



# Educator Equity Advisory Group

December 17, 2015

1:00pm – 3:00pm

Parkrose School District Office

10636 NE Prescott St. Portland, OR 97220., Portland, OR

*Call-In Information*

*(888) 557-8511*

*Access code: 5579138#*

## AGENDA

### **1) Welcome and opening remarks—Chair Karen Gray**

- a) Roll call
- b) Notes from Nov meeting-provide edits to Hilda
- c) Update on request from Representative Piluso

### **2) Solidify 3-4 Next Action Steps Tasks for this year's work plan**

- a) Develop list of promising practices emerging from Oregon projects to include in OOEAG state plan proposal (2.5/2.6)
- b) Convene Education Preparation programs to discuss current efforts to diversify workforce and prepare all teachers to be culturally responsive (3.3)
- c) Compile recommendations from research and state Fellows Programs projects to include in OOEAG state plan proposal (3.7)

### **3) Public Comment**

- a) Members of the public wanting to give public testimony must sign in.
- b) There will only be one speaker from each group.
- c) Each individual speaker or group spokesman will have three (3) minutes.

### **4) Next meeting**

- a) Thursday, January 21, 2015 1:00 PM-3:00 PM. Parkrose School District

*All meetings of the Chief Education Office are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted online. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at [Seth.Allen@state.or.us](mailto:Seth.Allen@state.or.us). Requests for accommodation should be made at least 48 hours in advance.*





## Chief Education Office

### Oregon Educator Equity Advisory Group

November 19, 2015 Notes

Present: Karen Gray, Mary Cadez, Maria Dantas Whitney, Veronica Dujon, Representative Frederick, Bonnie Gray, Randy Kamphaus's representative, Joy Koenig, Armando Laguardia, Rob Larson, Keith Menk, Robert Nava, Brooke Nova, Hilda Rosselli, Anselmo Villanueva

- A. Chair Gray welcomed everyone and the agenda was reviewed. Veronica Dujon was introduced. Rationale was explained for reclassifying all meetings of the Educator Equity Advisory Meeting as public. Importance of attendance was emphasized and a reminder to let organizers know how you are participating (by phone or in person). Provide edits to Hilda on the notes from the October meeting.

Chair Gray shared highlights from the African American Student Plan Work Group that grew out of HB 2016 which has met three times. They have divided their work into five groups organized by stage of education. Our own work plan needs to align and connect with recommendations that are coming out of this work group, the Native Alaskan American Indian Attendance Project and the English Language Learners State Plan as applicable. Commonalities may include:

- Culturally responsive pedagogy and practices
- Family and community engagement
- Diverse educator workforce
- Highly qualified teachers
- Ethnic and racial disparities—discipline, etc.
- P-20 transitions
- Engagement/attendance at school

Veronica referenced need to address diversity within populations typically labeled as African Americans, etc.

Rob L asked about how the Oregon Equity Lens will be elevated? Adopted by all agencies but not in statute. Are there plans to do more to elevate and rebrand the Equity Lens. Hilda will forward these suggestions to the Communications Director at the Chief Education Office.

Members agreed that it will be important to review the recommendations for funding from the AA plan.

Armando suggested that criteria like those used by the AA work group should be used to guide investments such as TeachOregon.

Mary noted one of the major targets of TeachOregon is recruitment of a diverse workforce. Reports from 2013-15 projects can be accessed at:  
<http://chalkboardproject.org/what-we-do/teachoregon/>

Karen noted that we will need measures of success that help us scale up effective practices and that contribute to sustainability. We need policy scaffolding from projects to serve as conceptual organizers.

Armando stated we need to determine how to best influence educator preparation. Perhaps through a panel that address how many diverse educators are needed. How long it will take at the current rate.

Hilda shared a draft set of calculations estimating how many new teachers of color would be needed to meet a modest goal of 15% diversity in the state's educator workforce (6% increase):

- Number of ADDITIONAL teacher hires over 2014-15 level needed to achieve 15% diversity (no resignations or retirements calculated)
- Assuming same level of production for Oregon<sup>1</sup> and out of state education preparation programs AND assuming ALL new graduates got hired in the subsequent year, AND districts were able to retain all new hires of color AND not have any retirements of color, **it would take Oregon over six years to meet the 15% goal.**
- If every Oregon education preparation program were able to increase and maintain the percent of new teacher candidates of color prepared by 35% over 2013-14 levels AND the number of out of state prepared new teachers of color stayed the same as 2013-14 AND both pools of new teacher candidates were all hired, AND districts were able to retain all new hires of color AND not have any retirements of color, **it would take Oregon over five years to meet the 15% goal.**

Rob L asked Keith how TSPC can better open doors bringing in non-traditional candidates—what rules may get in the way of this goal?

Keith reviewed TSPC's commitment to this goal including a strong stand on diversity standards, inclusion of impact on all students in Teacher Work Samples and now edTPA, policies to examine inherent bias in admissions, testing, and curriculum. Referenced removal of Basic Skills test. Noted success in partnerships like in TeachOregon to embrace recruitment strategies at the district level. Disengagement of programs from communities is a stumbling block.

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<sup>1</sup> Assumes two fewer programs than in 2013-14 (University of Phoenix and Willamette Univeristy have both closed their teacher preparation programs)

Karen reminded everyone that she, Mary, and Hilda presented findings and barriers to TSPC this fall during a 45 min presentation.

Armando noted it's not so much certification that is a barrier but financial barriers too. Mary noted that 6/7 universities participating in TeachOregon have hired "navigators" to help students successful progress through their licensure programs.

GM Garcia (guest) noted that even though institutions are preparing more bilingual candidates, not all are truly bilingual-bicultural.

Anslemo noted that he shared other's frustrations. He is tired but patient and knows this will take years of concentrated effort. Need to highlight successes. Hires like Superintendent Gustavo Balderas of 4J Eugene School District.

Karen shared that when we do have a best practice, we need a plan for how to expand and replicate the practice, may need a template.

Armando noted that the Portland Teacher Program still does not have additional funds for their efforts- we are not yet putting more money in the hands of students to help them with expenses.

Mary noted new campaign called [TeachStrong](#), a coalition of diverse organizations, think tanks, teachers unions, civil rights and education reformers – communicating need to modernize and elevate the teaching profession.

Representative Frederick noted that teachers are telling others to not become teachers. They are concerned about denigration of the profession.

**B. Discussion of Advisory Work Plan**

a. Goal 1—

- i. Rob suggested besides hearings, need pre-session forums and legislative workshops. Should we do briefings with staffers.
- ii. Lew suggested community forums in different parts of the state (Eastern, Southern, etc) perhaps in April, May or June to which legislators are invited.
- iii. Need to also confirm with April when the 2015 findings and recommendations and our work plan will be on the Government to Government agenda. *(Dates for the 2016 Gov to Gov meetings will be determined at the Dec 4<sup>th</sup> meeting. I would be happy to bring forward your request to attend an upcoming meeting and present, likely in March or June 2016. April will be back in touch with us soon.)*

**C. Next meeting—January 21, 2016**

**D. Meeting was adjourned.**





