to low teacher efficacy. Low teacher efficacy, particularly for ethnoracially and linguistically diverse educators, is directly associated with teacher attrition (Harrington & Walsh, 2022). Another significant impact factor in literature related to attrition, evaluation, and promotion is connected to the racial imbalances in administration and the inequitable educator pathway to leadership for educators of color (Fuller & Young, 2022). Ethnoracially and linguistically diverse administrative interns tend to have to work in more challenging internship environments, but their mentor principals tend to be slightly more effective (Bastian & Drake, 2023).

### **Retention**

Teacher retention is defined as the ability to keep teachers employed over time, reducing turnover rates. High retention is associated with increased student outcomes. Effective retention strategies that cultivate an environmental context where ethnoracially and linguistically diverse educator thriving is centered are crucial for building a strong educator workforce. The literature

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

reinforced several common trends across empirical studies that address teacher retention both challenges and success such as positive induction experiences in high-quality and high-support sites and the profound influences of place, community, and culture.

### *Positive Induction Experiences in High-Quality and High-Support Sites*

The induction of teacher candidates across their educator preparation experiences sets a significant and important tone for how novice teachers' decisions to remain in the profession as they begin to transition from praxis to practice. Student teaching in a high-quality teaching and learning context with a highly impactful clinical teacher positively influences retention (Bastian & Drake, 2023) and this is especially true for ethnoracially and linguistically diverse novice educators. High-quality teaching and learning contexts look like spaces where students, educators, and families all experience a sense of belonging, of thriving, and of self-determination. Administrative leadership and support plays a significant role in fostering high quality teaching and learning contexts. Administrative support is a stronger predictor of ethnoracially and linguistically diverse educator retention than student demographics yet there is often less administrative support in high-poverty, low performing schools (DeMatthews, 2022) where administrators are asked to do more with less and often do not receive the necessary district support to implement innovation that would foster these positive induction experiences. The importance for high-quality and high support educator preparation programs was further evidenced across studies looking at the benefits and risks of alternative routes to licensure. These studies found that educators prepared in programs that fell outside of the institutions of higher education's internship, residency, or clinically centered student teaching models towards teacher licensure experienced significantly lower rates of teacher retention between 0-5 years (Larkin et al., 2022), emphasizing the importance of high-quality and high support preparation. Another positive induction experience practice in the literature to positively support retention for ethnoracially and linguistically diverse educators in elementary school was holding space for educators to work in subject-area specializations in elementary grades (K-5) to improve retention and persistence (Bastian, Fortner, & Caton, 2023).

### *Influences of Place, Community, and Culture*

Retention challenges are not necessarily evenly distributed across place, and leader perceptions and connections to place influence teacher retention, specifically for ethnoracially and linguistically diverse rural educators (McHenry-Sorber et al., 2023). Administrators cultivating safer and braver spaces for ethnoracially and linguistically diverse teachers, students, and families to experience a sense of belonging was an overwhelming trend in the literature regarding influences for positive retention rates. Beyond recruiting and hiring 'right fit' teachers, administrators who build and foster a thriving school-community contribute positively to teacher retention, especially in schools that serve high numbers of ethnoracially and linguistically diverse students (DeMatthews, 2022). Strong building leadership, quality professional

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

development, and positive school contexts predict a higher retention rate for ethnoracially and linguistically diverse teachers (Sun, 2018). School contexts within which new teachers are placed in Oregon may be contributing to their turnover and interrupting progressions of careers in education (Penner, Ainsworth, & Liu, 2024). In remote communities, formal schooling faces the challenge of teacher retention owing to conflicting interests between local culture and curricula and national, state, and district mandates (Doering & Henrickson, 2014) in addition to the socially constructed limitations of who is qualified to do what type of work in schools based on race and gender contributes to challenges for ethnoracially and linguistically diverse teacher retention (Salas et al., 2021). It is so important to continue to interrupt the narrative that ethnoracially and linguistically diverse teachers experience their role as educators across varied contexts in a monolithic way (Pabon, 2016).



[Teacher clapping with students]. (2024). Freepik.  
<https://www.freepik.com>



[Teacher raising hand with students]. (2024). Freepik.  
<https://www.freepik.com>

### Persistence and Resilience

In the educational research on retention, persistence and resilience emerge as key themes. Persistence refers to the sustained pursuit of long-term goals despite difficulties and setbacks, while resilience describes the capacity to emotionally regulate, recover, and adapt when facing

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

significant stress. This literature review examines how these qualities manifest through four primary dimensions: friendships, kinships, and growth-oriented relationships; value alignment among teacher leaders, educators, and community; mentorship serving as mirrors, doors, and windows; and equitable opportunities for autonomy and advancement.

A cautionary note: When examining persistence and resilience especially in the context of attrition and retention for ethnoracially and linguistically diverse educators, critical consideration must be given to the broader context. Traditional frameworks often problematically position these qualities within historical logics that minimize systemic barriers and structural and institutional obstacles. Such frameworks overlook generational wealth gaps, educational inequities, and discriminatory policies while placing undue burden on individuals by assuming equal starting points and shared experiences. These approaches risk shifting focus from systemic change to individual responsibility, thereby perpetuating existing inequities. Therefore, this review intentionally centers collective resilience and community strength rather than individual persistence. It emphasizes institutional accountability and systemic change, focusing on removing barriers rather than the historic and problematic trope of overcoming them. The following analysis examines how educational institutions can move beyond perpetuating the status quo toward implementing restorative and equity-focused policies.

### *Friendships, Kinships, and Growth-oriented Relationships*

In the literature, persistence and collective resilience emerge when communities unite through mutual support, shared identity, and coordinated action. These social bonds enable communities to innovate, to leverage self-determination, and to adapt and persist through challenges, particularly in educational settings. Research supports the importance of holding space for meaningful relationships, specifically friendships and kinship networks, or relationships with *someone like me*, which are crucial for supporting persistence and sustaining educator resilience (Darwich, 2021). Friendships and kinship networks have emerged in what the literature identifies as affinity groups. Affinity groups are a powerful structure for fostering supportive shared space. For ethnoracially and linguistically diverse educators, these groups build essential camaraderie and mutual support networks that aid in participant persistence and collective resilience (Black & Rice, 2020). When organized at the grassroots level with participant voices at the center, these groups create critical and humanizing spaces where members collectively process and heal from microaggressions and toxic workplace environments (Pour-Khorshid, 2018) while also innovating and freedom dreaming for social transformation (Kelley, 2002; Love, 2019). These spaces are evolving beyond traditional affinity groups into what scholars term *fugitive spaces* – a concept drawn from Black studies that addresses the specific challenges of anti-Blackness in education. These spaces offer educators and teacher candidates opportunities for rehumanization- breaking down of stereotypes, rebuilding empathic understanding and restoring dignity- and collective sustenance while navigating institutional barriers (Stovall & Mosely, 2023). The concept of fugitive spaces recognizes that true healing and transformation often require moving



## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

beyond conventional support structures to create alternative spaces of restoring, repairing, and reimagining.

### *Value Alignment: Teacher Leaders, Educators, and Community*

Another way the literature offers insight into how persistence and resilience are supported is through thinking more purposefully about value alignment, specifically brokering social justice and a pluralistic approach to teaching and learning (Darwich, 2021). Value alignment among invested parties such as teacher leaders, classroom practitioners, and the broader community that encompasses pedagogical philosophy, curricular priorities, teacher preparation paradigms, and professional experiences (Barnes, 2019), offers an essential and critical foundation for educator persistence and collective resilience in order to support retention. Value alignment between teacher leaders, classroom practitioners, and the broader community cultivates a sustainable network of support that benefits novice ethnoracially and linguistically diverse educators navigating their formative years in the profession. When school goals, values, and leadership align with equity through culturally affirming practices, ethnoracially and linguistically diverse educators want to stay (Dixon, 2019). In addition to value alignment, community-based ethnoracially and linguistically diverse educators who have local ties to community and cultural and racial parity with students and families have a significantly higher retention rate than do outsiders (Brantlinger & Grant (2022). These ties also often align values, networks of support, and emic, or insider, understanding of the affordances and limitations within the context to know from where to start and where agency, autonomy, and spaces for creative problem-solving exist (Kell, 2018).

### *Mentorship as Mirrors, Doors, and Windows*

Ethnoracially and linguistically diverse educators' persistence and resilience is also supported through purposeful mentorship and role modeling that offers mirrors regarding what was possible for diverse educators throughout their careers (Black & Rice, 2020). Mirrors, windows, and doors (Bishop, 1990) refers to the idea that within an ecology of great teaching and teaching one would see others who reflect their own lived experiences, who offer insights into the lived experiences and realities of others, and who open and hold space to step into those different experiences to understand and consider the world around us differently. For example, engaging Indigenous epistemologies and pedagogies in teacher preparation programs supports persistence as educators as candidates are able to see their own identities reflected in the curriculum (Landertinger et al., 2021). Ethnoracially and linguistically diverse educators are sustained through having a parent, a caregiver, and a mentor in the field who provides encouragement and support (Cormier, 2023) from an insider and kinship perspective. Mentorship as a mirror is also found within educator and administrator ethnoracial and linguistic matching. This has been shown across the literature to have a positive correlation with educator persistence, resilience, and retention (Edwards & Anderson, 2023). This ethnoracial and linguistic matching has been

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

shown in the literature to nurture a positive school climate that fosters educator persistence in the profession (DeMatthews, 2022). Because ethnoracially and linguistically diverse educators, students, and families are regularly negotiating racial and linguistic identities in educational spaces, ethnoracially and linguistically diverse building leaders offer mentorship that affirms and honors the stories and experiences of ethnoracially and linguistically diverse teachers and students (Kim, 2022). Recognition from administration that affirms in explicit ways the humanity and intersectional identities of ethnoracially and linguistically diverse educators supports persistence and resilience (Dixon et al, 2019). An additional framework supported in the literature for mentorship as mirrors, doors, and windows was through the establishment of formally organized mentorship programming that provides purposeful strategy support, the development of a critical stance, and an increase in teacher efficacy and persistence (Harrington & Walsh, 2022). Developing a critical stance through racial literacy in peer-led and administer supported affinity spaces with mentors and colleagues in conversation prepares ethnoracially and linguistically diverse educators to navigate the climates of schools (Kohli, 2019). Having a mix of peers and mentors in shared conversation develops efficaciousness and has a positive impact on persistence, especially in schools where most of the teaching staff are ethnoracially and linguistically diverse educators (Edwards, 2024).

### *Equitable Opportunities for Autonomy and Advancement*

The literature reflects a powerful connection between educator autonomy, equitable opportunities for advancement, and educator persistence in the profession. Autonomy within schools enables teachers, learners, and community members to establish a collective identity, foster resilience and sustain engagement overtime (Doering & Henrickson, 2014). This autonomy fosters a space for integrating alternative epistemologies and pedagogies as a valued and normalized practice. Within these autonomous spaces, educators develop efficaciousness (Bustos-Flores et al., 2018) which then gives way for potential opportunities for career advancement. Clear, equitable access to leadership pathways, mentorship opportunities, and elevation of professional expertise strengthens resilience (Dixon, 2019). When schools and systems purposefully cultivate educator efficacy and educator pathways towards career advancement while honoring educators' expertise, they foster environments where ethnoracially and linguistically diverse educators are able to contribute diverse perspectives and influence systemic change. For example, one study found that in Oregon, Latina/o/e teachers have the lowest turnover rates of all novice educators even though they have the highest rate of working in schools with larger proportions of economically disadvantaged students (Penner, Ainsworth, & Liu, 2024). This persistence suggests that the presence of nurturing, community-centered and supportive environments that hold space for autonomy while also offering clear pathways for advancement support retention in the field. For example, ethnoracially and linguistically diverse educators who make it past 5 years in single subject settings are significantly more likely to remain in the profession than their peers in multiple subjects (Gimbert & Kapa, 2022). The literature points to the importance of viewing autonomy, clear advancement pathways, and



## **EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024**

equity not as separate goals, but as interconnected to create conditions for lasting educational transformation and educator retention as educators build on their unique strengths, develop sustainable professional identities, and remain thriving in the profession.

### **Listening to Ethnoracially and Linguistically Diverse Educator Experiences**

The insights gained from this study provide valuable lessons about the lived experiences of ethnoracially and linguistically diverse educators in Oregon, offering a nuanced view of the factors influencing their career trajectories, job satisfaction, and overall experiences in the education system. These findings from both the focus group interviews and survey contribute to a broader understanding of what was learned from the literature review exploring impact factors for attrition, retention, and persistence grounded in understanding the lived experiences of educators in Oregon. The findings have implications for informing policy and practice to better support and retain diverse teaching talent in Oregon's schools.

Both the focus group interviews and the survey asked participants about their educator preparation programs and what is impacting them to stay in the profession or to contemplate leaving. Focus group interviews were conducted with 27 ethnoracially and linguistically diverse educators in Oregon. Five focus group interviews took place: one with pre-service educators (N=6) and four with in-service educators 1 year in the field (N=7); in-service educators 2-3 years in the field (N=7); and in-service educators 4+ years in the field (N=7). While all 27 participated in the focus group interviews, during the time of the study, 1 educator who had been working in the field for two years resigned from their position and is no longer working in K-12 contexts. Below is a brief overview of what was learned through these listening sessions as a way to substantiate that stated priorities and implications are grounded in both the literature and lived experiences of educators currently working in Oregon schools.

### **Recruitment**

The first set of questions investigated the extent to which educator preparation programming effectively recruited ethnoracially and linguistically diverse teacher candidates in order to understand the barriers participants faced and identify educator preparation program strengths and potential areas for improvement. All quotes are drawn from a summarizing report drafted by Greenberg-Motamedi and Merrill, 2024. Participants chose their educator preparation programs for several reasons: financial support; reputation of the program; inclusive culture; conducive learning environment; and flexible course scheduling. Below is a brief overview of some of these findings.

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

### *Financial Support*

Regarding financial support, including scholarships. One in-service teacher noted, “I was able to apply for and I received ...[the] scholarship. So that's what caught my attention.” Another articulated,

*Something that helped, something positive was definitely the [ ] scholarship because it did help financially to continue with taking classes and motivating us to add a little bit more because when, for example...we transferred from a two-year college to a four-year so that included a change in university and a change in financial support. So, the scholarship [was] very helpful and it just kind of continued to push us to continue with the studies. Especially if like myself, your parents come from a migrant background, low income, they are not able to really support you in that way, so the scholarship was really helpful in order to help us continue with our studies.*

### *Reputation of the Program*

A pre-service teacher articulated their rationale for joining as,

*The reason I joined [my educator preparation] program was due to...it was one of the best schools for teaching and it has helped a lot to getting [my] licensure and [my] bachelor's at the same time.*

### *Inclusive Culture and Conducive Learning Environments*

Participants chose to become teachers and join their educator preparation programs because of a strong desire for inclusivity and thriving learning environments. Participants wanted to ensure students and families had an ethnoracially and linguistically diverse educator who shared their racial, ethnic, and linguistic identities.

An in-service teacher voiced that they,

*Noticed that there was a lack of diversity and just thinking of my mom and the lack of real support and connections that she was able to make when calling the school, I felt like it just was really bad. So, I decided to come back and I feel like I'm trying to give back to my community.*

Another in-service educator expressed that they,

*Decided to become a teacher because I didn't have teachers that looked like me when I went through K–12. And so, when I took this class, I realized you just have such an*

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

*influence on students, and I really liked that feeling, knowing that maybe someday I could be in a classroom with students that looked like me.*

Participants wanted to ensure students and families had a teacher who could speak their language and to ensure ethnoracially and linguistically diverse students were given an equitable educational experience. Many articulated that they were inspired by a former teacher, counselor, advisor, mentor to provide a similarly inclusive experience for others and chose their programs to try to help them achieve this aim. Participants also reflected on challenges that drove them into their selected programs as being too few role models; negative social attitudes towards teaching that they wanted to change; healthy integration of work and family responsibilities; concerns about language proficiency and potential supports they might receive; and the program's potential for developing educator efficacy.

### *Flexible Course Scheduling*

Flexible course scheduling and online class options, specifically for post-traditional students to be able to integrate work and licensure requirement completion. One pre-service teacher was quoted as saying,

*I'm a first-generation single mom and you need all the support that you can when you're in this kind of situation. So, they've gave me all the tools that I needed to be able to work full time and provide for my kids, but at the same time, dream big, the American dream of having that education. And so having the opportunity to do the FLEX program gave me that both dreams of being at school and working and providing for home.*

An in-service teacher noted,

*I think just having FLEX program, that is so helpful for students who are non-traditional, are working full time, are trying to do the program. If that didn't exist, I don't know if I would've been able to become a teacher and do education.*



[Teacher helping students at their table]. (2024). Freepik. <https://www.freepik.com>

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

### Preparation

The second set of questions investigated the extent to which educator preparation programs effectively prepared ethnoracially and linguistically diverse educators for their work in the field. Participants discussed both supports and challenging during their preparatory and induction experiences that have helped inform the priorities of this report.

### *Supports for Persisting*

During participant preparatory and induction experiences seeking support and drawing on key people such as faculty, mentors, family, and advisors supported persistence throughout the program. An in-service teacher outlined,

*Just having advisors that were BIPOC [Black, Indigenous, and people of color] helped me, because I feel like they can relate to us. I feel like if we didn't have that, I would've struggled a lot because it's hard to tell somebody that you're struggling and them just not know what to say or what to do to help you.*

Additional in-program elements that supported persistence were programs where a sense of belonging through peer support was offered along with being goal oriented and systematically tapping into past inspiration, remembering the ‘why’ of choosing the profession.

### *Systemic Challenges to Persisting*

Participants also specified challenges that made persistence difficult. For example, creating and holding space for a healthy integration of academic demands, work demands, domestic demands. A pre-service teacher expressed that,

*It was really hard though because you had to go to work all day long and then get off, pick up your kids, drop them off to another daycare, go to class, and then pick them up and go back home. And then by the time you got home, it was a lot.*

Additional challenges included licensure, endorsement, and pathway clarity; transportation; and economic demands layered with the cost of school and mixed status families. An in-service teacher verbalized,

*I'm a DACA recipient...my parents encouraged me and pushed me to do this because they're like, "Well...You can't go to school to study for what you want to study, so you got to take this opportunity." And because they told us it was going to be a full-ride scholarship, then that kind of pushed me to do it. As DACA recipients, we don't receive financial aid support, so we have to find other ways to cover the rest of our school.*

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

Lastly, participants noted that the Teacher Performance Assessments required for licensure were not culturally responsive, were high stakes and complex and impeded their ability to do the work they were qualified to do.

### Retention

The last set of questions investigated the challenges that ethnoracially and linguistically diverse educators face when they enter the field that make it difficult to stay, understanding the reasons teachers identify as they stay or leave their educator preparation program and from the field.

#### *Assets that Supported Retention and Persistence*

Important tools and resources that helped teacher candidates succeed included: Affinity group support; key people that provided one-on-one mentoring, guidance, and support; financial supports that offered support for all students; student enrichment programs with peer and cohort supports; summer employment with practical experience, internships, and opportunities to apprentice in the field- this was important not only for income, but for clinical experience and connections for future employment; multilingual supports across the program; connections and networking for future employment; program flexibility for working professionals to maintain full-time employment while attending high-quality and rigorous educator preparation programs. Participants also found some successes for their training that traversed the COVID pandemic which were noted as,

*COVID opened up the door to online learning which is what allowed me to keep working and be able to finish my degree.*

An in-service participant reflecting back expressed,

*The professors [in their preparation program] did an amazing job transitioning to online. Because they taught me online, I was able to use all the tools that they taught me to teach online to my students.*

And finally, an in-service participant reflected,

*One of the [positive impacts] during and after COVID was the online classes. That changed my [life] because I was able to be at school but also care for my children. It made it a little easier for me.*

In the participant survey, participants noted assets that supported retention and persistence included: peers and colleagues (70.8%); classroom autonomy (37.5%); mentors (33.3%); administrator support (29.2%); interactions with students (25.0%); a sense of belonging and

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

school leadership (16.7% each); community support and student characteristics (12.5% each); social, cultural, or political fit, interactions with families, school climate, professional advancement (8.3% each)

### *Challenges that Impacted Attrition*

Participants were craving more real-world experiences in an apprenticed way during their educator preparation. They noted the practice and feedback would be beneficial specifically as it related to classroom management and understanding IEPs. Participants also articulated a desire for more opportunities to substitute teach and to engage with structured internship opportunities with content area teacher support to cultivate their readiness and a sense of teacher effectiveness. COVID had a significant impact for educator development and educator practice.

In-service participants noted that,

*During COVID, the biggest challenge was the inability to be able to be in a physical class... student teaching was during the pandemic and it was nothing like a regular school day and it didn't give me a real idea what a classroom looked like on a regular basis with no pandemic.*

In-service participants also discussed that,

*There were some aspects that my cohort missed out on such as working in classrooms and putting our studies in practice. Because of COVID we only had the theory of how something should work.*

In the participant survey, respondents notes challenges that impacted attrition included: workload (including additional asks of translation, interpretation) (47.8%); economic and financial sustainability of teaching (39.1%); curricular resources, student behavior, school climate (26.1%); school-wide decision making (21.7%); school climate and sense of belonging (13.0%); and peers and colleagues, social, cultural, or political fit, and student characteristics or demographics (8.7% each).

One participant stated,

*Being a Latina female math teacher was very difficult. In my math classes my colleagues did not make me feel welcomed. I was very excluded. It was sad to me that all these people were going to become teachers, and I can't even imagine how they would treat a student if they were treating me unfairly.*



## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

Another noted,

*The workload of a teacher is a lot, and I don't think the programs really prepares you for it. It's talked about but it's considered that that's the "norm". The practices my admin believes in don't align with my views as an educator. Bilingual teaching is a lot harder and there are not as many resources.*

The findings from both the focus group interviews and the participant survey on teacher retention and persistence reveal a complex interplay of professional support systems and systemic, structural and institutional challenges.

Authentic collegial relationships and peer networks influence retention in significant ways

The data suggests that professional autonomy and targeted mentorship also play crucial roles in keeping educators in the field. Administrative support, clear pathways for career advancement, and meaningful student interactions further strengthen persistence for ethnoracially and linguistically diverse educators. These strength-based asset-centered factors often compete with significant institutional demands, particularly unsustainable workloads, untenable environments, and financial concerns that can lead to attrition and teacher turnover. The challenges are especially pronounced for ethnoracially and linguistically diverse educators who face intersectional discrimination and inequitable obligations in the field. School climate and decision-making processes also influence teachers' long-term satisfaction in the profession. Cultural inclusion and representation persist as critical issues contributing to isolation which may impact retention. The findings suggest that successful teacher retention requires both robust professional support networks and systematic attention to contextual and environmental conditions and cultural inclusivity.

### Priorities for Oregon's Teacher Workforce Sustainability

The findings from this report have informed the follow priorities and implications for local education agencies, institutions of higher education, invested partners, and policy makers. Organizing priorities across entities in Oregon will help us to streamline our efforts and resources to position our equity goals as transformative practices. Four priorities have emerged and are discussed below along with action items to consider for tangibly operationalizing these priorities in Oregon.

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

*Priority 1: Build authentic and responsive engagement across strategic partnership* through the Educator Advancement Council; the Oregon Department of Education; the Regional Educator Networks; Institutions of Higher Education.

*Priority 2: Build transformative educators (and educator leaders) grounded in community partnerships* with Local Education Agencies, Institutions of Higher Education, invested community partners and policy makers to grow, support, partner with, and retain our own transformative educators and administrators who match the community background and who are invested in the communities where they live and thrive.

*Priority 3: Develop a system for state-wide mentoring frameworks* within communities of practice through a strategic, systematic, and collective structured praxis developed in collaboration with the EAC, ODE, REN, and IHEs to build human and social capital for teacher candidates in their final 45 credits and into and through their first five years in the field.

*Priority 4: Develop accessible and sustainable pathways towards licensure* through strategically incentivizing entering and remaining in the profession.

### Priority Area 1 Authentic and Responsive Engagement Across Strategic Partnerships

Authentic and responsive engagement across strategic partnerships that include the Educator Advancement Council; the Oregon Department of Education; the Regional Educator Networks; and Institutions of Higher Education.

*Goal 1.1- Build Interagency Relational Trust, Partnership, and Transparency—cited from this report in the Oregon Multilingual Learner Strategic Plan 2024*

#### Action Item 1.1.1: Local Education Agencies

- Develop a steering committee of EAC; ODE; REN; Institutions of Higher Education and Community Partners to build a collective strategic plan for developing, supporting, and partnering with ethnoracially and linguistically diverse educators.
- A systematic and equitably accessible plan for dual credit pathways.
- Re-centering family and community needs and expertise relative to high-quality educator preparation through local, place-based pathways.
- Systematic coalition building of ethnoracially and linguistically diverse mentors.

#### Action Item 1.1.2: Institutions of Higher Education

- Develop steering committees of engaged community organizations and partners to inform educator preparation pathways and retention work.

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

- A structured and strategic plan for steering committee goals and roles supported by a co-created logic model that includes short-term, medium-term, and long-term goals.
- Create accountability checks to provide regular updates on budgets, project development, and progress towards the shared vision of growing and supporting place-conscious ethnoracially and linguistically diverse educator thriving in Oregon.

### Action Item A.1.3: State Policy Makers

- Collect annual reports from interagency collaboration and IHE's steering committee progress and make progress transparently available.
- Develop a strategic plan for improving working conditions for educators in Oregon that focus on educator wellness and healthy integrations of work and life to bring back the joy of the profession.
- Make the state-level strategic plan transparently available with annual updates on progress.
- Conduct an annual wellness survey for educators across the state and make report findings transparently available.

### *Goal 1.2- Elevate and Prioritize Local Expertise*

#### Action Item 1.2.1: Local Education Agencies

- When LEAs offer professional development, seek a bid from a local expert before bringing in an outsider to perform the work to foster partnerships with local expertise.
- Inter-agency steering committee annually plans a local speaker series with ethnoracially and linguistically diverse leaders leading up to an annual state-wide mentoring conference featuring prominent members of communities across Oregon including but not limited to activists, educators, artists, and the like in our state.

#### Action Item 1.2.2: Institutions of Higher Education

- Collaborate to build and maintain site-schools that elevate familial and local educator expert knowledge in partnership with build and district partners to inform a strategic plan.
- Pair elevated educators with strategically matched mentors that are purposefully partnered with mentoring work at IHE.
- Provide mentors with high quality graduate-level coursework supporting educator-leader professional development focused on effective mentoring strategies and practices that include content knowledge; socio-emotional knowledge; and how to provide regular, consistent, and constructive feedback.

#### Action Item 1.2.3: State Policy Makers

- Collaboratively build a local expert database highlighting areas of expertise and offering opportunities to connect with policy makers to build shared understanding.

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

- Annually report educator diversity data with actionable next steps for continuous improvement.
- Invest in incentivizing community engagement, involvement, and participation.
- Invest in incentivizing LEA and IHE partnerships for authentic residency and apprenticeship programming that is affordable, feasible, and reasonable to support the development of highly qualified ethnoracially and linguistically diverse educators.
- Invest in supporting pathways development for ethnoracially and linguistically diverse educators to move through systematic leadership development.
- Reconsider the barriers that high stakes testing imposes for educators of color in disproportionately gate-keep ethnoracially and linguistically diverse educators from thriving in the profession. While multiple measures exist, it does not yet exist in all content areas and may be worth reconsidering through more strategic data collection for who is not endorsed but tried to be and then making this data transparently available to encourage transparency in how our state is doing relative to the call in the Educator Equity Act (Elfers et al., 2022).

*Goal 1.3- Develop State-Wide Anti-Bias, Anti-Racist, and Socio-Emotional Professional Development Agenda for All Educators and Administrators.*

### **Action Item 1.3.1: Local Education Agencies**

- Modifying teacher evaluation tools to include line items related to anti-bias and anti-racist practices not only in classrooms, but with peers, colleagues, and families.
- Reconsider how federal funding is used across Title funds to support the development of local education support personnel towards licensure.
- Align professional development agenda in partnership with IHE to support anti-bias and anti-racist work through local expertise.
- Purposefully plan for socio-emotional wellness of educators across the calendar year.
- Conduct satisfaction surveys and wellness checks to be able to adjust as needed on a regular basis.
- Incentivize educators to complete at least 2 professional developments in the collective repository each year focused on anti-racist and anti-bias professional development perhaps during required PD days across the state.

### **Action Item 1.3.2: Institutions of Higher Education**

- Elevate the expertise of diverse educators through partnering in the development of professional development sequences that align with anti-racist and anti-bias pedagogies co-led by faculty at institutions of higher education, educators, and families at local education agencies starting with site-schools.

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

- Build an accessible collective repository of professional developments created by the EAC, the ODE, the RENs and IHE which districts and individual educators have the option to opt in to view and learn.
- Partner with LEAs to develop a rubric for evaluating quality of Professional Developments that are allowed into the repository to be stored.

### Action Item 1.3.3- State Policy Makers

- Incentivize LEAs and IHE to build high quality, collaborative professional development series to support the collective development of anti-racist and anti-bias pedagogies and practices across the state in PreK-20+ education.
- Provide competitive funding opportunities for the building of these professional developments with the stipulation for partnership between LEAs and IHEs.
- Create an annual state-wide award to acknowledge best practices in anti-bias and anti-racist work in schools for staff, educators, and administrators
- Incentivize awarded staff, educators, and administrators by having them contribute to the local expert speaker series.
- Build stronger capacity within the Office of Civil Rights to support local community and parent advocate groups in their efforts to address racism, linguisticism, and ableism in their communities.

## **Priority Area 2 Build Transformative Educators Grounded in Community Partnerships**

Build Transformative Educators and Administrators Grounded in Community Partnerships to Grow and Support Ethnoracially and Linguistically Diverse Educators in Oregon

*Goal 2.1: Through strategic community partnerships with ESDs, local districts, the local IHE to grow, support, partner with, and retain our own transformative educators and educator leaders who match the community background and who are invested to stay in the communities where they live and thrive.*

### Action Item 2.1.1: Local Education Agencies

- Consider site-base clinical experiences to maximize teaching and learning as well as affinity-based professional development to build critical collective networks.
- Build a strong coalition of ethnoracially and linguistically diverse educators and educator leaders through shared book studies, inquiry groups, and professional development related anti-racist and anti-bias work.
- Regularly revisit role and responsibility assignments with specific attention the males of color and the tendency to over assign to paternal disciplinarian roles and over assign class

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

rosters with disproportionate numbers of students who need additional socio-emotional and socio-behavioral support in K-12 settings.

- Regularly revisit classroom assignments as ethnoracially and linguistically diverse students disproportionately have less access to racially diverse teachers.
- Regularly conduct climate surveys in partnership with IHE and community partners to evaluate how LEAs are meeting educator needs and community needs as well in order to attend to concerns in tangible and transparent ways.
- Work in close partnership with faculty at local IHE with identified expertise in interrupting systemic, structural and institutional barriers to structure recruitment efforts, professional development, and leader development.

### Action Item 2.1.2: Institutions of Higher Education

- Develop university and school-based partnerships for site-based supervision at the site-based clinical practice schools where the university also offers systematic professional development for educators, educator leaders, and staff in the building.
- Invest in grow-your-own programming in partnership with LEAs to build and support the site-school model through the folks being trained up on these nurturing, supportive, and diverse spaces for systematic expansion of equity, socially-just access to high quality public education in Oregon.
- Systematically plan for more structured and intentional recruiting of ethnoracially and linguistically diverse educators through the systematic development of nurturing induction experiences in site-based clinical practice schools that have fostered safe and braver spaces for students, families, and educators of color.
- Bridge transitions for future educators from dual credit into IHE in a more community-centered way over time through relational trust and reciprocal collaboration.

### Action Item 2.1.3: State Policy Makers

- Incentivize choosing education as a viable career option for ethnoracially and linguistically diverse scholars who want to work in high-needs, low-income schools through loan forgiveness, specifically marked scholarship funding, and living expense stipends for not only their educational development years but also for their first 3-5 years in the profession.
- Revisit all that has accrued overtime for PK-12 educators to accomplish in a single day with the current dynamics of education in mind and revise the magnitude of these requirements to make a more humane experience where there is room for joy and margins for patience and creative engagement with students.
- Continue to robustly fund GYO efforts in Oregon with systematic data collection and dissemination of what is working well and spaces for hope for the profession.
- Consider incentivizing within state competitive funding opportunities the integration of strategic partnerships that include invested community partners, LEAs, and IHE.



## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

- Consider building, funding, and disseminating a state-wide climate survey and annual report of educator experiences within the partnerships to support educator retention.

*Goal 2.2: Systematically elevate highly qualified ethnoracially and linguistically diverse educators into educator leader roles in partnership with community members, LEAs, and IHE.*

### Action Item 2.2.1: Local Education Agencies

- Build a strategic building plan for purposefully and systematically recruiting ethnoracially and linguistically diverse educators to become school leaders.
- Ethnoracially and linguistically diverse educator leaders systematically coordinator to provide educator coaches along with equity-based performance incentives for participation in the coaching.
- Provide time during the workday for those working to become educator leaders to complete their studies.
- Partner with IHE offering pathways for educator leaders to host internships or to exchange interns with another building that allows for educator leaders in training to maintain their jobs while finishing their schooling.

### Action Item 2.2.2: Institutions of Higher Education

- Shift away from serving LEAs towards horizontal partnerships with ODE, classroom teachers, building and district administrators, community partners, and IHE faculty working together to think outside the box to imagine solutions together.
- Integrate into principal preparation the requirements for English for Speakers of Other Languages specialization or micro credentialing.
- Partner with LEAs, specifically with the site-based established schools, to create and nurture internship and learning opportunities for educator leaders.

### Action Item 2.2.3: State Policy makers

- Consider micro-credentialing as a central aspect of diverse principal professional development.
- Incentivize ethnoracially and linguistically diverse educators to pursue educator leader pathways with scholarship funding to cover costs.
- Consider elevating educator leaders' investments in Oregon through an annual award that includes a financial stipend for leader excellence.

*Goal 2.3: Strategically and systematically coordinate efforts to retain high quality ethnoracially and linguistically diverse educators during down budget cycles.*

### Action Item 2.3.1: Local Education Agencies

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

- When layoffs must occur purposefully planning and prioritizing retaining high quality teachers through systematic policies outlining rehiring priorities and transparency related to options for educators during the layoffs to still be able to provide for their families.
- Collaborate with IHEs to systematically professional develop those who must be laid off through graduate school pathways, endorsement or specialization pathways, and micro credentialing.
- Host LEA fairs where IHE are invited to come in to talk anyone who has received notice to support their transitions into continuing education while they wait to be rehired.

### Action Item 2.3.2: Institutions of Higher Education

- Coordinate with LEAs to host academic fairs and invitations into continued professional development during layoffs to open pathways specifically for those laid off to pursue graduate degrees, endorsements, specializations, and micro credentialing with targeted outreach.

### Action Item 2.3.3: State Policy Makers

- Ear mark funds to support persons layoff due to down budget cycles with stipends that are set-aside during up cycles to pursue graduate degrees, endorsements, specializations, and micro credentialing.

## Priority Area 3 Develop a System for State-Wide Mentoring Frameworks

Develop a sustainable system for state-wide mentoring communities of practice through a strategic, systematic, and collective structured praxis developed in partnership by the EAC, ODE, REN, LEAs and IHE to build human and social capital for teacher candidates in their final 45 credits and into and through their first five years in the field.

*Goal 3.1: Support strategic mentoring programs especially for ethnoracially and linguistically diverse educators*

### Action Item 3.1.1: Local Education Agencies

- Collaborate with local RENs to systematically develop a context specific mentoring program with focused attention on recruiting ethnoracially and linguistically diverse mentors who offer mentoring to educators in years 0-5.
- Elevate leadership opportunities for veteran ethnoracially and linguistically diverse educators while supporting novice ethnoracially and linguistically diverse educators.
- Build bridge partnerships with IHE to align mentor support, mentor professional development, and candidate placement for induction experiences with highly qualified ethnoracially and linguistically diverse mentors.

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

### Action Item 3.1.2: Institutions of Higher Education

- Strategically develop a collective and collaborative network of alumni mentors who support and guide teacher candidates.
- Provide leadership development for mentors with regular professional development opportunities for mentors and mentees and incentivize mentors' expertise.
- Systematize annual networking events to develop the collective network who then become the mentors, clinical teachers, and teacher leaders of the next generation.
- Systematic advising for ethnoracially and linguistically diverse teacher candidates and in-service teachers with structured and clear advising for navigating university systems as first-generation students, navigating funding options, and negotiating the processes for professional school and next steps along the education journey.
- Open doors for network, scholarship, and resume building opportunities.

### Action Item 3.1.3: State Policy Makers

- Provide incentives for multilingual educators to earn additional credentialing such as endorsements, specializations, and micro-credentialing
- Systematize dual credit options that strategically focus support for ethnoracially and linguistically diverse students for ESDs, Districts, and IHE to make the process for ethnoracially and linguistically diverse high school students entering the profession accessible and equitable for all to participate.

*Goal 3.2 Build human and social capital to coordinate efforts across invested community partners, local education agencies, higher education and the state*

### Action Item 3.2.1: Local Education Agencies

- Identify invested community partners (some examples below but not an exhaustive list) such as: local non-profits; housing alliances; chambers of commerce; local banks; school board members; and local farmers and housing networks.
- Build a strategic steering committee of leaders from these entities to discuss sustainability of living and thriving in the community inviting additional community support for things such as: housing allowances for educators in their final term of their preparation program; food discounts if you identify as an educator; childcare rebates or support; and listening sessions to learn about educator experiences.

### Action Item 3.2.2: Institutions of Higher Education

- Build strategic partnerships that are community centered with LEAs in your region to participate in strategic steering committee efforts.
- Conduct self-studies to interrupt pervading historic logics, to strategize, and formulate a concrete plan to be able to partner well with other IHEs for a coordinated state-wide effort.

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

- Analyze institutional policies regarding how expertise is institutionally defined and how those definitions may or may not maintain a status quo for bringing in community experts to facilitate and teach courses.
- Revise how faculty tenure is appraised relative to tangible community impact in supporting human and social capital development.

### Action Item 3.2.3: State Policy Makers

- Engage educators themselves across multiple contexts (urban, rural, Title and non-title, geographic proximity, grade-levels, years of experience, etc.) to better understand their lived experiences in their communities and schools specifically as it relates to experiences with attrition.
- Build a strategic plan for the Office of Civil Rights to conduct town hall meetings across the state to support community development relative to civil liberties and values alignment.
- Bring together community steering committees into a convening to share ideas for how local challenges are navigated in local contexts with local invested parties and strategic IHE partnerships.
- Create a state advisory committee that partners with the EAC to explore and supports policy development for community-centered teacher preparation through a Grow-Your-Own model.

*Goal 3.3 Collaborate to translate praxis into practice.*

### Action Item C.3.1: Local Education Agencies

- Develop district-wide action research to understand how to engage in community-centered grow-your-own efforts to develop high quality educators from within the local community and those already working in educational settings.
- Analyze district policy affordances and limitations for supporting instructional assistants who wish to pursue licensure and prioritize addressing those limitations in systematic ways.
- Engage union leadership to strategize and co-create solutions.
- Develop communities of practice with other LEAs to learn how others are thinking about the work.
- Partner with IHE to provide co-planned professional development to achieve building-level strategic goals.

### Action Item C.3.2: Institutions of Higher Education

- Build strategic support mapping theoretical concepts to problems of practice that not only problematize what is broken but offer solutions for progress forward.
- Partner strategically with LEAs and industry for collaborative innovation to build educational spaces that support educators implementing praxis into practice.

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

- Revise faculty annual reports line items to elevate how the work accomplished impacted communities in positive and tangible ways.
- Revise how policy and technical briefs are valued in scholarship.
- Engage both LEAs and policy makers to collaborate in solutions-oriented teams.
- Leverage grant funds for innovation and systematic professional development to support anti-racist and anti-bias educational spaces.

### Action Item C.3.3: State Policy Makers

- Continue to fund mentorship programming across the state that supports ethnoracially and linguistically diverse educators implementing praxis into practice.
- Host a state-wide convening of those funded and supported to build mentorship programs to share what has worked and to collectively solve challenges towards a state-wide mentoring framework that grounds the work in educational theory and tangible application.
- Develop a state-wide strategic mentoring plan that fosters diverse educator and educator leader efficacy to which future funding priorities are aligned.
- Develop a state-wide framework for affinity, ally, and advocacy group work to implement with educators in K-12 education.
- Sponsor the development and hosting of state-wide professional development modules for anti-bias training for mentors, clinical teachers, and supervisors.

### **Priority Area 4 Develop Accessible and Sustainable Pathways Towards Licensure**

Develop accessible and sustainable pathways to affordable licensure and leadership through strategically incentivizing and authentically partnering with local education agencies and community partners to make education an inviting professional option.

*Goal 4.1: Articulate a clearer scope of what retention means through a person-position framework which looks at employment status, action (retention, pauses or advances, or attrition), effect on position, and retention separating the individual and their teaching position with respect to attrition (Larkin et al., 2022) to continue to refine pathways and scaffold incentives for different tiers of engagement.*

### Action Item 4.1.1: Local Education Agencies

- Expand categories for tracking employee positions and employment status to include retention in position; retention with reassignment; and transfer offering incentives annually for those that remain in their position and continue to perform well.
- Explore the trends in the data by position and context to formulate actionable plans for purposeful promotion, continued professional development, and revision of labor assigned.
- Build a scope and sequence for improvement across attrition trends.

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

### Action Item 4.1.2: Institutions of Higher Education

- Accurately and systematically track post-graduation status for employment, retention, and where additional support is needed for novice educators in the field.
- Employment track current PK-12 assigned teaching positions for graduates from your program and systematically build partnerships in those concentrated spaces for site-school development, professional development collaborations, and community-centered feedback on teacher development.
- Systematically build in supports for graduates who have not yet secured a position but are waiting to be hired; those who are taking a break but intend to return; and those that are in education but not directly in PK-12 classrooms such as folks working in higher education, on a leadership track, working at TOSAs, or in other sectors of education supporting the development of PreK-12 educators.

### Action Item 4.1.3: State Policy Makers

- Collect annual reports that are more descriptive in nature of where folks are across the more detailed descriptions and make these data reports publicly accessible for transparency and accountability.
- In partnership with ODE, HECC, and EAC build a more systematic tracking system for which IHE graduates received their licensure, where those graduates are employed, how those graduates are doing on their annual wellness surveys, and how those graduates advance through towards leadership. For example, all students who are supported through EAC GYO dollars receive a number and that number stays with them throughout their education career journey to better understand more targeted growth and improvement efforts.

*Goal 4.2: Sustain ethnoracial and linguistic diversity into and within the workforce.*

### Action Item 4.2.1: Local Education Agencies

- Build summer bridge programs for participants starting with those participating in dual credit programming and continuing through participant journeys towards licensure.
- Provide participants the opportunity to work in summer school programs as paid assistants/educators/staff to apprentice and gain experience while also earning livable wages.
- Engage creative use of Title funds to support education support personnel who wish to pursue licensure.
- Establish build-team models to support teacher candidates and education support personnel who help to fill the roles of the education support personnel while they are doing their clinical practice work.
- Invest in educator-wellness, educator joy, and educator excellence in partnership with IHE.



## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

### Action Item 4.2.2: Institutions of Higher Education

- Offer focused and strategic stipends for teacher candidates who are ethnoracially and linguistically diverse to move through high-quality teacher preparation programs.
- Provide critical sociocultural and sociopolitical professional development to help teacher candidates understand their legal rights and responsibilities as well as their civil rights protections for implementing the Oregon Equity Initiatives in PreK-12 public education in Oregon.
- Partner with LEAs to offer professional development and support for school boards, community members, and families regarding deconstructing raciolinguistic ideologies, Oregon's Equity Initiatives, and the collaborative and collective nature of teaching and learning.

### Action Item 4.2.3: State Policy Makers

- Continue to develop legal protections for educators implementing the Oregon Equity Initiatives to safeguard against community doxing and backlash.
- Develop a task force to better understand the challenging contexts that ethnoracially and linguistically diverse educators' experience in rural, suburban, and urban spaces to formalize an annual report on the working conditions impacting educator retention, attrition, and persistence that includes educator voices and the results from the annual wellness survey.
- Consider curriculum audits across PK-12 education with a critical analysis of how historic logics are still being re-enforced and support the call for more inclusive revisions.

*Goal 4.3: Foster promotion and apprenticeship into leadership.*

### Action Item 4.3.1: Local Education Agencies

- Systematize teacher-led professional development in partnership with IHE and purposefully support ethnoracially and linguistically diverse educator participation in these teacher-led PDs.
- Set an annual schedule before the start of the academic year identifying which teachers will lead and partner with IHE to build the year-long PD plan to achieve the building-level and district-level goals.
- Build vision for growth centering anti-bias awareness and anti-racist pedagogies with long-term goals in mind to increase the diversity in school leadership.
- Intentionally nurture ethnoracially and linguistically diverse teacher leaders.
- Position instructional assistants and caregivers as knowledge holders and integrate into school leadership and decision-making spaces.
- Annually report on progress towards long-term goals to invested partners.

### Action Item 4.3.2: Institutions of Higher Education

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

- Map out the racial, linguistic, age, and gender identities of those that have been elevated to positions of leadership in the past 5 years and build a socially just and equitable strategic plan forward in partnership with LEAs.
- Consider how the work of ethnoracially and linguistically diverse teacher candidates is or isn't elevated within IHE and move to make institutional change. For example, establishing a BIPOC student advisory board to advise from an emic lens on what isn't working well to build change ideas together.
- Afford strategic support to ethnoracially and linguistically diverse current and former students in the field to support persistence and resilience into and beyond initial licensure.
- Strategize financially and systematically how graduates of educator preparation programs are supported to pursue administrative credentials within purposeful partnerships to build networks of ethnoracially and linguistically diverse teacher leaders and teachers in PreK-20+ educational spaces in Oregon.

### Action Item 4.3.3: State Policy Makers

- Incentivize partnerships between local IHE and LEAs for educational leader development, internship opportunities, and funding.
- Provide loan forgiveness for educator leaders who have earned their initial licensure and administrative credentials at IHE education in Oregon.
- Offer service scholarships through robust residency programming not only for initial licensure but also initial administrative credentialing.
- Gather annual reporting data on who is entering the administrator pathway, how they are entering, where they are earning their credentials, the types of funding supporting their continued education, and their persistence in administrative roles.

## Summary

Systemic, structural, and institutional challenges for Oregon's educator workforce persist and contribute to teacher shortages and teacher attrition, specifically and disproportionately for ethnoracially and linguistically diverse educators, students, and families in Oregon public schools. The challenges contribute to educator attrition in Oregon and detrimentally impact recruitment, preparation, and experiences in the field for diverse educators. As such, a multi-pronged approach to interrupting these challenges is urgently needed. The proliferation of systemic, structural, and institutional obstacles compel local education agencies, institutions of higher education, and policymakers to address, in real and tangible ways, how we are collectively building and fostering spaces for ethnoracially and linguistically diverse educator thriving in Oregon. There is an imperative need to change course in the ways we are thinking about building an ecology of great teaching and learning where the invested partners, policies, and processes at the macro, meso, and micro levels are all working together as an interconnected system to support diverse educator, student, family, and community needs to provide a high-

## **EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024**

quality, caring, and robust education for Oregon children. This report offers insights into what might be reasonably changed within respective loci of control to interrupt attrition, to foster diverse educator persistence, and to support educator retention.

Educational institutions require a systematic, multi-tiered approach to leadership development that builds sustainable and inclusive PreK-20+ systems. This comprehensive framework must begin with deliberate tracking of leadership progression, supported by targeted mentoring and coaching initiatives that create clear pathways to equitable advancement of effective educational leaders. The development of effective educational leaders necessitates strategic partnerships with educator preparation programs to implement comprehensive professional development initiatives and educator/educator leader pathways that are accessible for working professionals. These collaborations should emphasize the development of anti-bias competencies and practical tools for leaders, educators, coaches, and mentors to address racial, linguistic, and cultural bias within educational settings. Furthermore, community members and community leaders must be actively engaged in this process across PK-20+ contexts to ensure equity of voice, equity of vision for developing a community teacher, and broader community support for systemic change.

Central to this framework is the critical importance of building educator leaders who reflect the lived identities and experiences of ethnoracially and linguistically diverse educators. This representative leadership model demands systematic site-based preparation models that pair teacher candidates and novice teachers with experienced educators of similar ethnoracial and linguistic backgrounds, while also providing structured and targeted support for new building administrators from diverse backgrounds. There is compelling evidence for the effectiveness of this approach, demonstrating a 47.4% increase in retention rates at the 3-year mark and a notable 67.9% increase at the five-year mark (Brantlinger & Grant, 2022). Through systematic placement processes within site-schools, close district and educator preparation partnerships strategically align teaching and learning objectives with state requirements and expertise for building support and professional development. This comprehensive approach ensures that leadership development is not only systematic but also culturally responsive and evidence-based and in partnership with local content experts, ultimately leading to improved retention and effectiveness of diverse educators across the educational system fostering a collective arbitration network (Pratt & Dantas-Whitney, 2023). Through this intentional and multi-layered strategy, educational institutions can create sustainable pathways for educator and leadership development that reflect and collaborate well with invested community partners while maintaining high standards of educator excellence.

As an essential element to developing effective ethnoracially and linguistically diverse educator leaders, there is a need for a thorough examination of role distribution and workforce assignments within educational institutions, particularly concerning the disproportionate workloads imposed on ethnoracially and linguistically diverse educators. The current distribution

## **EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024**

of responsibilities demands immediate attention and systematic reform to address persistent inequities. School districts are invited to implement a comprehensive burden analysis to assess the current workload as experienced by educators themselves, making visible all of the invisible labor accrued by ethnoracially and linguistically diverse educators and educational leaders overtime. This evaluation should carefully document the historical accumulation of responsibilities, including initiative-based additions, policy-driven changes, curricular modifications, and the often-overlooked hidden labor requirements that have compounded over time. Additionally, gathering annual quantitative and qualitative measures of demographic isolation to better understand workplace experiences for ethnoracially and linguistically diverse educators (Patrick & Santelli, 2022) will help to build an understanding of how workplace burdens are contextualized relative to demographics as well. Such documentation will provide crucial insights into the layered complexity of educator responsibilities and their cumulative impact on professional sustainability and educator mental health. The multidimensional nature of educator burden extends beyond traditional classroom duties to encompass financial obligations, community engagement requirements, new initiatives, policy compliance measures, updated teaching and learning demands, implicit administrative duties, social responsibilities, personal commitments, and professional development demands. These interconnected pressures create a complex web of responsibilities that significantly impact educator well-being as well as professional experiences and educator efficacy. This systematic evaluation will inform decisions regarding reasonable workload parameters within the contracted workday, humane working conditions, and a transparent and detailed plan for necessary structural adjustments.

The transformation of educational workload distribution requires immediate action through thorough workload audits and burden reduction strategies, coupled with long-term initiatives to reform accountability measures and address psychological burden factors. Educational institutions are encouraged to carefully consider how to restore joy and professional satisfaction to the teaching profession through meaningful workload restructuring and robust support systems. This consideration becomes particularly crucial when examining the unique pressures faced by ethnoracially and linguistically diverse educators, who often carry additional implicit responsibilities within their educational communities. A comprehensive restructuring of educational workload distribution emerges as essential for addressing systemic inequities and promoting sustainable professional practices. The reformed approach needs to prioritize creating sustainable, equitable working conditions that support the well-being and professional growth of all educators while maintaining high educational standards. Through thoughtful reform and systematic assessment of actual educator workloads, educational institutions can work toward creating more sustainable and equitable working environments that benefit both educators and the students with whom they work.

In addition to understanding educator workload burdens, establishing systematic frameworks for affinity, ally, and advocacy groups serves as a potentially important intervention to interrupt

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

educator attrition because they are spaces where systemic, structural, and institutional biases and obstacles can be addressed. These structured spaces for sharing lived experiences and freedom dreaming related to the types of educational spaces we hope to see foster essential contexts where educators can authentically discuss challenges unique to the intersections of their identities and experiences without fear of reprisal. Within these spaces, both affinity and ally, participants foster collective strength and resilience through authentic connection, which potentials the interruption of isolation often experienced by ethnoracially and linguistically diverse educators, particularly in rural spaces, to build a strong and collective advocacy network. Overtime, with a structured framework, these spaces have potential to evolve into collective support networks where shared processing of challenges leads to collaborative problem-solving and unified advocacy for change. Through these types of collective networks, not only do participants find belonging, but participants also build change ideas, professional opportunities, and shared resources that foster pathways and opportunities for professional advancement within shared community. When educators share their stories and collective strategies, they build a rich repository of practical wisdom that benefits both newer and more experienced members. This exchange of knowledge strengthens individual capacity while building a collective understanding of how to thrive in the communities where we live and work.

Institutional investment in affinity, ally, and advocacy groups through dedicated funding demonstrates organizational value for diverse educators' experiences and commitment to their long-term success. This financial support ensures sustainability beyond volunteer efforts and prevents this important work from becoming an additional burden on already stretched educators. By integrating these groups into professional development structures, institutions validate the importance of identity-based support and signal their long-term commitment to retention and growth. The impact of this work on retention manifests through multiple interconnected pathways. Educators feel a sense of belonging and support in their professional journey when their experiences are seen and valued. Stronger professional networks also increase workplace satisfaction enhancing educator capacity to navigate challenges while maintaining wellbeing. The long-term benefits extend beyond individual retention to shape institutional culture and capacity. These spaces organically develop opportunities for leadership advancement and educator efficacy contributing to more inclusive and equitable school cultures. Perhaps most importantly, educator stability supported through affinity, ally, and advocacy groups positively impacts student outcomes, fostering a continuous cycle of improvement. When local education agencies, institutions of higher education, and policy makers formally recognize and resource these spaces, we demonstrate genuine commitment to retaining ethnoracially and linguistically diverse educators while creating sustainable structures for long-term success. The investment in affinity and ally groups represents more than just a retention strategy, it reflects a fundamental valuing of educator experience, a paramount prioritization to interrupt racial and linguistic biases in education, and an understanding that building collective strength is essential to the future of education.

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

The future of education is also predicated on a critical examination at the systems level of the extraordinary demands for interested participants of moving successfully through licensure pathways while maintaining a livable wage and a healthy integration of work and life outside of work. This is especially important for ethnoracially and linguistically diverse educators with a realistic lens on the annual income of the profession once initial licensure is achieved. There needs to be a reevaluation of what is required and how what is required is accomplished to create more humane, socially just, and reasonable access to local, high quality teacher preparation on the journey to becoming a licensed teacher (Mensah & Jackson, 2018). The current reality is that educators are forced to make untenable choices to pursue licensure. Either educators have to quit their full-time employment to become full-time students, which then leaves students without means to pay for rent, food, or living expenses. Or, educators are forced to maintain their full-time employment, while also being a full-time student because this is the only way they can qualify for financial aid which leaves the educator with no margins of time and working over 80 hours a week to do both things well while accruing significant amounts of debt to pay for tuition. Or choose a low-quality educator preparation program that is easy to move through but does not equip candidates well with the skills they need to do their jobs well and they leave the profession. Or they don't become a teacher and choose a different profession. None of these current choices are viable for supporting the well-equipped, joyful, and persistent educators our students and families deserve in Oregon. Systemic, structural and institutional changes are urgently needed for educator preparation in Oregon. In this report, both the literature and lived experiences of the participating educators have signaled that a consideration for deeper investments in Oregon's Grow-Your-Own (GYO) program models that are situated in critical analyses of systemic, structural, and institutional barriers, high-quality educator preparation, locally tailored collaborations between LEAs, IHE, and community partners, and innovative local institutional delivery models are paramount (Rogers-Art et al., 2019). These investments offer a hope for what is possible for systemic, structural, and institutional reform and as systematic data regarding program evaluations are collected, clearer pictures of the how will become more evident.

Building a task force to generate evaluation data for these GYO models and their impact for ethnoracially and linguistically diverse educators will help LEAs, IHE, and policy makers to better understand how ethnoracially and linguistically diverse educators are being positioned, supported, and nurtured in their development and practice. In addition, creating clearer systems for partnering with data reporting agencies, data collection, and data dissemination across all entities will help to streamline efforts, funding models, and structural changes. For example, it could be considered that the Oregon Longitudinal Data Collaborative function as a State Clearinghouse for data collection and dissemination to encourage consistency, clarity, and cleanliness of data coming from multiple inputs including ODE, HECC, TSPC, LEAs, and IHE.



## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

Making data consistently, accurately, and publicly available with annual release dates for reporting fosters both transparency and accountability.

The systemic, structural, and institutional forces that shape educator retention, in turn shape student experiences in PreK-20+ education. Invested partners must reconsider their approaches to fostering environments conducive for ethnoracially and linguistically diverse educators thriving to support more effective conditions for student learning. There are actionable steps that can be taken for transformational change in Oregon's education landscape. This report provided a variety of tangible ideas to operationalize the needed changes and is only the beginning of what is possible with collective effort and collaboration. Shifting the paradigm of PreK-20+ education is possible if we can work collaboratively towards more socially just and equitable environments for ethnoracially and linguistically diverse educators.



# EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

## References

- Anthropic. (2023). Claude 3.5 Sonnet. Retrieved from <https://www.anthropic.com>
- Bailes, L. P., & Guthery, S. (2020). Held down and held back: Systematically delayed principal promotions by race and gender. *AERA Open*, 6(2), 2332858420929298.
- Barnes, J. M. (2019). Teachers' Values: An International Study of What Sustains a Fulfilling Life in Education. *Journal of Education and Training Studies*, 7(5), 1-18.
- Bartell, D. S., & Boswell, C. (2019). Developing the whole teacher: Collaborative engagement as faculty development within a first-year experience program. *The Journal of Faculty Development*, 33(3), 25-32.
- Bastian, K. C., & Drake, T. A. (2023). School leader apprenticeships: Assessing the characteristics of interns, internship schools, and mentor principals. *Educational Administration Quarterly*, 59(5), 1002-1037.
- Bastian, K. C., Fortner, C. K., & Caton, K. (2023). Subject-Area Specialization and Teacher Retention: An Elementary School Story. *The Elementary School Journal*, 124(2), 343-366.
- Black, E., & Rice, E. (2020). Desperate Measures: How Teacher Preparation Programs Can Engage and Retain Black Male Teacher Candidates. *Educational Renaissance*, 9, 15-22.
- Brantlinger, A. M., & Grant, A. A. (2022). The First-School Retention of Black and Latinx Community-Insiders and Elite College Graduates: Implications for the Recruitment, Selection, and Training of Urban Mathematics Teachers. *Education Policy Analysis Archives*, 30(111), n111.
- Braun, D. L., Gable, R. K., Billups, F. D., Vieira, M., & Blaszczak, D. (2016). Evolving an Accelerated School Model through Student Perceptions and Student Outcome Data. *Journal of Educational Issues*, 2(2), 385-406.
- Bristol, T. J. (2018). To be alone or in a group: An exploration into how the school-based experiences differ for Black male teachers across one urban school district. *Urban Education*, 53(3), 334-354.
- Flores, B. B., Claeys, L., & Gist, C. D. (2018). *Crafting culturally efficacious teacher preparation and pedagogies*. Lexington Books.
- Chandler, J., Cumpston, M., Li, T., Page, M. J., & Welch, V. J. H. W. (2019). *Cochrane handbook for systematic reviews of interventions*. Wiley.
- Coleman, B. M., Bunch, J. C., & Thoron, A. C. (2020). Identifying agriscience teachers' instructional practice professional development needs by certification type. *Journal of Agricultural Education*, 61(3), 86-100.
- Cormier, C. J. (2023, July). Easing down the road: Exploring the pathway to the field and experiences of black male special education teachers. In *The Educational Forum* (Vol. 87, No. 3, pp. 236-251). Routledge.

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

- Cruikshank, V., Pedersen, S., Cooley, D., & Hill, A. (2020). How do male primary teachers negotiate expectations to perform gendered roles in their schools?. *The Australian Educational Researcher*, 47, 307-322.
- Darwich, L. (2021). Whom Do I See in the Staff Room Every Day? *Teacher Education Quarterly*, 48(2), 69-89.
- Dematthews, D. E. (2016). Competing priorities and challenges: Principal leadership for social justice along the US–Mexico border. *Teachers College Record*, 118(8), 1-38.
- DeMatthews, D. E., Knight, D. S., & Shin, J. (2022). The principal-teacher churn: Understanding the relationship between leadership turnover and teacher attrition. *Educational Administration Quarterly*, 58(1), 76-109.
- Dixon, D. Griffin, A., & Teoh, M. (2019). If you listen, we will stay: Why teachers of color leave and how to disrupt teacher turnover. The Education Trust. Retrieved from [EdTrust.org](https://www.edtrust.org)
- Doering, A., & Henrickson, J. (2014). Designing for Learning Engagement in Remote Communities: Narratives from North of Sixty/Concevoir pour favoriser la participation active à l'apprentissage dans les communautés éloignées: récits d'Au nord du soixantième parallèle. *Canadian Journal of Learning and Technology/La revue canadienne de l'apprentissage et de la technologie*, 40(3).
- Drake, S., Auletto, A., & Cowen, J. M. (2019). Grading teachers: Race and gender differences in low evaluation ratings and teacher employment outcomes. *American Educational Research Journal*, 56(5), 1800-1833.
- Education Trust. (2022). "5 things state and district leaders can do to advance strong and diverse school leadership. The Education Trust. Retrieved from [EdTrust.org](https://www.edtrust.org)
- Edwards, W. (2024). Persistence despite structural barriers: Investigating work environments for Black and Latinx teachers in urban and suburban schools. *Urban Education*, 59(4), 1159-1190.
- Edwards, W., & Anderson, C. Q. (2023). Teacher-principal ethnoracial matching, geography, and novice teacher career outcomes. *AERA Open*, 9, 23328584231213344.
- Elfers, A. M., Plecki, M. L., Kim, Y. W., & Bei, N. (2022). How retention and mobility rates differ for teachers of colour. *Teachers and Teaching*, 28(6), 724-741.
- Fuller, E. J., & Young, M. D. (2022). Challenges and opportunities in diversifying the leadership pipeline: Flow, leaks and interventions. *Leadership and Policy in Schools*, 21(1), 19-34.
- Gimbert, B. G., & Kapa, R. R. (2022). Mid-career teacher retention: who intends to stay, where, and why?. *Journal of Education Human Resources*, 40(2), 228-265.
- GitHub & OpenAI. (2023) GitHub Copilot AI programming tool. Retrieved from <https://github.com/features/copilot>
- Greenberg-Motamedi, J & Merrill, B. (2024). *Data memo: Findings and data validation*. Education Northwest.
- Griffin, A., & Tackie, H. (2016). *Through our eyes: Perspectives and reflections from black teachers*. The Education Trust. Retrieved from [EdTrust.org](https://www.edtrust.org)

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

- Harrington, L., & Walsh, N. (2022). District support of alternative permit teachers for increasing efficacy and retention. *Management in Education*, 36(2), 72-81.
- Jain, S., Cohen, A. K., Huang, K., Hanson, T. L., & Austin, G. (2015). Inequalities in school climate in California. *Journal of Educational Administration*, 53(2), 237-261.
- Kell, E. (2018). *How to Survive in Teaching*: Bloomsbury.
- Kemper Patrick, S., & Arturo Santelli, F. (2022). Exploring the relationship between demographic isolation and professional experiences of Black and Latinx teachers. *Journal of Education Human Resources*, 40(2), 138-168.
- Kena, G., Hussar, W., McFarland, J., De Brey, C., Musu-Gillette, L., Wang, X., ... & Dunlop Velez, E. (2016). The Condition of Education 2016. NCES 2016-144. *National Center for Education Statistics*.
- Kim, J. (2022). "Never Anything About the Asian Experience": An AsianCrit Analysis of Asian American Teachers in the Midwest. *Multicultural Perspectives*, 24(2), 52-61.
- Kohli, R. (2019). Lessons for teacher education: The role of critical professional development in teacher of color retention. *Journal of Teacher Education*, 70(1), 39-50.
- Landertinger, L., Tessaro, D., & Restoule, J. P. (2021). "We Have to Get More Teachers to Help Our Kids": Recruitment and Retention Strategies for Teacher Education Programs to Increase the Number of Indigenous Teachers in Canada and Abroad. *Journal of Global Education and Research*, 5(1), 36-53.
- Larkin, D. B., Patzelt, S. P., Ahmed, K. M., Carletta, L., & Gaynor, C. R. (2022). Portraying secondary science teacher retention with the person-position framework: An analysis of a state cohort of first-year science teachers. *Journal of Research in Science Teaching*, 59(7), 1235-1273.
- Lee, H., & Sartain, L. (2020). School closures in Chicago: What happened to the teachers?. *Educational Evaluation and Policy Analysis*, 42(3), 331-353.
- Lee, S. H., Keith, B., Bey, Y., Wang, Y., Yang, X., Li, X., & Ji, J. S. (2022). A convenient rhetoric or substantial change of teacher racial diversity? A text mining analysis of federal, state, and district documents.
- McHenry-Sorber, E., Campbell, M. P., & Sutherland, D. H. (2023). "If I ever leave, I have a list of people that are going with me:" Principals' understandings of and responses to place influences on teacher staffing in West Virginia. *Educational Administration Quarterly*, 59(2), 432-464.
- Mensah, F. M., & Jackson, I. (2018). Whiteness as property in science teacher education. *Teachers college record*, 120(1), 1-38.
- Merriam-Webster. (n.d.). Attrition. In Merriam-Webster.com dictionary. Retrieved August, 2024, from <https://www.merriam-webster.com/dictionary/attrition>
- Mosely, M. (2018). The Black teacher project: How racial affinity professional development sustains Black teachers. *The Urban Review*, 50(2), 267-283.

## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

- Nava-Garza, R., & Maxwell, G. M. (2020). Hiccups and Success: Principals Speak out about Equitable Performance Pay in a Large South Texas Urban Border District. *Research in Higher Education Journal*, 38.
- Okraski, C. V., & Madison, S. M. (2020). Pueblo pequeño, infierno grande: Shifting the burden of Latinx Spanish teacher retention in the rural South. *Foreign Language Annals*, 53(3), 594-612.
- Oregon Statewide Report Card 2022-2023. Retrieved at <https://www.oregon.gov/ode/schools-and-districts/reportcards/Documents/rptcd2023.pdf>
- Pabon, A. (2016). Waiting for Black superman: A look at a problematic assumption. *Urban Education*, 51(8), 915-939.
- Patrick, S.K., & Santelli, F.A. (2022). Exploring the relationship between demographic isolation and professional experiences of Black and Latinx teachers. *Journal of Education Human Resources*, 40(2), 138-168.
- Penner, E. K., Ainsworth, A., & Liu, Y. (2024). *Building a diverse workforce for all students: Oregon educator recruitment and retention over time and across contexts*. Building a Diverse Workforce Report: Educator Advancement Council. Retrieved from <https://eac.ode.state.or.us/page/reports-research>
- Pour-Khorshid, F. (2018). Cultivating sacred spaces: A racial affinity group approach to support critical educators of color. *Teaching Education*, 29(4), 318-329.
- Pratt, K. L. & Dantas-Whitney, M. (2023). Educational leaders' agentive power to disrupt racial and linguistic hierarchies. *The Journal of Language, Identity and Education*, 22(1), 36-50, <https://doi.org/10.1080/15348458.2020.1832495>
- Richman, L. J., Wittmann, C., & Madden, M. (2014). The story of a unique collaborative partnership focused on preparing effective teachers to be successful in high-poverty/high-minority schools. *School-University Partnerships*, 7(2), 113-118.
- Rogers-Ard, R., Knaus, C., Bianco, M., Brandehoff, R., & Gist, C. D. (2019). The grow your own collective: A critical race movement to transform education. *Teacher Education Quarterly*, 46(1), 23-34.
- Salas, S., Lewis, C. W., & Siefert, B. (2021). "You Teach What?" Black Males, New Latino South Classrooms, and Wanderlust. *The New Educator*, 17(2), 180-196.
- Shand, R., & Batts, J. (2023). Toward more inclusive professional learning communities. *Journal of Education Human Resources*, 41(1), 110-141.
- Shirrell, M. (2018). The effects of subgroup-specific accountability on teacher turnover and attrition. *Education Finance and Policy*, 13(3), 333-368.
- Stovall, J. L., & Mosely, M. (2023). "We just do us": How Black teachers co-construct Black teacher fugitive space in the face of antiblackness. *Race Ethnicity and Education*, 26(3), 298-317.
- Sun, M. (2018). Black teachers' retention and transfer patterns in North Carolina: How do patterns vary by teacher effectiveness, subject, and school conditions?. *AERA Open*, 4(3), 2332858418784914.



## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

- Sweatt, T. E. (2017). *The lived experience of African American teachers utilizing co-cultural adaptation at predominantly White rural schools in Central Appalachia*. Eastern Kentucky University.
- Tate, B., & Kenison, B. (2023). Oregon longitudinal data collaborative: Joint task force on statewide educator salaries. Presentation on October 11, 2023. Retrieved from <https://olis.oregonlegislature.gov/liz/202311/Downloads/CommitteeMeetingDocument/277441>
- Taveras Rivera, E. (2022). Female Puerto Rican teachers' testimonios of retention and culture. *Race Ethnicity and Education*, 25(6), 835-854.
- Tricarico, K. M., Jacobs, J., & Yendol-Hoppey, D. (2015). Reflection on their first five years of teaching: Understanding staying and impact power. *Teachers and Teaching*, 21(3), 237-259.
- Unda, M. D. C., Shook, L. M., & Lizárraga-Dueñas, L. I. (2022). Community-based organizations and the sustainability of indigenous and latinx educators during COVID-19: Academia Cuauhtli case study. *Journal of Cases in Educational Leadership*, 25(3), 215-235.
- Van Overschelde, J. P., & Wiggins, A. Y. (2020). Teacher preparation pathways: Differences in program selection and teacher retention. *Action in Teacher Education*, 42(4), 311-327.
- Williams III, J. A., Davis, A., & Butler, B. R. (2020). Reducing discipline disparities by expanding the Black teacher pipeline: A descriptive analysis of the Charlotte-Mecklenburg School District. *The Urban Review*, 52(3), 505-520.
- Williams, S. M., Swain, W. A., & Graham, J. A. (2021). Race, climate, and turnover: An examination of the teacher labor market in rural Georgia. *AERA Open*, 7, 2332858421995514.
- Wojcik, A. J., Hicks, M., Scott, L. A., Thoma, C. A., Bowman, R. W., & Frazier, R. (2023). A comparison of service time and racial categories within traditional and alternative route internship programs for special education licensure. *Teacher Education and Special Education*, 46(2), 162-177.
- Zahner, W., Chapin, S., Levine, R., He, L. A., & Afonso, R. (2019). Examining the recruitment, placement, and career trajectories of secondary mathematics teachers prepared for high-need schools. *Teachers College Record*, 121(2), 1-36.



## EDUCATOR RETENTION IN OREGON: EXECUTIVE SUMMARY REPORT 2024

### Disclaimer on AI Usage

This work has been prepared in accordance with the American Psychological Association's (APA) evolving guidelines, including APAs guidelines on AI usage in academic writing. In adherence to ethical research practices, the first author declares the use of artificial intelligence (AI) tools during the preparation of this work. Specifically utilized were Claude 3.5 Sonnet, an AI model developed by Anthropic, GitHub Copilot, and OpenAI's ChatGPT. These AI tools are identified in the references using the format for software apps, as recommended by APA. The AI tools were strategically and purposefully employed for word-choice refinement of author original composed text, reviewing author original composed text content for clarity, word cutting author original revisions of summaries, and in the templated framework of this AI disclaimer statement. AI-generated suggestions for revision or modifications have been reviewed and edited by the first author to ensure accuracy and relevance. Every effort was made in the use of these AI tools to adhere to compliance with academic integrity policies and ethical research guidelines. By providing this disclaimer about the methods used in refining this work we are making a transparent effort to uphold the highest standards of academic integrity. Any errors or omissions remain the first author's sole responsibility.