



Priority area 3 **Transformative educators and administrators**

All educators have a responsibility to effectively serve students designated as English learners and support their equitable access to educational opportunities. Professional learning and training specific to the needs of multilingual learners is a priority in Oregon, as is the recruitment and retention of multilingual educators of color. Educators, administrators, and school staff members have a significant impact on the academic experiences and outcomes of multilingual learners.¹ Students benefit from having multilingual educators who share a similar racial/ethnic identity and from educators who have the professional preparation to support them.² This goal aims to diversify the workforce at all levels and create systems so that all current and prospective teachers and administrators have professional preparation to teach and support multilingual learners. There are multiple ways administrators and educators can advance this priority area.

Goal 1. Oregon districts recruit, hire, retain, and advance multilingual educators of color who mirror the intersectional identities of students designated as English learners.

Administrators

- Prioritize hiring multilingual educators of color
- Focus on retention-related policies and practices that provide support to multilingual educators of color at the building or district level
- Develop outreach and recruitment activities specific to multilingual educators of color
- Advocate for providing multilingual staff members with a stipend or salary differential

Goal 2. Ensure all preservice educators and new administrators have the capacity to support multilingual education.

Administrators

- Advocate for incorporating multilingual education best practices in all teacher preparation and administrator licensure programs in the state
- Include multilingual education learning in onboarding content and training
- Coach new educators on implementing effective practices that support both language acquisition and content learning



Goal 3. In-service teachers, administrators, and school staff members engage in ongoing, high-quality professional learning to support multilingual learners.

Educators and administrators

- Engage in training and professional development about multilingual education offered by local, regional, state, and national agencies
- Enroll in a specialized program to earn an English for Speakers of Other Languages (ESOL) endorsement and/or a dual language specialization

Administrators

- Provide system-wide, consistent, high-quality professional learning opportunities for all staff members on how to incorporate multilingual education best practices

References

- ¹ Liebowitz, D. D., & Porter, L. (2019). The effect of principal behaviors on student, teacher, and school outcomes: A systematic review and meta-analysis of the empirical literature. *Review of Educational Research*, 89(5), 785-827. <https://doi.org/10.3102/0034654319866133>; Goldhaber, D., Jin, Z., & Startz, R. (2023). *How much do early teachers matter?* National Center for Analysis of Longitudinal Data in Education Research. <https://files.eric.ed.gov/fulltext/ED620459.pdf>
- ² Loeb, S., Soland, J., & Fox, L. (2014). Is a good teacher a good teacher for all? Comparing value-added of teachers with their English learners and non-English learners. *Educational Evaluation and Policy Analysis*, 36(4), 457-475. <https://doi.org/10.3102/0162373714527788>; Blazar, D. (2021). *Teachers of color, culturally responsive teaching, and student outcomes: Experimental evidence from the random assignment of teachers to classes* (EdWorkingPaper: 21-501). Annenberg Institute at Brown University. <https://doi.org/10.26300/jym0-wz02>; Gottfried, M., Kirksey, J. J., & Fletcher, T. L. (2022). Do high school students with a same-race teacher attend class more often? *Educational Evaluation and Policy Analysis*, 44(1), 149-169. <https://doi.org/10.3102/01623737211032241>; Greenberg Motamedi, J., & Vazquez Cano, M. (2022). *Oregon State University teachers educating all multilingual students: Integrating language acquisition and improving outcomes for English learner students*. Education Northwest. <https://files.eric.ed.gov/fulltext/ED623673.pdf>; Thompson, K., & Umansky, I. (2023). *Examining policy levers for English learner course access: Teacher preparation*. National Research and Development Center to Improve Education for Secondary English Learners. <https://www.elrdcenter.wested.org/resources-policy-levers-may-support-el-enrollment>