Educator Equity Advisory Group

January 21, 2016
2:00pm – 4:30pm
Somerville Large Conference Room
775 Court Street N.E. Salem, OR 97301

Call-In Information
(888) 557-8511
Access code: 5579138#

AGENDA

1) **Welcome and opening remarks—Chair Karen Gray**
   a) Roll call
   b) Notes from Dec 17 meeting-provide edits to Hilda
   c) Other announcements or updates

2) **Overview and discussion: Oregon's Equitable Access to Educators Plan**
   Markisha Smith, Education Program Specialist, ODE

3) **Overview and Discussion: Portland Teachers Program**
   Deborah Cochrane, Coordinator, Portland Teachers Program, PCC

4) **Update on Black Student Success Workgroup**
   Karen Gray, Superintendent, Parkrose School District
   Markisha Smith, Education Program Specialist, ODE

5) **Overview and discussion: American Indian/ Alaskan Native Oregon Indian Education State Plan**
   April Campbell, Advisor to Deputy State Superintendent on Indian Education, ODE

6) **Update on 2016 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) - Joy Koenig

   b) Convene Education Preparation programs to discuss current efforts to diversify workforce and prepare all teachers to be culturally responsive (3.3) - Karen Gray

   c) Compile recommendations from research and state Fellows Programs projects to include in OOEAG state plan proposal (3.7) - Hilda Rosselli

   (d) Other updates on action steps

7) **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.

8) **Next meeting**
   a) Thursday, February 18, 2016 1:00 PM-3:00 PM. Suite 5, Education Northwest 101 SW Main Street Portland Oregon 97204

All meetings of the ChiefEducation 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. Requests for accommodation should be made at least 48 hours in advance.

Chief Education Office
Oregon Educator Equity Advisory Group
December 17, 2015 Notes

Meeting Location: Parkrose School District Office, 10636 NE Prescott Street, Portland

1) Welcome and opening remarks – Chair Karen Gray

a) Roll Call

Present: Mary Cadez, Chair Karen Gray, Joy Koeing, Hilda Rosselli, Anselmo Villanueva, Andrea Stevenson (note taker), Serena Stoudamire

Present via phone or online: Markisha Smith, Randy Kamphaus, Brook Nova, April Campbell, Robin Johnson, Bonnie Gray, Robert Nava

b) Notes from November meeting

- Draft notes were emailed to the advisory group prior to the meeting for review.
- Hilda shared there will be a revision to the notes stating there was no public comment made at the November meeting and there was a guest.
- Karen would like to start a protocol of accepting the minutes. Andrea is here this month to capture the meeting notes.

Anselmo/Mary moved to accept the November Minutes

- Anselmo shared there will be a community engagement meeting on House Bill 2016 in Eugene on Monday January 11th he believes. He will email Hilda the particulars. Markisha will also forward the meeting information from Kendra to Hilda. HILDA TO FORWARD OUT TO GROUP.
- Hilda suggested when appropriate we should align our work with existing HB 2016 work.
- Karen added we want all these work groups to connect. She shared that she and Hilda are presenting at COSA/OACOA in January.
- Hilda added that a proposal was submitted to Oregon Association of Teacher Educators (ORATE) which meets at Western Oregon University on February 26th. She invited members to participate in addition to Karen and Markisha. The intent is to use a focus group format to engage faculty, identify progress points and barriers from faculty perspective.
- Karen added there will be an engaging presentation at the ELL conference in March as well led by Joy Koenig.
- Hilda asked if you are the lead presenter at a conference, report back on an informal head count of the audience so we can track how wide spread our message is.

Hearing no further discussion, the motion to approve the November minutes carried 5-0.

Voted: Mary, Karen, Joy, Hilda, Anselmo

c) Update on request from Representative Piluso

- Hilda shared following the November OSBA presentation, Representative Piluso approached Karen excited about the work, indicating she hadn't used her bill for February 2016 yet and she may be able to help. Hilda drafted a bill but unfortunately Representative Piluso had to use her bill for something else.
- Hilda read part of the bill she had drafted. It's a good draft but unfortunately it won't be introduced in February.

DRAFT

- Hilda proposed members of the advisory meet with legislators on the Education Committees to make sure they are aware of our work and to identify those interested in carrying a bill for 2017.
- Karen added, we want a real package for them to sign.
- Hilda said we've also reached out to Bob Brew Executive Director for OSAC to meet with Karen to talk about implementation of a fellowship program could be handled by OSAC. This builds on the work plan item to research fellowship programs in the nation specifically focused on recruitment of culturally and linguistically diverse educators.
- Karen asked if anyone had questions? That is going to be part of what this work group needs to produce for the big session. Karen noted that she likes the draft legislative language and we need to research data and details to go with it. We need to tell people what we want and why.
- Karen requested that the group split and do individual work on the three different objectives using the template provided.
- Members broke into three groups to discuss the three action steps below (2.a, b&c) for 20-30 minutes and reported back to the group as follows:

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 OEEAG state plan proposal (2.5/2.6)

Workgroup # 1: Joy, Brook, Markisha, April, Robin & Bonnie

Workgroup Summary Action Step 1:

Action/Activity	Target Dates	Status	Who	Markers of Success
1) Scholars Programs – WOU Program – March 2016 EL Conference > Brook, Karmin and Joy – Action: Follow up with participants				
2) Grow your own – Cadet Model – Dual Credits & Internships – Salem, HDESD, Klamath, E. Oregon – by June 2016 Inventory of Markers of Success > Brook & Markisha Workforce development and retention/nurture				
3) Student Summit – on Teachers in Oregon – Cadets becoming teachers – Deliverable maybe a one page handout, or binder "why teach in Oregon" - One Page deliverable – about how to implement a cadet program.				
4) Teach in Oregon Website - # views – Social Media ex. LinkedIn What is the "Plan" for post grad? Details. "Markers of Success" = Define – Measurable – 1st do internship inventory				

b) Convene Education Preparation programs to discuss current efforts to diversity workforce and prepare all teacher to be culturally responsive (3.3)

Workgroup # 2: Mary, Randy & Karen (and we'd like to invite Veronica)

Workgroup Summary Action Step 2:

Action/Activity	Target Dates	Status	Who	Markers of Success
Karen - April 14th UofO at PMS 6-9pm with a journalism presentation – We would like to dovetail if at all possible. Maybe 12-3:30, lunch provided or a possible event the day before that since the HECC meetgs on April 14th. Karen – We need HECC there so we will try for the day before or after.				

DRAFT

Hilda shared the 13th has conflicts as well
Randy – The goal for the 14th is to create a more positive narrative about teaching, there will be panels of teachers and journalists talking about teaching. He will share more info with OEEAG members asap.
Karen asked Randy if they could have their event the next day 12-3:30pm
Randy responded in the affirmative
Those who should attend the Ed Equity event – School Administration, those who makes placements into schools, Deans of Ed, College faculty and higher education coordinating commission
Karen - we also decided between now and the next OEEAG meeting we are going to meet to have more conversation and get a save the date out.
Hilda added – OACTE would be a good vehicle for that, and ORATE in February.
Karen – most importantly we decided this has to have a very explicit agenda, purpose and follow up. Idea is to determine what are the barriers currently keeping us from doing this work better in Oregon.
Hilda – Veronica couldn't be there today but she is probably able to speak briefly at the January meeting on the template we have prepared for all of the public Deans to think about. It's guidance from HECC, not a template, about how to think about their plans that are now required by law. By the time we do something in April the boards will have reviewed their plans.
Karen – we have to create something actionable, what we are asking the state to do in policy and money. To make this better for Oregon. We will invite Veronica to the team.
Karen asked Randy do you want to talk about the University of Virginia 3+1 and Yale program?
Randy- it's not as well formed as the journalism conference, but we do have it conceptualized – brining in leaders to inform teacher/educator preparation at about this same time. We are looking at a variety of approaches like accelerated curriculum and variations on professional development school teams and embedding of teacher training by Yale in Haven public schools.
Hilda asked if this group was thinking of inviting legislators and staffers to this event?
Karen responded in the affirmative, she will need help from Hilda on the invite list.

c) Compile recommendations from research and state Fellows Programs projects to include in OEEAG state plan proposal (3.7)

Workgroup # 3: Anselmo, Hilda & Serena

Workgroup Summary Action Steps 3:

Action/Activity	Target Dates	Status	Who	Markers of Success
Hilda – we dug deeply into the State Fellows Programs. States that have scholarships that support candidates of color that want to become teachers (Indiana, Illinois, Florida and Tennessee). We brainstormed a variety of questions that we will put into a document to ask about these programs. We will schedule phone meetings or skype, anyone who wants to help can. We will start with these states and also find out if there are others. We will bring the results back to this group, a chart of who does what. We would use that data to refine the legislative concept we talked about earlier. Another step in there is that Karen and I will be meeting with Bob Brew to seek out how that would work with OSAC managing scholarship funds. Then, after it's reviewed and adopted by this group then we would be asking for folks to help vet it with various agencies, foundations, partner groups and organizations. Then we would also schedule meetings with staffers to walk them thru it and identify legislators to carry it and then of course pass it.				
Hilda – the other thing we talked about briefly is that we need to update the research that is specific to the researchable impact on putting training together that is on implicit bias. We need the research evidence. Joy – Behavior based hiring practices - In Springfield we are putting together a hiring manual. Mary – The Portland metro teach Oregon group just finished up a presentation on that so ask them for it. Bonnie will check with cultures connecting to see if they have research				
Hilda- The last piece of research we want to update and for which I already have pieces from Rob Larson examines				

DRAFT

the impact on students when they have a more culturally diverse work force? What is the impact on teachers and students?
Karen – that's what we are talking about in the Black Student Success work group, is how important implicit bias, culturally responsive teaching, that professional development on currently teaching teachers.
Mary – there is a pattern in the teacher candidate groups that would suggest that one of our problems of practice is that we are not doing enough real time interaction at the same time they are learning about culturally responsive practices.
Karen – University of Portland has Open School connection in their teaching program.
Hilda – There is one other piece that maybe belongs in group 1 and referenced in group 3. What we need to do with Markisha's help and April's help and Ruby Ann's help, is to figure out when is the best time to convene the recommendations from all of those groups into this group.
Hilda asked April if the January 21st date works for her.
April responded I think so, we are supposed to be in seaside
Hilda – it sounds like as each of the groups are done with their work we need to invite them in to have them present their work. April is up first. Markisha maybe when you are back in January we can talk about the Ell piece.

4) **Public Comment – NO, Public Comment**
   d) Members of the public wanting to give public testimony must sign in.
   e) There will only be one speaker from each group.
   f) Each individual speaker or group spokesman will have three minutes.

- No Public Comment

5) **Next Meeting—NOTE NEW TIME AND LOCATION**
   Thursday, January 21, 2015
   2 to 4:30 PM
   Large Conference Room
   Somerville Building, 755 Court Street NE, Salem, OR

DRAFT

ENSURING EQUITABLE ACCESS TO EXCELLENT EDUCATORS UPDATE

January 11, 2016

REQUIREMENTS OF STATE PLANS

WHAT AND WHEN

- **Deadline:** June 1, 2015
- Plans must meet the following **six requirements:**
  1. Describe and provide documentation of the steps the SEA took to consult with stakeholders.
  2. Identify equity gaps.
  3. Explain the likely cause(s) of the identified equity gaps.
  4. Set forth the SEA's steps to eliminate identified equity gaps.
  5. Describe the measures that the SEA will use to evaluate progress toward eliminating the identified equity gaps.
  6. Describe how the SEA will publicly report on its progress in eliminating the identified gaps, including timelines for this reporting.
  7. **Our plan was approved on December 22, 2015**

HIGHLIGHTS OF EQUITABLE ACCESS TO EDUCATOR PLAN

WHAT DOES OUR PLAN SAY?

- An ***excellent teacher*** is fully prepared to teach in his or her assigned content area, demonstrates a strong understanding and commitment to effectively utilizing culturally responsive pedagogy and practice, is prepared to work with English Language Learners, meets or exceeds performance standards on the INTASC evaluation, is able to demonstrate strong instructional practices and significant contributions to growth in student learning, and consistently demonstrates professionalism and a dedication to the profession both within and outside of the classroom. The evaluation of an excellent teacher will be tied into the Educator Evaluation System based on a waiver approved by the U.S. Department of Education.

- An ***excellent school leader*** is fully prepared to lead both instructionally and administratively, demonstrates a strong understanding and commitment to effectively utilizing culturally responsive pedagogy and practice, is prepared to lead their school/district in working with English Language Learners, meets or exceeds performance standards on the ISLLC evaluation, is able to demonstrate strong instructional practices and significant contributions to growth in school performance and student learning, and consistently demonstrates professionalism and a dedication to the profession both within and outside of the classroom. The evaluation of an excellent leader will be tied into the Educator Evaluation System based on a waiver approved by the U.S. Department of Education.

HIGHLIGHTS OF EQUITABLE ACCESS TO EDUCATOR PLAN

WHAT DOES OUR PLAN SAY?

- Where do Equity Gaps Exist?
  - Educator Experience
  - Out-of-Field
  - Educator Turnover
  - Diverse Educators Hired and Retained
  - Unqualified (To be monitored only)
- Theory of Action

- **If** *a comprehensive approach to recruitment, preparation, and retention for excellent educators—in particular for students experiencing poverty, students of color—is implemented carefully and its implementation is monitored and modified when warranted over time, and*

- **If** *Oregon makes a commitment to supporting this approach through fiscal, legislative, and advocacy oriented actions,*

- **Then** *Oregon school districts will be better able to close opportunity and achievement gaps for specific student populations across the state through an understanding and utilization of culturally responsive pedagogy and practice such that all students have equitable access to* excellent *teaching and leading to help them achieve their highest potential in school and beyond.*

HIGHLIGHTS OF EQUITABLE ACCESS TO EDUCATOR PLAN

WHAT DOES OUR PLAN SAY?

- Root Cause Analysis
  - Hiring Practices
  - Geographic Location
  - Inability to Meet licensure requirements
  - Lack of robust culturally responsive professional learning
  - Recruitment and retention of diverse educators into educator preparation programs
  - "Belief" gap
  - Inconsistent induction and mentoring opportunities
  - Underexposure to diverse school settings during field experiences and student teaching
  - Lack of diverse faculty and staff in teacher preparation programs
  - Limited culturally responsive pedagogy and practice pre-service content

HIGHLIGHTS OF EQUITABLE ACCESS TO EDUCATOR PLAN

WHAT DOES OUR PLAN SAY?

- Strategies
  - **Human Capital Management**
    - Improve district recruitment and hiring practices
    - Introduce recruitment incentives
    - Focus on retention efforts
  - **Ongoing Professional Learning**
    - Critically review alignment of funding streams
    - Improve and expand induction and mentorship program
    - Improve the quality and delivery of culturally responsive professional learning
    - Require all districts to submit Equity Action Plans
  - **Monitor Teacher and Principal Preparation**
    - Utilize the Oregon Educator Equity Advisory Group
    - Critically examine licensure requirements which might be barriers during pre-service educator phase
    - Expand school setting experiences in preparation programs

NEXT STEPS

STATE AND FEDERAL SUPPORT

- Template for districts to submit plans to ODE
- Technical assistance to districts to submit plans
- Explore sources of federal funds that can be also be used:
  - **Improving Basic Programs Operated by LEAs (ESEA Title I, Part A)**
  - **Improving Teacher Quality State Grants (ESEA Title II, Part A)**
  - English Language Acquisition, Language Enhancement, and Academic Achievement Act (ESEA Title III, Part A)
  - School Improvement Grants (SIG) (ESEA, Title I)
  - Individuals with Disabilities Education Act (IDEA, Part B)
  - Competitive programs

Questions

Oregon's Equitable Access to Educator Plan

A Plan to Recruit and Retain Excellent Educators

Submitted by the Oregon Department of Education

11/12/2015

Section 1: Introduction

Background to a Focus on Educational Equity

Our state has a vision of educational equity and excellence for each and every child and learner in Oregon. We understand that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. The attainment of a quality education strengthens all Oregon communities and promotes prosperity, to the benefit of us all. It is through educational equity that Oregon will continue to be a wonderful place to live, and make progress towards becoming a place of economic, technologic and cultural innovation.

The Oregon Education Investment Board and the Chief Education Officer (Now the Chief Education Office) was initiated with a charge to advise and support the building, implementation and investment in a unified public education system in Oregon that meets the diverse learning needs of every pre-K through postsecondary student and provides boundless opportunities that support success; ensuring a 100 percent high school graduation rate by 2025 and reaching the 40-40-20 goal.

A growing realization of the disparities that exist for students in Oregon led to further identification of two growing opportunity gaps:

- The first is a persistent gap between Oregon's growing populations of communities of color, immigrants, migrants, and low-income rural students with the state's more affluent white students.
- The second gap is one of growing disparity between Oregon and the rest of the United States. Our achievement in state benchmarks has remained stagnant and in some communities of color has declined while other states have begun to, or have already significantly surpassed our statewide rankings.

To guide the necessary policy and practices that can help Oregon achieve equity for every student, an Oregon Equity Lens was developed as a tool and vetted by over 60 organizations and individuals

Sample of the Equity Lens Core Beliefs

- Every student has the ability to learn.
- Speaking a language other than English is an asset.
- Supporting great teachers is important.
- Resource allocation demonstrates priorities and values.
- Shared decision making with communities improves outcomes.
- Rich history and culture are assets to celebrate.

throughout the state, including high school students. Feedback from the organizations added clarity and guided the development of core beliefs, a sample of which is provided in the text box.

The Equity Lens also has eight accompanying facilitation questions to assist groups in determining priorities, examining unintended consequences and planning strategically through an equity lens. One of the objectives of the Equity Lens is to provide a common set of values to guide educational entities and partners in decision making related to policy making, investments and systems building.

The Equity Lens was developed and adopted by the Oregon Education Investment Board, the State Board of Education, the Higher Education Coordinating Commission, the Youth Development Council, the Early Learning Council and many other professional associations to guide state policy recommendations and community engagement as we build a system that supports each and every student.

The primary focus of the equity lens is on race and ethnicity. While there continues to be a deep commitment to many other areas of the opportunity gap, we know that a focus on race by everyone connected to the educational milieu allows direct improvements in the other areas. We also know that race and ethnicity continue to compound disparity. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment.

The OEIB Equity Lens clearly demonstrates the persistent achievement gap between affluent white students and Oregon's growing populations of communities of color, immigrants, migrants, and low-income rural students. This gap in public schools leaves generations of students disenfranchised and creates obstacles that limit their contributions toward Oregon's economic growth. Closing the gap takes will power, in four components: social will, cultural will, organizational will, and political will.

As such, the Oregon Equity Lens is now being applied to explicitly identify disparities in education outcomes for the purpose of targeting areas for action, intervention and investment. For the purposes of this report, the Equity Lens helps us further analyze the racial and ethnic diversity among our education workforce serving Oregon students in the K-12 system.

"We believe the language we use as leaders, as communicators, and as adults in a community creates a lens for how students view themselves, creates perceptions among adults about students' abilities and culture, and plays a fundamental role in exacerbating the systemic gaps between students. We are in a double bind because our intent is to help improve the educational outcomes for students, yet we simultaneously reinforce a deficit-based paradigm in the process."

OEIB Communication Lens (2015)

The OEIB now seeks to operationalize the values of the Equity Lens with the tenets of an asset-based paradigm instead of a deficit based one. An asset based paradigm means recognizing and amplifying the strengths each student brings to the community and not associating system barriers to the students and families.

Oregon's Equitable Access to Educators Plan

"Inequalities in educational opportunities have always bedeviled public education" (Peske & Haycock, 2006). As a result, Oregon is responding to the federally mandated task requiring all states to submit Equitable Access to Excellent Educator Plans. The Oregon Department of Education (ODE) is pleased to submit to the U.S. Department of Education Oregon's Plan to Ensure Equitable Access to Excellent Educators that has been developed to address the long-term needs for improving equitable access to excellent educators in Oregon. This plan responds to Education Secretary Arne Duncan's July 7, 2014, letter to SEAs, as augmented with additional guidance published on November 10, 2014. State A's plan complies with (1) the requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state's Title I, Part A plan include information on the specific steps that the SEA will take to ensure that students from low-income families, students of color, and students with special needs are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency

will use to evaluate and publicly report the progress of the agency with respect to such steps; and (2) the requirement in ESEA Section 1111(e)(2) that a state's plan be revised by the SEA if necessary. Given researched, documented importance of strong leadership, our plan also includes the specific steps that we will take to ensure that students from low-income families, students of color, English Learners, and students with special needs are not disproportionately attending schools led by inexperienced or unqualified administrators.

This plan responds to Education Secretary Arne Duncan's July 7, 2014, letter to SEAs, as augmented with additional guidance published on November 10, 2014. State A's plan complies with:

(1) The requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state's Title I, Part A plan include information on the specific steps that the SEA will take to ensure that students from low-income families, students of color, and students with special needs are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency will use to evaluate and publicly report the progress of the agency with respect to such steps; and

(2) The requirement in ESEA Section 1111(e) (2) that a state's plan be revised by the SEA if necessary. Given research-based evidence of the importance of strong leadership, our plan also includes the specific steps that we will take to ensure that students from low-income families, students of color, English Learners, and students with special needs are not disproportionately attending schools led by inexperienced or unqualified administrators.

This plan details our approach to achieving our objective of improving access to excellent educators for our state's most marginalized youth. However, Oregon is committed to improving student outcomes across the state by expanding access to excellent teaching and leading for *all* students. As such, the plan is not about a narrow and impractical redistribution of high-quality educators from
low-need to high-need districts, schools, and classrooms, but rather a comprehensive approach to strengthening and maintaining teacher and principal effectiveness across the state, with an emphasis on our schools and classrooms with the greatest need.

To create this plan, a team of leaders at ODE, led by the Director of Education Equity, took the following steps:

1. Met internally to understand the work and how coordination of efforts across units and departments would inform the work.

2. Developed and began implementing a long-term strategy for engaging stakeholders in ensuring equitable access to excellent educators.

3. Reviewed data provided by ED and our own ODE data system to identify equity gaps.

4. Conducted root-cause analyses, based on data and with stakeholders, to identify the challenges that underlie our equity gaps to identify and target our strategies accordingly.

5. Set measurable targets and created a plan for measuring and reporting progress and continuously improving this plan.

Scan of State-Level Policies, Initiatives, and Currently Available Data

To begin this process in an informed way, ODE performed a review of current policies and initiatives that Oregon has been implementing in recent years as well as a review of relevant and available data. This scan was conducted in collaboration with multiple teams within ODE. Specifically, we reviewed:

- Existing state policy and practice for improving educator recruitment, retention, development, and support
- Policies and initiatives focused on Oregon's Institutions of Higher Education (IHE) and other providers that prepare teachers and administrators
- Initiatives relating to providers of in-service professional learning programs
- Current licensure standards and requirements
- Current frameworks for Oregon's Teacher Evaluation System
- Available data identified as relevant to the development and implementation of our state's equitable access plan. As a starting point, we reviewed the data profile prepared by ED, in particular the Civil Rights Data Collection (CRDC) data submitted by our state's school districts; ED*Facts* data that we provided to ED on classes taught by highly qualified teachers; state data similar to what is found in the Common Core of Data, including basic information such as demographic and comparable wage data on teacher salaries. To build on these data, we also reviewed additional relevant data that we have as part of our state's longitudinal data system—such as teacher and principal turnover rates, years of teaching experience, percentage of diverse educators in classrooms, and areas of teacher certification. Our State Director of Data Management

and members of his team led the process of collecting and reconciling these disparate state and national data sources. Technical issues that arose were resolved by the Director and his team.

Section 2. Stakeholder Engagement

We believe that a successful state plan for educator equity in Oregon cannot be developed solely and in isolation by ODE or even by ODE in cooperation with school districts. Rather, the plan's success depends in large part, on the long-term involvement and ownership of other stakeholders, including parents and other community members, teachers and other school employees (including organizations representing teachers), teacher and leader educators and others from higher education, school boards, civil rights and other community groups, and the business community. As described below, ODE has involved stakeholders from the beginning and will continue to do so through a statewide outreach of key stakeholder groups that will oversee the long-term implementation of and improvement of this plan. To ensure that we drafted a shared plan of action, ODE presented the work of the equity plan via four conference venues attended by Oregon stakeholder meetings in spring 2015 and solicited public input through a Survey Monkey feedback process. (See Appendices A for details about our stakeholder engagement process.)

To begin with, our internal work group made a list of potential stakeholder groups including state and district leaders on educator equality, teachers, principals, parents, union leaders, and community and business organizations to join the statewide equitable access committee. The internal work group included individuals from the following units within ODE:

- School Improvement
- Equity Unit
- Research
- Data Analysis
- Career and Technical Education
- OEIB (Oregon Education Investment Board, now Chief Education Office-Policy drivers)
- Teaching Standards and Practices Commission (educator licensing organization for Oregon)
- ODE Deputy Superintendents office
- Youth Development Division

Once the list of potential stakeholders was identified, one individual from each group was selected to be a part of a statewide educator equity committee, who with the help of a committee of advisors from within the SEA, who commented on the format and membership of the statewide committee and the invitation list for the stakeholder meetings. These advisors also provided feedback on preliminary ideas and materials emerging from the planning process. All meeting minutes are available upon request and provided in Appendix B of this document. There is also additional feedback from stakeholder meetings, including the first internal meeting, as a part of a zip file included with the submission of this document.

As documented, stakeholders were directly involved in the root-cause analysis. Stakeholders also collaborated in examining data to identify the state's most significant gaps in equitable access to excellent teaching and leading—which, together with our root-cause analysis, informed our theory of action.

The internal planning team supported the planning of four stakeholder conference presentations. . The purpose of these four stakeholder conference presentations was to:

- Review data and serve as advisors on interpreting the data and the root causes behind our state's equity gaps using the Center on Great Teachers and Leaders resource titled *Resource 7: Engaging Stakeholders in a Root-Cause Analysis* (http://www.gtlcenter.org/learning-hub/equitable-access-toolkit/stakeholder-engagement-guide). Due to different levels of familiarity with data among our stakeholder groups, we did our best to ensure that a member of the state team with expertise in data analysis was on hand at these meetings. In the event that scheduling conflicts or time constraints made this approach infeasible, the available state staff met with the data team in advance of the meeting to ensure they were prepared to address technical data questions.
- Identify and prioritize root causes of inequities in access to excellent teachers and leaders.
- Review and provide feedback on the draft plan.

At these meetings, we heard from teachers, school and district leaders, pupil services personnel, school board members, community organizations, advocacy group leaders, and educator preparation faculty. To ensure that the conversations were productive and solutions-oriented, we used structured discussion protocols, such as the Center on Great Teachers and Leaders structured discussion-group protocol in *Resource 10: Build-Your-Own State Plan to Ensure Equitable Access to Excellent Educators* (http://www.gtlcenter.org/learning-hub/equitable-access-toolkit/stakeholder-engagement-guide) . We heard many

perspectives—most notably from teachers and administrators who emphasized the importance of effective leadership and working conditions for attracting and retaining effective teachers.

Each meeting had a note-taker using the Center on Great Teachers and Leaders note-taking template in *Resource 5: Incorporating Stakeholder Feedback—Discussion Planning, Recording, and Summary Forms* (http://www.gtlcenter.org/learning-hub/equitable-access-toolkit/stakeholder-engagement-guide), who systematically captured stakeholder feedback and incorporated the feedback from all meetings into memos that were reviewed, discussed by the authors of this plan. In between meetings, participants were encouraged to engage more widely with colleagues and communicate back further insights that they gained. These communications were added to the compilation of stakeholder input.

We will continue to involve stakeholders in our activities going forward through additional meetings, through ongoing two-way feedback loops, and through the support of a larger statewide education partners (composed of stakeholder groups), which will oversee the long-term commitment to implementing the strategies in this plan. Each component of Oregon's Plan to Ensure Equitable Access to Excellent Educators was developed through this collaborative process (see Appendix B for a more detailed timeline of these stakeholder engagement activities). The stakeholder groups will be tapped to add substantive knowledge from their particular perspective to engage in ongoing data reviews, root-cause-analyses, and monitoring and modification of strategies. A few specific examples of our ongoing engagement plans include the following:

- Biannual half-day meetings will be planed for January and June each year for the education stakeholders to review our plan and progress toward achieving equitable access.
- In between meetings, coalition members will be required to engage even more widely with additional stakeholders, using structured resources that encourage in-depth conversation that get to the heart of the issues and to bring insights back to the coalition to inform the ongoing modification of Oregon's plan.
- We will continue to connect communities of color group leaders (e.g., NAACP, Stand for Children, Coalition for Communities of Color, nine Confederated Tribes, etc.) with our state data experts to think jointly about what analyses of each year's data will be helpful in thinking through root causes of our current equity gaps—in particular, related to their diversification of the educator workforce. Giving these group leaders a chance to dig deeply into current and future data related to the youth for which they are advocating will help provide insight to our team in the long-term improvement of our equitable access work.

Section 3: Equity Gap Exploration and Analysis

Definitions and Metrics

Oregon's 2006 Educator Equity Plan focused primarily on HQT status. In contrast, the current plan focuses instead on ensuring that all classrooms are taught by "excellent" teachers, who in turn are supported by "excellent" leaders. Recognizing that there are multiple important dimensions of educator effectiveness (e.g., qualifications, expertise, performance, and effectiveness in improving student academic achievement and social-emotional wellbeing), Oregon has defined *excellent educators* as follows:

An ***excellent teacher*** is fully prepared to teach in his or her assigned content area, demonstrates a strong understanding and commitment to effectively utilizing culturally responsive pedagogy and practice, is prepared to work with English Language Learners, meets or exceeds performance standards on the INTASC evaluation, is able to demonstrate strong instructional practices and significant contributions to growth in student learning, and consistently demonstrates professionalism and a dedication to the profession both within and outside of the classroom. The evaluation of an excellent teacher will be tied into the Educator Evaluation System based on a waiver approved by the U.S. Department of Education.

An ***excellent school leader*** is fully prepared to lead both instructionally and administratively, demonstrates a strong understanding and commitment to effectively utilizing culturally responsive pedagogy and practice, is prepared to lead their school/district in working with English Language Learners, meets or exceeds performance standards on the ISLLC evaluation, is able to demonstrate strong instructional practices and significant contributions to growth in school performance and student learning, and consistently demonstrates professionalism and a dedication to the profession both within and outside of the classroom. The evaluation of an excellent leader will be tied into the Educator Evaluation System based on a waiver approved by the U.S. Department of Education.

Because of the challenges associated with accurately and consistently capturing these qualities statewide, in selecting metrics to capture educator effectiveness ODE has elected to err on comprehensiveness over simplicity. Oregon school districts are required to use a matrix that aligns with INTASC and ISLLC standards within their chosen evaluation tools. The Oregon Department of Education has suggested four research based evaluation tools, (Danielson, Legends, Marzano, and Marshall), but districts have the freedom to choose whatever tool that fits their district needs. They can adapt and modify as needed while keeping the common matrix as the foundation of the selected tool. Please see below for a copy of the matrix:

Y-Axis: PP / PR					
	LEVEL 4	Collegial *SLG Inquiry 3	Facilitative *or* Collegial * SLG Inquiry 3 or 4	Facilitative 4	Facilitative 4
	LEVEL 3	Collegial *or* Consulting *SLG Inquiry 2 or 3	Collegial 3	Collegial 3	Collegial 3
	LEVEL 2	Consulting 2	Consulting 2	Consulting 2	Collegial *or* Consulting * PP/PR Inquiry 2 or 3
	LEVEL 1	Directed 1	Directed 1	Consulting *or* Directed * PP/PR Inquiry 1 or 2	Consulting * PP/PR Inquiry 2
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
		X-Axis: SLG			

Thus, a level 4 on a summative evaluation framework would constitute a teacher or administrator considered to be an "excellent teacher" or "excellent leader." The current Oregon matrix and components of teacher evaluation have been approved in the recent U.S.DOE waiver.

Unqualified Teachers. Any educator with a provisional license (restricted or emergency). This would include teachers lacking at least a bachelor's degree, lacking full licensure in a content area, or lacking HQT status.

Out-of-Field Teachers. Any educator on a License of Conditional Assignment (LCA) indicating a teacher assigned to teach a subject and/or grade that he/she is not prepared or licensed to teach.

Teacher and Administrator Experience. For this purpose, we are counting licensed experience both inside and outside the state. For administrators, Oregon's data system counts years of licensed teaching experience as well as years of licensed

administration experience, so one of our plans for future data collection is to refine how experience data are documented. This information is based on definitions provided by the Teacher Standards and Practicing Commission, Oregon's educator licensing agency. The data analysis for this plan indicates that an inexperienced teacher is one with four or fewer years experience. ODE recognizes that these definitions must align in further communication.

- Inexperienced Teacher. The prevalence of teachers with one or fewer years of experience.
- Inexperienced Administrator: The prevalence of administrators with fewer than four years of experience. Because our state's data system captures only experience within Oregon as a regular classroom teacher, one of our plans for future data collection is to refine how experience data are documented.

Nontraditional Teachers. Nontraditional teachers are those who have licensing through alternative certification

Bilingual Teachers. Teachers who are native non-English speakers or individuals who have trained to receive endorsements in a language other than English. Bilingual teachers are qualified to teach native and non-native speakers in bilingual and dual language program settings.

Teacher and Administrator Turnover. The rate at which teachers and administrators leave a district or school.

Teachers and Administrator Turnover by FRPL. A two-year average of teachers and administrators turnover rates reported at the school level will serve as another indicator of equitable access. Recognizing that turnover is inevitable, one of our goals for future data collection is to disaggregate our turnover rate data to depict only those moving on to another school and/or district.

Provisional/Emergency License. Describes the license provided to educators on short, temporary basis until they are able to meet all the requirements of full licensure.

Student Experiencing Poverty. (Poor Student). Students whose families meet the federal poverty level as defined by the U.S. Census which means those eligible for free and reduced lunches.

Student of Color. (Minority Student). Students who identify or are identified as Black/African American, Hispanic/Latino, Asian/Pacific Islander, American Indian/Alaska Native, or Multi-ethnic. The use of the term "minority" creates a narrative that is pejorative and lesser in nature while only centering on whiteness. Additionally, people of color are often "majority" on a global level and are becoming increasing more so in the Oregon student population.

Diverse Educator. Oregon has invested efforts in hiring and retaining educators of color, however the state has not kept pace with the increase in student populations. The inclusion of this term and its data are key to equitable outcomes for students across Oregon. Diverse means culturally or linguistically diverse characteristics of a person, including: Origins in any of the Black racial groups of African but is not Hispanic; Hispanic culture or origin, regardless of race; Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands; Origins in any of the original peoples of North America, including American Indians or Alaskan Natives or a first language that is not English. Educator in this context means teacher or administrator.

Exploration of the Data

Data Sources. . For this analysis, we used a variety of data sources. Our sources include the Class Roster data from the Oregon Department of Education, the Oregon Department of Education Annual State Report Card, Oregon Educator Equity Act Report, and Teacher Standards and Practices enrolled candidates in teacher preparation programs, and ESOL endorsement data.

We conducted several preliminary analyses. To start, we looked at equity gaps for numerous metrics where schools are the unit of analysis for students experiencing poverty and students of color. Next, we focused on the three statutory teacher metrics (i.e., experience, qualifications, and out-of-field assignments) across schools in the state, across districts in the state, and finally schools within districts in the state. We then decided to also focus on the issue of recruitment and retention of diverse educators as a primary focus of our statewide education equity efforts.

We chose to use quartiles to divide "low poverty"/ "high poverty" and " high minority"/"low minority," however we are defining "low income" as students experiencing poverty and "minority" as students of color within schools and districts. As we examined these metrics at different levels, we continued to take into account the size of the underlying subpopulation under consideration.

Table 1 depicts the overall picture of equity gaps in Oregon as they relate to students of color and students experiencing poverty at the school level with regards to teaching and administrator experience, unqualified educators, out-of-field educators, teacher and administrator turnover. Diverse educators hired and retained is data displayed later in this plan.

Table 1: Oregon Equity Gaps in School Year 2013-2014

School Type	Teacher Data				Principal Data	
	% Teachers <=1 Year of Experience[1]	% Unqualified Teachers Percent of teachers that have emergency/ conditional licenses or taught at least one core class that they were not highly qualified for[2]	% Out-of-Field Teachers % teachers that teach at least one class outside of their endorsement area[2]	% Teacher Turnover[3]	% Principals <=3 Years of Experience[1]	% Principal Turnover[2]
All Schools **(N= 28,690 for 2013-14)**	5.61 (N=5487)	3.057 (N=877)	19.36 (*N*=5555)	19.1 (*N*=5655)	5.07 (N=52)	25.1 (N=307)
Schools in the Top Quartile of Students Experiencing Poverty #teachers for Staff Assignment= 6594	7.38 (N=674)	2.14 (N=141)	13.72 (*N*=905)	20.4 (*N*=1323)	18.63 (N=12)	26.6 (N=77)

[1] Source: Oregon Staff Position Collection, 2013-14. Includes actively employed staff on December 1 of each year.
[2] Source: Oregon Staff Assignment Collection, 2013-14 and licensure data from the Oregon Teacher Standards and Practices Commission
[3] Source: Oregon Staff Position Collection, multiple years

School Type	Teacher Data				Principal Data	
	% Teachers <=1 Year of Experience[1]	% Unqualified Teachers Percent of teachers that have emergency/ conditional licenses or taught at least one core class that they were not highly qualified for[2]	% Out-of-Field Teachers % teachers that teach at least one class outside of their endorsement area[2]	% Teacher Turnover[3]	% Principals <=3 Years of Experience[1]	% Principal Turnover[2]
Schools in the Bottom Quartile of Students Experiencing Poverty # teachers for Staff Assignment=7771	4.99 (N=389)	3.42 (N=266)	20.37 (*N*=1583)	17.1 (*N*=1307)	14.42 (N=42)	22.1 (N=65)
Income equity gap	**2.39**	**-1.28**	**-6.65**	**3.3**	**4.21**	**4.5**
All Schools N= 28,690 for 2013-14)	5.61	3.057 (N=877)	19.36 (*N*=5555)	19.0 (N=5655)	5.07 (N=62)	25.1 (N=307)
Schools in the Top Quartile of Students of Color *N*t= 8625	6.29 (N=542)	2.06 (N=178)	16.19 (N=1396)	19.1 (N=1604)	5.14 (N=64)	25.2 (N=76)
Schools in the Bottom Quartile of Students of	5.62 (N=296)	3.94 (N=208)	22.31 (N=1176)	17.2 (N=894)	4.19 (N=12)	23.9 (N=67)

School Type	Teacher Data				Principal Data	
	% Teachers <=1 Year of Experience[1]	% Unqualified Teachers Percent of teachers that have emergency/ conditional licenses or taught at least one core class that they were not highly qualified for[2]	% Out-of-Field Teachers % teachers that teach at least one class outside of their endorsement area[2]	% Teacher Turnover[3]	% Principals <=3 Years of Experience[1]	% Principal Turnover[2]
Color **N=5271** ***N*p= 280**						
Students of Color Equity Gap	**0.67**	**-1.88**	**-6.12**	**1.9**	**0.95**	**1.2**

The following tables provide more detailed information on each of the gaps identified above.

Table 2 depicts the equity gap of teacher experience in schools where students experience poverty in comparison with schools where student do not experience these challenges. **Table 2: Teacher Experience and Poverty**[4]

[4] First year teacher data from the Staff Position Collection 2013-14. Schools are considered high-poverty if they are in the top 25% of schools as ranked by the percent of students enrolled on May 1, 2014, and eligible for free or reduced price lunch.

Table 3 depicts the equity gap of teacher experience in schools with high populations of students of color in comparison with schools with low populations of students of color.

Table 3: Teacher Experience and Minority Schools[5]

[5] Students of color determination based on the race/ethnicity of students enrolled on May 1, 2014. Schools are considered high-poverty if they are in the top 25% of schools as ranked by the percent of students enrolled on May 1, 2014, and identifying as minorities. Students were considered minorities if they identified Hispanic ethnicity or any non-White race.

District	Number of High Minority Schools	Total Schools	first year in high poverty schools (Inexperienced
Portland SD 1J	56	112	13.64%
Salem-Keizer SD 24J	33	67	7.40%
Beaverton SD 48J	31	57	3.69%
Hillsboro SD 1J	26	36	2.79%
Reynolds SD 7	16	20	2.37%
David Douglas SD 40	15	19	4.35%
Woodburn SD 103	12	13	5.16%
Centennial SD 28J	8	13	1.13%
Gresham-Barlow SD 10J	8	25	10.86%
Hermiston SD 8	8	9	8.74%
Morrow SD 1	8	11	4.00%
Forest Grove SD 15	7	11	2.28%
Ontario SD 8C	7	8	5.58%
Jefferson County SD 509J	6	7	5.95%
Klamath County SD	6	23	16.67%
State average for low minority schools for comparison			5.62%

Administrator experience is in the overall equity gap analysis.

Table 4 depicts the equity gaps of unqualified and out-of-field teachers as they relate to high populations of students in schools experiencing poverty as compared to low populations of students in schools experiencing poverty and high populations of students of color as compared to low populations of student of color in Oregon schools.

Table 4: Unqualified and Out-of-Field Teachers

School/District Type	Teaching Outside of License/Endorsement Area (Out-of-Field)[6]	Provisional/Emergency Licenses (Unqualified)[6]
All Schools (*N*t=28,690)	17.097% (N=4905)	0.582% (N=167)
All Districts (Evaluated) (*N*t=17,659 *N*p=1080)		
Schools in the Top Quartile of Low-Income Students (High Poverty)[7] (*N*t=6536)	14.856% (N=971)	0.673% (N=44)
Schools in the Bottom Quartile of Low-Income Students (Low Poverty) (*N*t=7502)[8]	18.208% (N=1366)	0.600% (N=45)
Districts in the Top Quartile of Low-Income Students (High Poverty) (*N*t=2866 *N*p=144)[7]		

[6] Data from the 2013-14 Staff Assignment collection, with licensure information from the Oregon Teacher Standards and Practices Commission
[7] High Poverty schools/districts are the top 25% of schools/districts based on the percentage of students that meet criteria for free or reduced lunch.
[8] Low Poverty schools/districts are the bottom 25% of schools/districts based on the percentage of students that meet criteria for free or reduced lunch.

School/District Type	Teaching Outside of License/Endorsement Area (Out-of-Field)[6]	Provisional/Emergency Licenses (Unqualified)[6]
Districts in the Bottom Quartile of Low-Income Students (Low Poverty) (*N*t=6361 *N*p=386)[8]		
Income equity gap	**-3.352**	**0.073**
Schools in the Top Quartile of Students of Color (*N*t=8763)[9]	14.949% (N=1310)	0.502% (N=44)
Schools in the Bottom Quartile of Students of Color (Nt=5304)[10]	18.778% (N=996)	0.679% (N=36)
Districts in the Top Quartile of Students of Color (*N*t=8901 *N*p=531)[9]		
Districts in the Bottom Quartile of Students of Color (*N*t=961 *N*p=64)[10]		
Minority equity gap	**-3.829**	**-0.177**

[9] Schools/districts in the Top Quartile of Students of Color are the top 25% of schools/districts based on the percentage of non-white and Hispanic students
[10] Schools/districts in the Bottom Quartile of Students of Color are the bottom 25% of schools/districts based on the percentage of non-white and Hispanic students

Table 5 depicts the equity gaps of teacher and administrator turnover as they relate to high populations of students in schools experiencing poverty as compared to low populations of students in schools experiencing poverty and high populations of students of color as compared to low populations of student of color in Oregon schools.

Table 5: Teacher and Administrator Turnover[11]

[11] First year teacher data from the Staff Position Collection 2013-14. Schools are considered high-poverty if they are in the top 25% of schools as ranked by the percent of students enrolled on May 1, 2014, and eligible for free or reduced price lunch.

Teacher and Principal Turnover, 2013-14 to 2014-15*

School Type	% Teacher Turnover	% Principal Turnover
All Schools	19.0%	25.1%
29,791	5,655	307
1,225		
Schools in the Top Quartile of Low-Income Students**	20.4%	26.6%
6,485	1,323	77
289		
Schools in the Bottom Quartile of Low-Income Students	17.1%	22.1%
7,630	1,307	65
294		
Income equity gap	3.3%	4.5%
Schools in the Top Quartile of Students of Color	19.1%	25.2%
8,391	1,604	76
302		
Schools in the Bottom Quartile of Students of Color	17.2%	23.9%
5,204	894	67
280		
Minority equity gap	1.9%	1.2%

* Turnover is defined as teachers at a school in 2013-14 who did not return to that school in 2014-15.
** Quartiles are based on the percentage of students, not the absolute number.

Please note that Table 5 is a breakdown of schools into quartiles based on the percentage of students who are low-income and students of color. The table is not a breakdown of students by low-oncome v. not low-income and students of color v. not students of color. Since we are showing the breakdown by schools, not by students, your suggestion to compare "low-income students and minority students to all other schools" is not possible—we cannot compare students to schools.

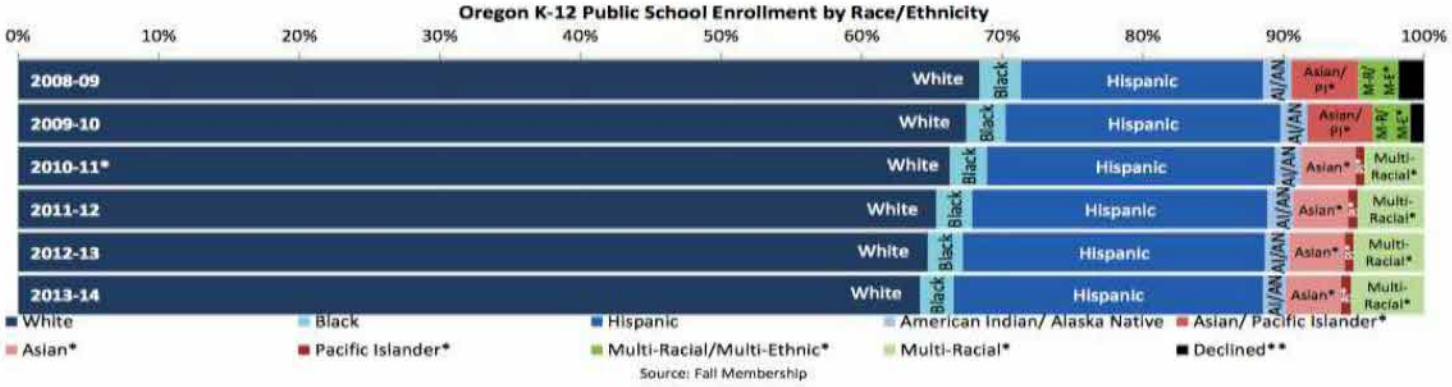
A Focus on a Diverse Educator Workforce

The following series of charts, tables, and narrative speak specifically to Oregon's focus on the equity gap of diverse educators hiring and retention.

To ensure that our equitable access work is data-driven we have relied on multiple data sources that we intend to improve upon over time. As we have worked with our stakeholder groups, their perspectives have shed greater light on the data and helped us gain a better understanding of the root causes for our equity gaps and our strategies, including unintended consequences or likely implementation challenges for certain strategies.

Student of Color Population[12]

In 2009-10, the definitions used in collecting race/ethnicity data changed per new federal requirements. "Hispanic" includes all students of Hispanic ethnicity, although students who identify as Hispanic also report at least one race. In 2010-11, "Declined to Report" was removed from the reporting categories and "Asian/Pacific Islander" was split into two separate categories, "Asian" and "Pacific Islander."



Of equal importance, according to data from the Limited English Proficient (LEP) Collection for 2013-14, 57,376 English Learners*

[12] Data are from the Fall Membership extracts from the listed year (an unduplicated selection of students enrolled on the first school day in October).

(10.24% of all K-12 students) reported a language of origin other than English.

Oregon has been concerned with providing equitable access to excellent educators for several years, and our efforts to date appear to be showing results. At this time, more than 98.3% percent of the teachers of core academic subjects in Oregon fully meet the federal definition of "highly qualified teacher" (HQT) as of the 2013-2014 school year and local conditions and limitations account for the remaining 2 percent.[13] Further review of the data provided below from the 2014 Oregon Report Card indicate that there are not substantial differences in HQT status when analyzed by type of class, poverty level of the school, level of students of color enrollment. Only one data point was below 95%: in high poverty schools, only 93.9% of the Foreign Language classes are taught by Highly Qualified Teachers.[14]

Percent of Classes Taught by Highly Qualified Teachers 2013-14

	All Schools		High Poverty Schools		Low Poverty Schools	
Type of Class	Percent of Classes Taught by Highly Qualified Teachers	Percent of Classes NOT Taught by Highly Qualified Teachers	Percent of Classes Taught by Highly Qualified Teachers	Percent of Classes NOT Taught by Highly Qualified Teachers	Percent of Classes Taught by Highly Qualified Teachers	Percent of Classes NOT Taught by Highly Qualified Teachers
All	98.3%	1.7%	98.0%	2.0%	98.2%	1.9%
Self-Contained	99.5%	0.5%	99.4%	0.6%	99.3%	0.7%
English	98.0%	2.0%	97.8%	2.3%	97.8%	2.2%
Foreign Languages	97.4%	2.6%	93.9%	6.1%	98.0%	2.0%
The Arts	99.1%	0.9%	98.9%	1.1%	99.2%	0.8%
Science	98.2%	1.8%	97.2%	2.8%	98.5%	1.5%
Math	97.8%	2.2%	97.6%	2.4%	96.8%	3.2%
Social Sciences	98.2%	1.8%	98.5%	1.5%	98.4%	1.6%

[13] For example, a school in one of our rural, remote areas might be unable to recruit a fully certified physics teacher and instead hires someone with a general sciences certification; or, in another school, a teacher leaves during the school year and the district is unable to fill the slot on short notice with someone who meets all of the HQT criteria.

[14] Data to determine Percent of Classes Taught by Highly Qualified Teachers comes from the 2013-14 Staff Assignment collection.

School Type	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes NOT Taught by Highly Qualified Teachers
Elementary Level		
High Poverty	99.1%	0.9%
Low Poverty	96.6%	3.4%
All Elementary	98.4%	1.6%
Secondary Level		
High Poverty	97.6%	2.4%
Low Poverty	98.6%	1.5%
All Secondary	98.1%	1.9%

School Type	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes NOT Taught by Highly Qualified Teachers
Elementary Level		
High Minority	97.5%	2.5%
Low Minority	98.3%	1.7%
All Elementary	98.4%	1.6%
Secondary Level		
High Minority	98.2%	1.8%
Low Minority	98.4%	1.6%
All Secondary	98.1%	1.9%

Source: Oregon Department of Education. Percentages may not sum to 100% due to rounding.
High and low poverty schools are, respectively, the highest and lowest 25% of schools ranked by percentage of students eligible for free or reduced-priced lunches.
High and low minority schools are the highest and lowest 25% of schools ranked by percentage of students identified as minority races or ethnicities.

Nevertheless, Oregon recognizes that HQT is not a strong indicator of educator effectiveness and that we still have a long way to go to achieving our equitable access goals. Data from the Oregon Department of Education Consolidated Collections (our state system for collecting, analyzing, and reporting data on public school teachers, administrators, and other staff) indicate that schools with high concentrations of diverse students and students from low-income families have significantly higher teacher and leader turnover (and, relatedly, inexperienced teachers) than schools with low concentrations of those students. Once we have multiple years of data from our Oregon Educator Effectiveness Evaluation System we may be able to analyze and identify similar gaps in teacher and leader effectiveness. Our State Plan to Ensure Equitable Access to Excellent Educators provides a comprehensive strategy for state and local action to eliminate these gaps.

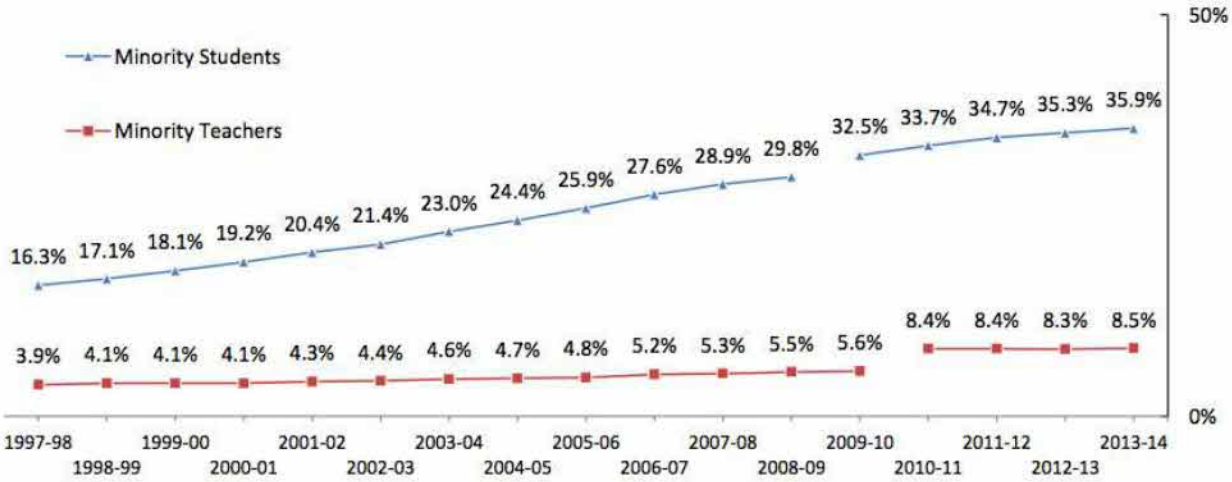
Diverse Educators

Oregon has invested efforts in hiring and retaining diverse educator populations; however the state has not kept pace with the increase in students of color populations. As can be seen in the chart below, the state's student of color populations have increased on the average one percent each year from 16.3 percent in 1997-98 to 35.9 percent in 2013-14. Diverse teacher populations have increased from 3.9 percent in 1997-98 to 8.5 percent in 2013-14. The gap between the percent of students of color and the percent

of diverse teachers has become wider, because the ratio of students of color to all students has increased much faster than the ratio of diverse teachers to all teachers.

Diverse Students and Teachers in Oregon[15]

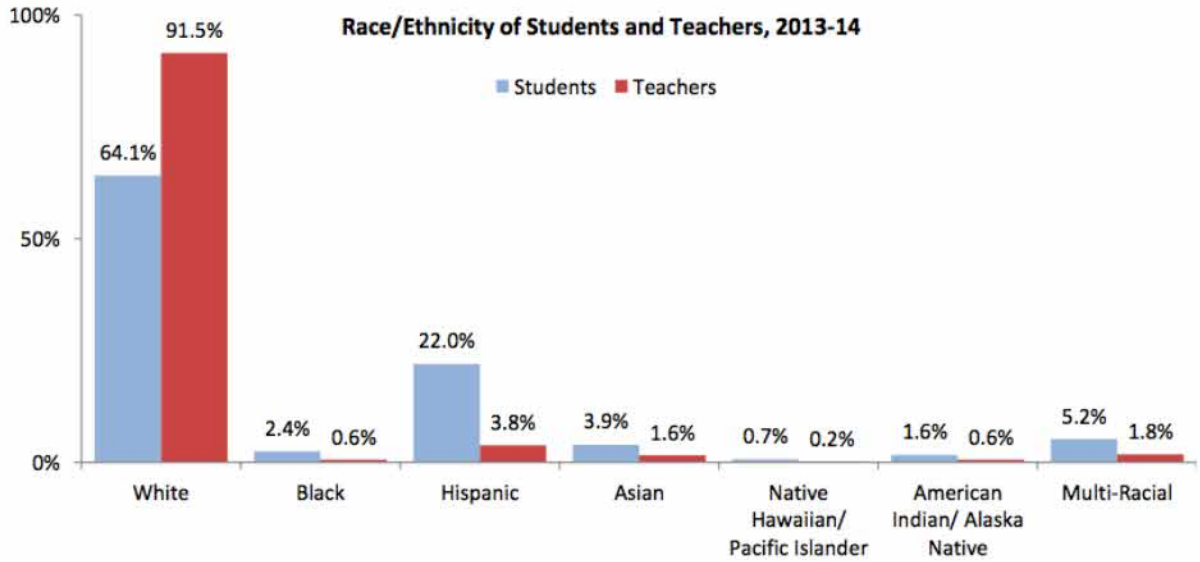
[15] Data are from the Fall Membership Extracts and the Staff Position Collection. Minority includes all students/staff who identified Hispanic ethnicity and/or a non-White race.



Sources: Fall Membership and Staff Position Collections

Note that in 2009-10 for students, and 2010-11 for teachers, the guidelines for reporting race/ethnicity changed – see http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for details. These data may not be comparable to prior years.

As illustrated in the next chart, the difference between teacher and student race/ethnicity proportions was most noticeable for Hispanics: 22.0% of students were Hispanic, compared with only 3.8% of teachers. 91.5% of teachers were White, compared with only 64.1% of students.



Source: Fall Membership and Staff Position Collections
Note: Multi-Racial does not include students or staff who reported Hispanic Ethnicity – they are all reported under Hispanic. See http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

[16]

The passage of SB 755 during the 2013 legislative amended the 1991 *Minority Teacher Report* and refocused attention on the widening gap between the diversity of Oregon's educator workforce and student body. The Act takes a broad look at the entire teacher preparation, training, licensure, and employment system, changes the definition of "Minority" to include educators whose first language is not English and sets a goal of increasing the number of teachers of underrepresented race/ethnicity by 10% by July 2015. SB 755 also required that the Oregon Education Investment Board (OEIB), the Oregon University System (OUS), the Oregon Department of Education (ODE), and the Oregon Teacher Standards and Practices Commission (TSPC) jointly report to the Legislative Assembly longitudinal data identified in ORS 342.443. During the 2015 Legislative Session, HB 337 added additional elements to the report.

[16] Data are from the Fall Membership Extract and the Staff Position Collection for 2013-14.

Over the past 16 months, the Oregon Educator Equity Advisory Group, convened by the Oregon Education Investment Board has reviewed Oregon's current data, identified underlying root causes, examined outcomes from existing initiatives, and developed a plan for action and accountability to address conditions and policies impacting the recruitment, preparation, retention, and advancement of a more culturally and linguistically diverse educator workforce.

Teacher and Administrator Turnover by Race/Ethnicity.

Oregon must not only train and hire new teachers from underrepresented groups, but must also retain those teachers already employed. To that end, the following year-to-year employment data has been prepared by the Oregon Department of Education. The data are based on a series of employment snapshots taken as of December 1 of each school year, and including all staff members actively employed by Oregon public schools, school districts, and education service districts (ESDs).

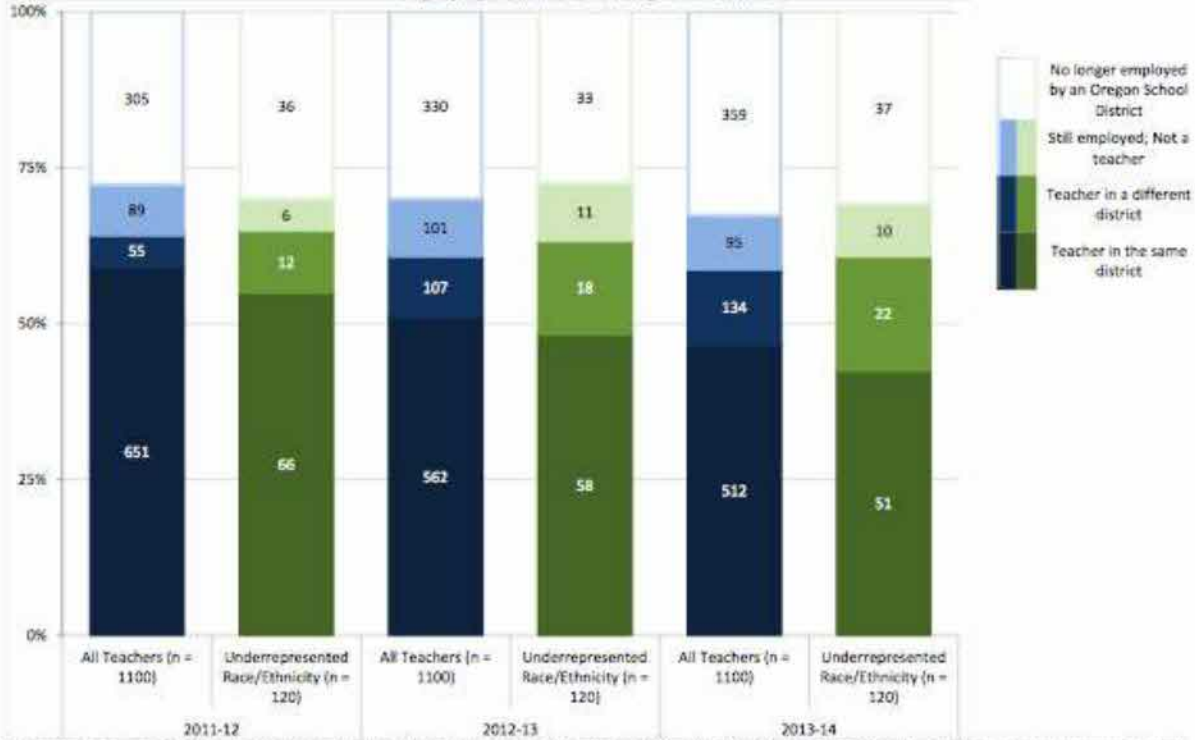
By creating cohorts of newly employed teachers in a given year, it is possible to follow those teachers and their employment status from year to year. Although Oregon Department of Education (ODE) data exists for school years before 2010-11, a significant change in race/ethnicity reporting makes employment data from those earlier years less comparable to the newer data.

Looking at teachers who began their careers in 2010-11 and 2011-12, it appears that the majority of attrition occurs after the first year of teaching, with much smaller drops in the percent employed in subsequent years. Attrition is very similar for diverse teachers than for non-diverse teachers, although the relatively small number of non-diverse teachers newly hired each year makes comparisons unreliable.

As illustrated by the data below, attrition in the first year is slightly higher for diverse teachers, as is transferring to another district than their original employer. After three years, however, the percentage of diverse educators still employed as teachers is slightly higher than the percentage for all teachers.

New Teachers in 2010-11, by Subsequent Year Employment and Race/Ethnicity

The plurality of the new hires of underrepresented ethnicity (59 of 120) were Hispanic/Latino. Attrition in the first year is slightly higher for minority teachers, as is transferring to another district than their original employer. After three years, however, the percentage of minority educators still employed as teachers is slightly higher than the percentage for all teachers.



Data represent employment on December 1 of the school year listed. Each bar includes all teachers in the original 2010-11 cohort, but was calculated independently of the other bars, and so does not necessarily indicate continuous employment. Data from ODE's Staff Position Collection. District employment is compared to their employer in 2010-11.

Underrepresented Race/Ethnicity includes staff of Hispanic/Latino, Black/African American, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, Asian, or Multiracial ethnicity, as self-reported in 2010-11.

[17]

In the 2011-12 cohort, diverse teachers (although still a very small group) were more likely than teachers as a whole to remain employed, and to remain employed as teachers. And for the diverse teachers hired in 2012-13, albeit a very small number (N = 74), they were more likely than teachers as a whole to remain employed, and to remain employed as teachers.

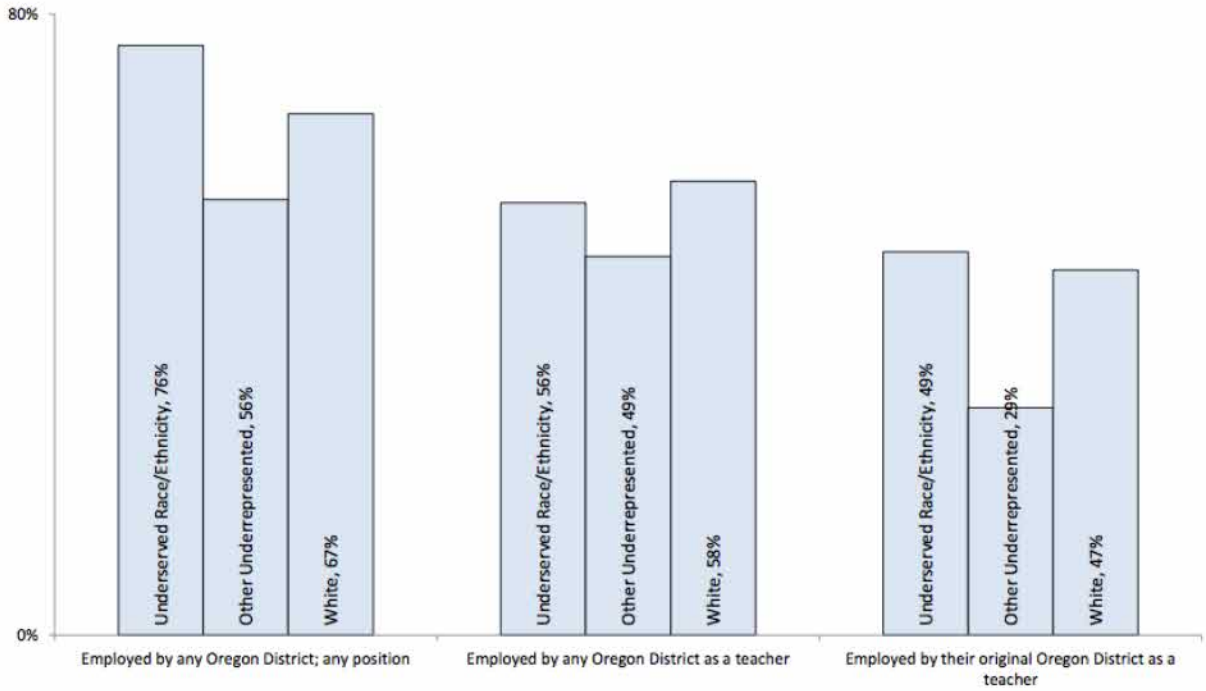
[17] All retention charts are based on the Staff Position collection.

Discrepancies of Teacher Retention across Underserved Races/Ethnicities

Staff members of historically underserved races/ethnicities (Hispanic/Latino, Black/African American, American Indian/Alaska Native, or Native Hawaiian/Pacific Islander) were more likely than staff members of other ethnicities to be retained, while staff members of other minority races/ethnicities (Asian or Multiracial) were less likely to be retained. Forty-nine percent of the members of the underserved race/ethnicity group were still employed as teachers in the same district 3 years after their initial hire, compared to 29% of the other minority group and 47% for white teachers.

Note that the in this next chart, an overwhelming majority of this cohort of teachers was white (890 teachers, compared to 79 of underserved race/ethnicity and 41 of other underrepresented minority groups). Due to the small number of teachers in the minority groups, racial/ethnic comparisons should be interpreted with caution.

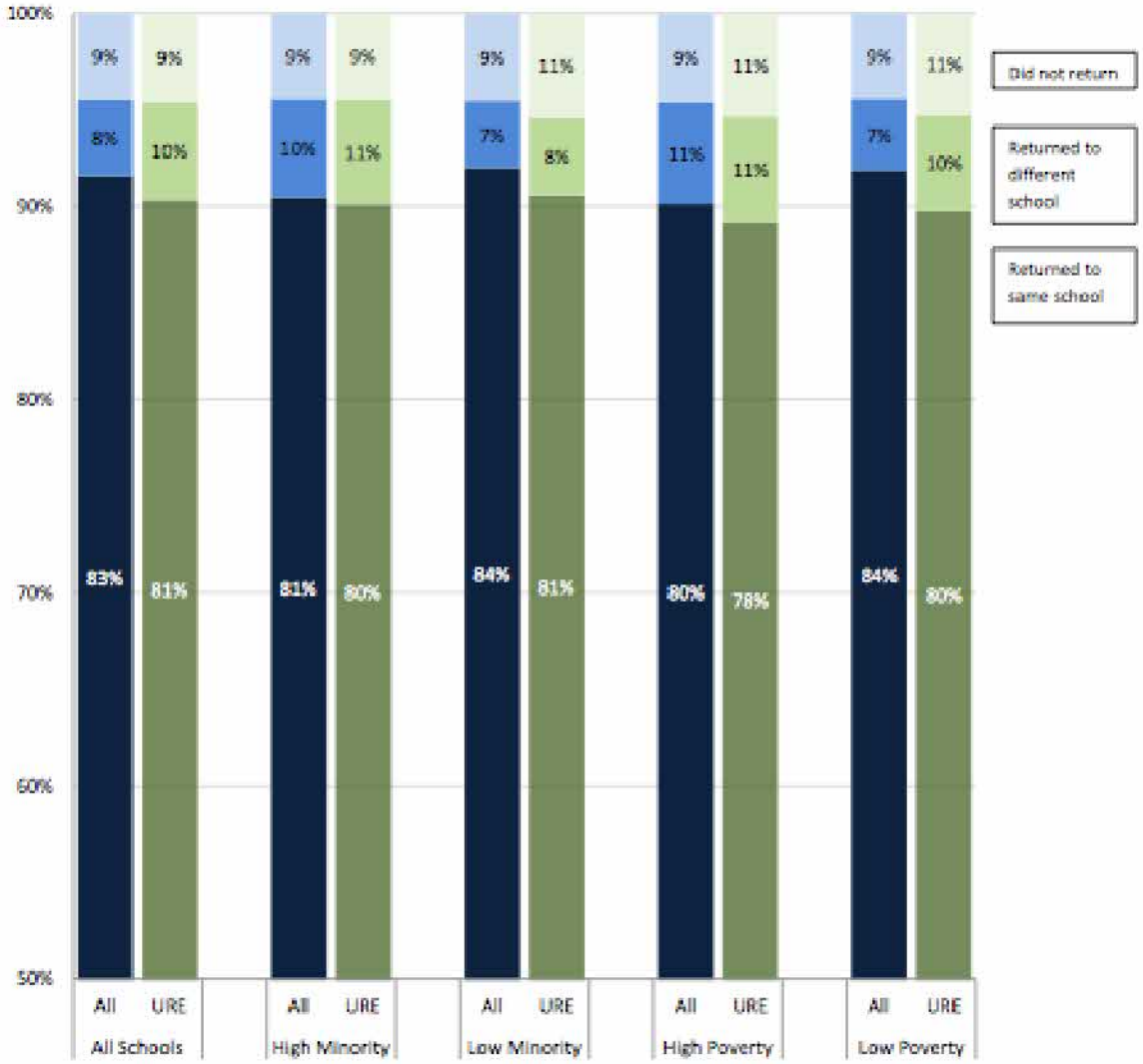
New Teachers in 2010-11, by Employment Status in 2013-14 and Race/Ethnicity



Teacher and Principal Retention in 2013-14 by Demographics of Assigned School in 2012-13

Staff members returned at similar rates for all of these categories, but were slightly more likely to return to the same school if they were assigned to a low student of color school or low poverty school. Diverse staff members generally returned at similar rates to the population as a whole, but were less likely to return to the same school if it was either low student of color or low poverty, and slightly more likely to be moved to a different school in general. The race/ethnicity of school leadership did not play a significant role in retention.

Blue = All Teachers; Green = Teachers of Underrepresented Race/Ethnicity



High minority: School population is more than 40% non-white students.
Low minority: School population is less than 20% non-white students.

High poverty: More than 70% of the school population qualifies for free/reduced price lunch.

Low poverty: Less than 40% of the school population qualifies for free/reduced price lunch.

Includes only teachers, principals, and assistant principals who were assigned to schools that were open and operating in both school years. Each category includes approximately 25% of all schools, and is based on students enrolled on May 1, 2013.

Equity Gap Analysis

Our data reveal that an equity gaps exists for four of the five equity gaps identified above. These gaps were calculated using the metrics we included in our analyses (students experiencing poverty and students of color).

The most challenging conversation for our team was about what constitutes a significant or important gap that we should be addressing. This decision is very dependent upon our state's unique characteristics and the local context in our districts. For the purposes of this plan, we have determined that a significant gap is the magnitude to which the percentage across the state compares to the percentages of the student groups identified (students experiencing poverty and students of color). That said, we are continuing to have conversations internally and externally about this challenge. Based on our discussions with stakeholders, our understanding of available data, and review of plans submitted by other states, we made determinations as best we could about what gaps were of concern and highest priority for our state.

To better understand the significance of the gaps, in addition to the percentage differences for each metric for each subgroup, we also looked at the risk ratio of the percentages. From Table 6, we can see that the percentage difference and percentage ratio are largest for out-of-field teachers for low- vs. high-income districts. In general, the percentage differences are smallest for the inexperienced teacher metric.

Tables 6 summarizes the percentage differences and risk ratios for the three federally required equity gaps.

Table 6: Percentage Difference and Percent Ration for Three Statutory Teacher Metrics Across District Type

	Unqualified Teachers[18]		Inexperienced Teachers (<4 years of experience)[20]		Out-of-Field Teachers[19]	
District Type	***Percent Difference***	***Percent Ratio***	***Percent Difference***	***Percent Ratio***	***Percent Difference***	***Percent Ratio***
Low- vs. High-Income Schools[21]	1.28%	1.60 times as large	4.53%	1.32 times as large	6.65%	1.48 times as large
High- vs. Low-Minority Schools[22]	1.88%	1.91 times as large	-0.97%	0.94 times as large	6.12%	1.38 times as large

[18] Unqualified teachers are teachers that do not meet the ESEA requirements to be Highly Qualified. Data are from the 2013-14 Staff Assignment Collection.
[19] Out-of-Field teachers are teachers on a Licensed Conditional Assignment or are teaching outside of their licensed area. These data come from the 2013-14 Staff Assignment Collection.
[20] Inexperienced teachers are teachers that have fewer than four years of experience. Inexperienced teacher data are from the 2013-14 Staff Position Collection.
[21] Difference between the highest and lowest income schools based on students that qualify for free or reduced lunch
[22] Difference between the highest and lowest minority schools based on reported Hispanic and non-white students

	Unqualified Teachers		Inexperienced Teachers (<4 years of experience)		Out-of-Field Teachers	
School Level	***Percent Difference***	***Percent Ratio***	***Percent Difference***	***Percent Ratio***	***Percent Difference***	***Percent Ratio***
Low- vs. High-Income Elementary Schools	1.14%	2.61 times as large	4.27%	1.29 times as high	2.55%	1.47 times as large
Low- vs. High-Income Middle Schools	0.50%	1.27 times as large	2.61%	1.2 times as high	1.36%	1.06 times as large
Low- vs. High-Income High Schools	2.34%	1.48 times as large	5.62%	1.41 times as high	6.30%	1.21 times as large

Table 7: Percentage Difference and Percent Ration for Three Statutory Teacher Metrics Across District Type

We also looked at the data by school level, focusing on low- versus high-income schools (see Table 7):

In addition to the high priority gaps of inexperienced teachers and administrators, unqualified teachers, out-of-field teachers, diverse educators hired and retained, and teacher and administrator turnover, we also highlighted some additional equity gaps that we think are important to consider for our state. These equity gaps emerged from stakeholder convening in which we tasked participants with identifying top equity gaps and subsequent root causes. We felt it was important to give voice to these gaps despite the fact that at this time we do not have robust data to track them at this time. As a state, we are in the process of creating or revising data systems to yield information for each of these additional gaps.

Equity Gap 1: Inadequate numbers of bilingual educators. The lack of licensed bilingual educators continues to be a major issue in Oregon as the student demographics rapidly shift. The recruitment and retention efforts focus on this issues as well as a push to revise licensure requirements for native language speakers working in classrooms.

Equity Gap 2: Educator Licensure Process/Endorsement Barriers. There is no doubt that educators seeking teacher or administrator licensure must demonstrate competency in a variety of academic measures. However, state research reveals that educators of color consistently struggle to meet the testing requirements to obtain licensing and/or endorsements. The work of removing these barriers is an integral component to the focus on the recruitment and retention to diverse educators. This includes test preparation support while enrolled in teacher preparation programs.

Section 4. Strategies for Eliminating Equity Gaps

ODE recognizes that ensuring students' equitable access to excellent teachers and leaders is a complicated endeavor, and that achieving our teacher and leader equity goals will require implementation of a comprehensive, multi-faceted strategy built on a vision of organizational change. Oregon's Plan to Ensure Equitable Access to Excellent Educators, therefore, is built on the following theory of action.

Theory of Action

- **If** *a comprehensive approach to recruitment, preparation, and retention for excellent educators—in particular for students experiencing poverty, students of color—is implemented carefully and its implementation is monitored and modified when warranted over time, and*

- **If** *Oregon makes a commitment to supporting this approach through fiscal, legislative, and advocacy oriented actions,*

- **Then** *Oregon school districts will be better able to close opportunity and achievement gaps for specific student populations across the state through an understanding and utilization of culturally responsive pedagogy and practice such that all students have equitable access to* excellent *teaching and leading to help them achieve their highest potential in school and beyond.*

This approach includes three strategies: human capital management, ongoing culturally responsive professional development, and educator preparation.

Goal Setting

ODE will lead a goal-setting process to communicate the state's aspirations for equitable access and give stakeholders a clear way to track progress over time. ODE will begin with our baseline data on all the metrics of educator effectiveness listed in Section 1 of this plan. For each metric, we will establish five-year "access goals": targets for the percentage of students overall (and in a set of high-need student categories) who have access to educators who fit these metrics' definition of effectiveness. We also will set interim targets against which the state can chart its progress over the five-year period. "High-need student categories" will include students who are economically disadvantaged, members of ethnic and racial minorities, learning English, enrolled in special education, and performing below grade level. After five years, the plan will be updated with lessons learned and the use of new data.

- The state will set goals that are ambitious but achievable, based on the best available research about student needs and the contributions of educators to their success. High-need students, for example, should not have years of school in which they fall further behind their peers. As a result, our goals should capture our intent that *no high-need student should have educators who fall below minimum standards of acceptability.* At the same time, high-need students need to make extraordinary growth to catch up and keep up with rising standards. So our goals should capture our intent that *high-need students should have access to excellent educators consistently, not just once every few years or classes.*

Root-Cause Analysis

- The root-cause analysis consisted of four steps:

1. **Identifying Relevant and Available Data:** In this step, we determined what data are available and relevant to identifying equity gaps and relevant data sources and conducted an analysis of these data.
2. **Analyzing Data and Identifying Equity Gaps:** In this step, we identified the equity gaps resulting from our analysis in preparation for the root-cause analysis.
3. **Analyzing Root Causes:** In this step, we brainstormed a complete list of root causes behind our equity gaps and categorized them by themes.
4. **Mapping Strategies to Root Causes:** In this final step, we identified practical strategies to address our root causes.

Aligning Equity Gaps, Root Cause Analysis, and Strategies

ODE focused on four out of five equity gaps based on data and research. The equity gap of unqualified was not significant given the licensure standards in the state of Oregon. While this was not determined to not be an equity gap requiring attention at this point, ODE will continue to monitor this area for changes. The four gaps which are the focus of this plan include: number of diverse edcuators and administrators employed in Oregon schools, specifically schools with high populations of students of color and students experiencing poverty; educator experience (this includes teachers and administrators); out-of-field teachers; and educator turnover. Based on these key identified equity gaps, ODE conducted root cause analyses to better determine the origin of these gaps.

Data and conversations with stakeholders revealed that root causes of the lack of a diverse educator workforce stemmed from such challenges as hiring practices, geographic location of schools, inability to meet licensure requirements, and limited attention to recruitment and retention of potential educators into educator preparation programs.

The key root cause for gaps in educator experience as it relates to students students of color and students experiencing poverty linked to the need for professional development in culturally responsive pedagogy and practice. Additionally, the impact of new educator mentorship programs was noted as a key factor in closing this gap.

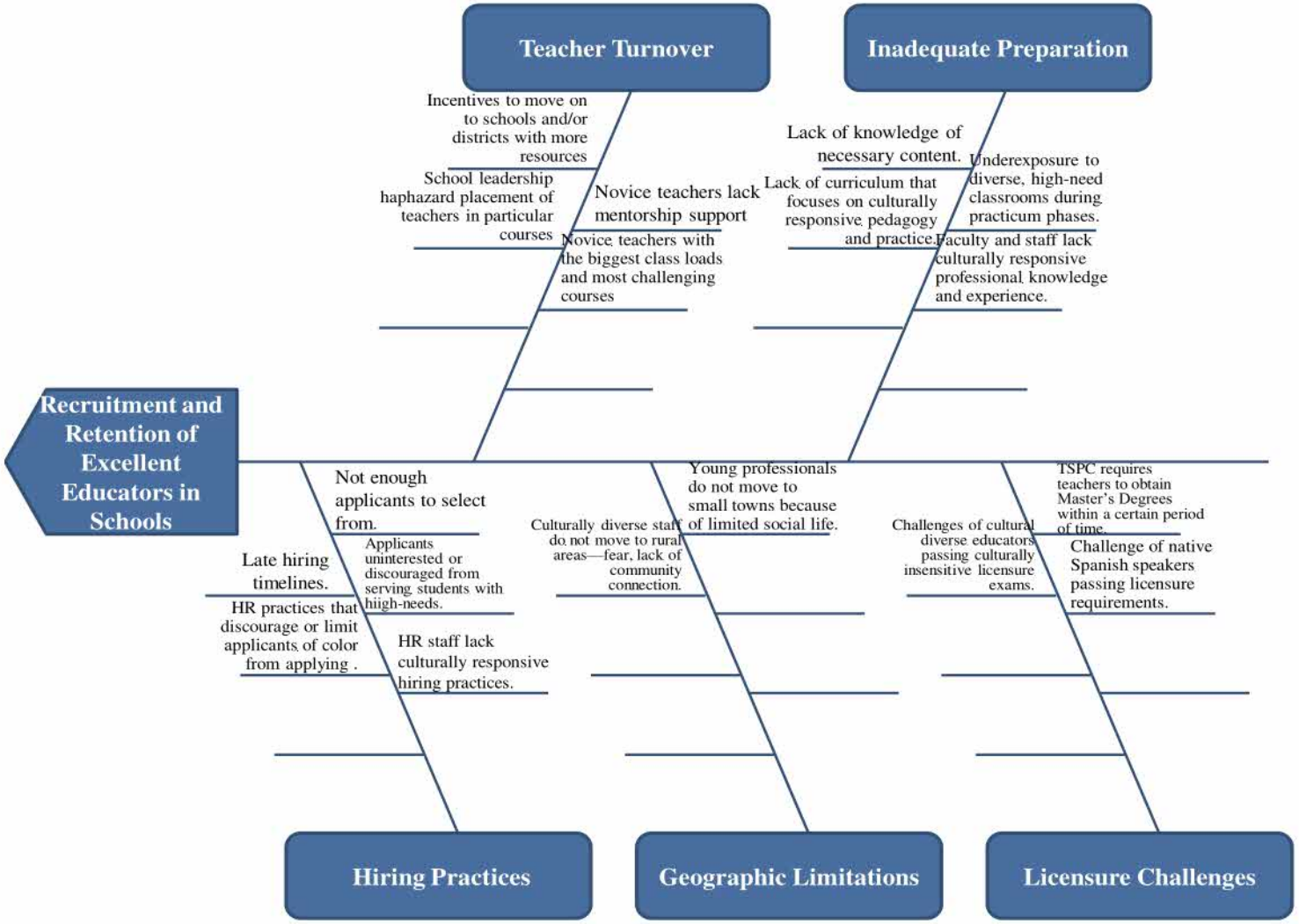
The equity gap of educator turnover included a root cause analysis that focused once again on professional development in culturally responsive pedagogy and practice as well as strong mentorship programs.

Finally, the equity gap that was statistically least significant was out-of-field teachers. Root cause analysis determined that licensure requirements were at the heart of this issue. As such, many requirements are being revised and adjusted to better meet not only the demands of the educator workforce but the needs of students across the state.

The following section of this plan outlines strategies and substrategies that are resources for addressing the above equity gaps and supporting the access to excellent educators across the state of Oregon.

We facilitated the creation of "fishbone" diagrams in stakeholder settings to illustrate the root causes believed to hinder student access to excellent teaching and leading in Oregon. The fishbone in Figure 1 was created in a stakeholder engagement session as one example. It depicts the root causes behind one potential equity gap: recruitment and retention of excellent educators (teachers and administrators) in schools, particularly those with high populations of students of color and students The process of stakeholder input on this fishbone and others is included as a separate zip file accompanying this plan.

Figure 1. Fishbone Diagram Indicating Causes of Lack in Recruitment and Retention of Excellent Educators in High-Need Schools



Three Key Strategies

To achieve our state's teacher and leader equity objectives ODE intends to initially pursue three key strategies that correspond to the root causes behind the problem:

- Human capital management
- Ongoing professional learning
- Teacher and principal preparation

These strategies were identified not at random but rather through a root-cause analysis, described above, that was conducted both internally and externally with the stakeholder groups described above and in Appendix A. Through examination of our fishbone diagrams and stakeholder discussions during this analysis, we identified these three-targeted strategies.

We also recognize that because of the complexity of our teacher and leader equity gaps, the strategies and other actions described in our plan will not always be enough. Particularly in the most challenging schools, recruiting and retaining *more* (rather than *equitable)* excellent teachers and leaders might be necessary and might require restructuring the whole school—including bringing in new leadership, changing the instructional program, and taking a range of innovative actions to improve teaching and learning conditions. Although we do not fully describe these actions in this plan, we will continue to support them with School Improvement Grants and through other means.

ODE will ask each Oregon school districts to submit a plan outlining the steps that they will take to implement each of these key strategies as well as any other locally identified strategies they would like to offer based on their own root-causes analysis and unique context. ODE will provide support to local school districts in this process beginning in the early spring of 2016. ODE will ask districts to identify specific individuals at the district and school leadership level to receive this professional development support. In addition, ODE will provide samples of fishbone diagrams and other templates to help guide districts through the process of identifying equity gaps and examining their root causes.

Details of the Three Key Strategies—which discusses each strategy, its root-cause analysis results, and relevant metrics—further develops ODE's approach, including direct technical assistance and guidance to LEAs as well. In addition, Table 7 provides metrics for assessing the performance of a particular strategy. ODE will assess all such performance metrics separately within the various high-need categories (e.g., students experiencing poverty and students of color). A timeline for the implementation of these strategies is presented in Table 8 in Section 5.

. Details of the Three Key Strategies

Strategy 1: Human Capital Management

We believe that the data and root-cause analysis call for a comprehensive human capital management approach. Human capital management refers to the adoption of a spectrum of policies (preparation, recruitment, hiring, induction, professional learning, evaluation, compensation, and/or school climate) in a coordinated and aligned way—as opposed to using multiple policy levers in a piecemeal fashion.

Root-Cause Analysis Findings
Lack of Alignment in District Human Capital Policies. Ineffective and misaligned recruitment policies not only negatively affect the district's ability to hire the best candidates (i.e., candidates who are *excellent* according to the definitions on page 5 and who possess the "grit" needed to succeed in our most challenging schools) but also creates problems for appropriately matching new teachers with mentors as part of the induction program and could foster a less cohesive school climate.
Relevant Metrics
In preliminary research, we found that SEA staff note that there is a wide variation in recruiting policies across the state's districts but that the SEA team had not enforced or required any sort of alignment process.
The support of three Oregon Department of Education Strategic Investments in the 2013-2015 biennium reveal that paradigm shifts in representation at district recruitment events, exit surveys for educators who leave a district, and collaboration with community based organizations is critical to address the issue of human capital in districts across the state.
Note: In cases where data for these metrics were under review, preliminary, or difficult to gather in our current timeline, stakeholder insights were given greater weight in informing the human capital management strategy.
Human Capital Management Substrategies
Substrategy 1: Improve District Recruitment and Hiring Practices. As a result of our prior reform efforts in recruitment and hiring practices, several of our districts have made significant improvements, often by negotiating changes in their collective bargaining agreements. In the coming years, we will continue these efforts and expand them to focus on recruitment of excellent school leaders because we know how critical such leaders are for teacher recruitment, retention, and development. Specifically, ODE will continue meeting with the participating districts at least twice a year and communicating much more frequently with individual districts on specific issues. We will use data from the Oregon Educator Equity Report to annually review the overall status of teacher recruitment in Oregon and announce additional steps that we will take to help improve recruitment and hiring. **Equity Gap Addressed:** Recruitment and retention of diverse educators
Substrategy 2: Introduce Recruitment Incentives. In addition to improving recruitment and hiring practices, the state will consider undertaking recruitment campaigns and incentives to attract and retain potential and current high-quality educators to high-need schools. Such campaigns will involve strategic recruitment events by hard-to-staff schools through local educator preparation programs. Research has shown that teachers and leaders often prefer

to work close to where they grew up. With this information in mind, we will ensure that these campaigns take into account the geographic location of targeted schools. Recruitment incentives could include but are not limited to scholarships to work in targeted schools, loan forgiveness, and recruitment bonuses in high-need locations. ODE commits to working with one or two districts to identify the most pressing needs as they relate to staffing.

Equity Gap Addressed: Recruitment of diverse educators

Substrategy 3: Focus on Retention Efforts. It is not enough to simply hire new excellent teachers and leaders to serve students across our state. We must also turn our attention to how we retain excellent educators. Much of our focus in Oregon has been on the recruitment and retention of a diverse educator workforce; this focus has strengthened over the last two years. As such, we are in the continual process of gathering data from our districts serving the most diverse populations of students. In a recent Oregon Educator Equity Report, data from the top 30 districts addressing recruitment and retention of diverse educators was highlighted. We will continue to monitor this data. We are also in the process of developing a way to connect with the top one or two districts in the state serving high populations of students of color, English Learners, and students experiencing poverty to glean information on best practice in educator retention efforts.

Equity Gap Addressed: Retention of diverse educators

Performance Objectives

By 2018, a new survey of ODE staff on the alignment between policy areas across ODE will find at least 75 percent of staff agree or strongly agree that policies are aligned across ODE and across state agencies.

By 2018, at least 75 percent of districts will administer a new survey of school district staff on the alignment between policy areas across their central offices, and 75 percent of their staff will agree or strongly agree that there is alignment.

The results of a state-level policy scan and gap analysis to gauge the comprehensiveness and alignment of our educator effectiveness policies will identify fewer gaps each year from 2015 to 2020, when all necessary educator effectiveness policy areas will be covered.

By 2018, 75 percent of districts will have conducted district-level policy scans and gap analyses to gauge the comprehensiveness and alignment of their educator effectiveness policies, and the number of gaps identified will steadily decline each year thereafter.

By 2018, the number of applicants per teaching vacancy (by district/region) will be roughly equivalent in high- and low-need schools

Between 2015 and 2020, the percentage of educators recruited and retained beyond their third year will increase. Specific attention will be paid to diverse educators recruited and retained.

By 2018, at least 100 percent of new teachers and administrators in high-need schools will be

enrolled mentoring programs.
Note: To gather the local data, we will ask LEAs to voluntarily submit these data to the state for analysis. We understand the data will not necessarily be comprehensive and may not have sufficient comparability across districts. We do, however, believe that collecting these data will provide useful information for state decision making and will move Oregon in the appropriate direction.

Strategy 2: Ongoing Professional Learning

We believe that the data and root-cause analysis call for a professional learning approach that is comprehensive, ongoing, and more effectively aligned to the practice needs and growth goals of our educators. In-service professional learning is an important tool for enabling teachers and leaders to keep up with new ideas in pedagogy and interact with one another to improve their practice as well as strengthening the preparation of new educators in teacher preparation programs. **The focus on professional learning can also strengthen inexperienced and out-of-field educators who are novice in navigating the system of education in Oregon.**

Root-Cause Analysis Findings

Lack of Aligned Professional Learning Opportunities. Teachers and principals may not have access to professional learning that is directly linked to their goals, needs, or content area; linked to the expectations included in the evaluation system; or aligned to the needs of the students they teach/oversee. This situation not only negatively affects the district's ability to improve the practice of the existing teaching force but also limits opportunities for teacher advancement into leadership roles. Furthermore, professional development that lacks a focus on culturally responsive practice only further exacerbates the issue of excellent educators serving the needs of students of color and students in poverty.

Inconsistent Induction and Mentoring Opportunities. While Oregon boast a strong focus on teacher mentoring and provides grant funding for districts to engage in this work, there must more consistency to what the induction and mentoring process provides for all educators. One additional challenge is especially relevant to new teachers, who often need higher levels of professional learning than their more veteran peers.

The "Belief" Gap impedes the implementation of culturally responsive pedagogy and practice. The idea of the "Belief" Gap highlights the reality that many educators do not believe certain populations of students, (students of color, English Learners, and students experiencing poverty), can learn. Thus, the access and opportunity to experience challenging and enriching curriculum are hindered by this belief. Through a strong, ongoing professional learning system that focuses on culturally responsive pedagogy, these ideas can be limited or stopped so that all students experience success regardless of race, ethnicity, language, or economic factors.

Relevant Metrics

2013-14 Mentoring program survey: (The TELL Survey was created and used in the 2013-2014 school year)

40% of beginning teachers surveyed reported that while working with the mentor they were supported in differentiating instruction for special populations; 33% supported regarding strategies to creating an equitable classroom; and 53% in developing a repertoire of teaching strategies.

65% of beginning teachers surveyed reported that the professional development opportunities provided was useful to their instructional practices.

Percentage of respondents indicating that strong professional learning opportunities are not

consistently available in their school (Climate Survey). This information is not currently included in our teacher climate survey, TELL, but would be relevant for future use.
Comprehensive Title II, Part A formula grant. The state may want to review districts' distribution of dollars allocated to low-income schools for professional development of educators or induction programs.
2014 TELL Survey: 41.3% of educators surveyed agreed that professional development is differentiated to meet the needs of individual teachers 51.9% of educators agreed that follow-up is provided from professional development in their school. 37.4% of educators agreed that professional development is evaluated and results are communicated. Percentage of respondents indicating that the currently available professional learning opportunities are not linked to their professional goals, student achievement goals, or content area (climate survey). This information is not currently included in our teacher climate survey, TELL, but would be relevant for future use.
Induction process rating of teachers with less than three years of experience, with and without assigned mentors. This information is not currently included in our teacher climate survey, TELL, but would be relevant for future use.
Note: Many of these metrics are not currently available for analysis, and thus part of our plan will be to introduce new approaches to assessing our professional learning system. Because metrics were lacking in this instance, stakeholder insights were given greater weight in informing the ongoing professional learning strategy. Going forward, we will explore modifying questions in the TELL survey and Oregon Mentoring Program survey to include additional relevant metrics.
Ongoing Professional Learning Substrategies

Substrategy 1: Critically Review Alignment of Funding Streams. ODE we will conduct a review of funding streams (e.g., Title I, Part A; Title III, Part A; School Improvement Grants, Individuals with Disabilities in Education Act funds; and various competitive programs in the Network for Quality Teaching and Learning to determine if they can be deployed more effectively in support of our teacher and leader equity goals. Additionally, the ODE Equity Unit is committed to providing ongoing culturally responsive professional development to educators in districts across the state. We also will seek to identify other funds that can be directed into teacher and leader equity-related professional learning, such as a mentoring program for aspiring teacher leaders. We will complete this review in the next six months.

Substrategy 2: Improve and Expand the Induction and Mentoring Program. Oregon will continue to provide grant opportunities for districts to support the statewide mentoring program. The state also will provide best practices for inducting teachers into the profession to all school districts. To ensure that Oregon's professional teachers and leaders are provided with high-quality opportunities to learn and collaborate with colleagues to continually improve instruction, identification of individual needs will guide professional learning and the study of new knowledge and advances in education practice. The State Board of Education adopted Mentoring Program Standards in 2015 which will be used to guide program design and monitoring to ensure high-quality mentoring programs. **Equity Gap Addressed: Inexperienced educators, out-of-field eduacators, and educator turnover**
Substrategy 3: Improve the quality and delivery of culturally responsive professional development for educators across the state. While many school districts are engaged in deep, meaningful equity focused professional development, many others are not. The ODE Equity Unit has been able to provide professional learning in many school districts across the state, but this is on a voluntary basis only. A system needs to be established whereby ALL Oregon school district educators engage in professional development that is specifically focused on closing gaps in belief, opportunity, and achievement for students of color, English Learners, and students experiencing poverty. The regional Educational Service Districts (ESD's) should be a part of a plan to deliver more robust professional development opportunities. **Equity Gap Addressed: Inexperienced educators, out-of field educators, and educator turnover**
Substrategy 4: Require all districts to submit Equity Action Plans. In addition to requiring districts to examine their recruitment and retention practices as they focus on equitable distribution of excellent educators, Oregon is in the process of creating guidelines that will require all districts to submit mandatory equity action plans that *include* a section devoted to educator equity. These plans will be submitted to ODE's Equity Unit for review and feedback. Technical assistance, including targeted professional development will be provided as needed to districts for support. **Equity Gap Addressed: Inexperienced educators, out-of-field educators,educator turnover, recruitment and retention of diverse educators**
Performance Objectives
By 2018, a climate survey data will indicate that at least 75 percent of staff agree or strongly agree that professional learning opportunities are consistently available in their school.
By 2018, a climate survey data will indicate that at least 75 percent of staff agree or strongly agree that professional learning opportunities are directly linked to their needs for professional growth, student achievement goals, or content area.
By 2018, at least 75 percent of districts will administer the survey of school district staff regarding the alignment between the teacher and principal evaluation data and 75 percent of their staff will agree or strongly agree that there is alignment.
By 2018, a climate survey results will indicate that at least 85 percent of teachers with less than

three years of experience will report the induction process to be strong or very strong.
By 2018, at least 75 percent of new teachers in all schools will be enrolled in a mentoring program; between 2015 and 2020, this percentage will increase by at least 1 percent per year.
Note: To gather the local data, we will ask LEAs to voluntarily submit these data to the state for analysis. We understand that the data will not necessarily be comprehensive and may not have sufficient comparability across districts. We do, however, believe that collecting these data will provide useful information for state decision making and will move Oregon in the appropriate direction.

Strategy 3: Monitor Teacher and Principal Preparation
We believe that the data and root-cause analysis call for an evaluation of teacher and principal preparation as it relates to the needs in our state. Well-prepared educators positively impact student achievement and have lower turnover rates and thorough teacher and principal preparation provides candidates with the knowledge and skills they need for successful instruction and leadership. If this preparation is culturally responsive in nature, including such programs as Dual Language, etc, educators are even more equipped to meet the needs of future students. ODE is in constant communication with TSPC (Teaching Standards and Practices Commission), the agency responsible for educator licensure in the state of Oregon.

Root-Cause Analysis Findings

Lack of Necessary Culturally Responsive Pedagogy and Practice Content. Preliminary research reveals that most Oregon teacher preparation programs offer an average of two courses related to diversity for pre-service candidates. Further, there are limited opportunities for pre-service candidates to engage in diverse practicum experiences across the state. These limitations often leave candidates unprepared to serve in districts and school environments with high populations of students of color, English Learners, and students in poverty.

Underexposure to High-Need School Settings. Further, there are limited opportunities for pre-service candidates to engage in diverse practicum experiences across the state. These limitations often leave candidates unprepared to serve in districts and school environments with high populations of students of color, English Learners, and students in poverty.

Lack of Diversity Faculty and Staff in Teacher Preparation Programs. Just as the issue of diversifying the K-12 workforce impacts the outcomes in classrooms, the issue of diversifying the workforce in teacher preparation programs is another concern. Along with this concern are discussions about the need for professional development for current faculty and staff that focuses on cultural responsiveness.

Relevant Metrics

Percentage of teachers and principals reporting proficiency with culturally responsive pedagogy and the ability to apply these standards to classroom environment and subject matter content.

Percentage of teachers and principals who report having a diverse practicum experience during their preparation phases.

Percentage of teacher preparation program deans who report challenges in recruiting and retaining a diverse faculty and staff.

Teacher and Principal Preparation Substrategies

Substrategy 1: Utilize the Educator Preparation Task Force. The Oregon Educator Equity Advisory Group is comprised of voices from higher education, school districts, state and local education agencies, community members, and teacher unions. The charge of the group is to assess, evaluate, and advocate for statewide educational policy with legislators, state organizations, schools, and communities on practices that prepare, recruit, and retain racially, ethnically, and linguistically diverse educators that contribute to the continuing success of diverse students, teachers, families, and communities. This group is particularly interested in continuing to suggest recommendations to improve the quality of Oregon teacher preparation programs.

Equity Gap Addressed: Recruitment and retention of diverse educators, inexperienced educators, and educator turnover

Substrategy 2: Critically Examine Licensure Requirements that Might Result in Barriers During the Pre-Service Educator Phase. ODE, the Oregon Educator Equity Advisory Group, and TSPC continue to discuss the challenge candidates of color face during the preparation phase. This group will work to eliminate barriers are based on surveys and research related to obtaining teacher licensure. **Equity Gap Addressed: Recruitment and retention of diverse educators, out-of-field educators, and educator turnover**
Substrategy 3: Expand School Setting Experiences in Preparation Programs. Teacher and leader effectiveness in Oregon public schools will be strengthened if our state's educator preparation providers prepare teachers and leaders who can teach all students to high standards. To ensure this capability, Oregon will begin strong collaboration with teacher preparation programs to ensure that all candidates for teaching and leading from state-approved programs experience serving in high-need school settings during preparation and will work intensively with select districts to do so. Our continuing activities in the area of teacher and leader preparation will build on work that our agency and our educator preparation providers have been involved in over the years. We understand that these experiences must also be *quality experiences* and not simply an exercise in placing educators in diverse classroom environments. **Equity Gap Addressed: Inexperienced educators, out-of-field educators, and educator turnover**
Performance Objectives
By 2018, survey data will find that at least 75 percent of teachers agree or strongly agree that their preparation programs prepared them to be successful in diverse classroom.
By 2018, survey data will find that at least 75 percent of mentor teachers agree or strongly agree that their mentees were culturally responsive and well prepared.
By 2018, survey data will find that at least 75 percent of faculty and staff in teacher preparation programs utilize the components of culturally responsive pedagogy in their programs and courses.
By 2018, survey data will report and increase of at least 10 percent in the number of faculty and staff employed in teacher preparation programs across the state of Oregon.
Note: To gather the local data, we will ask LEAs to voluntarily submit these data to the state for analysis. We understand that the data will not necessarily be comprehensive and may not have sufficient comparability across districts. We do, however, believe that collecting these data will provide useful information for state decision making and will move Oregon in the appropriate direction.

Section 5. Ongoing Monitoring and Support

Oregon is committed to ensuring the long-term success of this initiative. We will do so by using Title funds as well as expertise of the ODE Equity Unit staff to provide technical assistance and oversight to the schools and districts that our data indicate are in the top decile for having the largest percentages of students from low-income families and students of color. There is also the suggestion of using the already established ODE Community Advisory Group (a group created based on the ODE Strategic Plan in 2013). This group can assist with monitoring data and providing feedback as needed. Another idea that the agency is exploring is the hiring of a post-doc student to assist with the monitoring and evaluation process. In particular, we will have additional oversight for the districts with the largest equity gaps for the three statutory metrics for any of the three subgroups described in our equity gap analysis section. At the same time, we will use rapid feedback loops and formal evaluations to monitor both the districts' implementation of their plans and the progress we are making. This approach will include asking districts to mandatorily submit data to the state for analysis. This involves every school district in the state of Oregon submitting a mandatory district Equity Action Plan which will include specific attention to the equitable distribution of excellent teachers for the student populations highlighted in this plan. We also will review applicable research and forward relevant studies to our education partners and to our school districts. Formal monitoring will be conducted on an annual basis and more often if a district fails to make progress toward its performance objectives in a timely manner.

As detailed in Section 4, for each strategy we have a plan in place to assess implementation success. We already have identified the following areas where we will begin collecting information, and we are prepared to build on these efforts with further data collection and reviews as they emerge:

- Updated climate survey with an extended working conditions section. This includes data from the TELL Survey
- New licensure revisions to be explored, implemented, and monitored
- Ongoing surveys of stakeholder groups for feedback and refinement of the implementation process

We have established a detailed timeline see Table 7 to guide the short-term and long-term implementation of our plan. Annual public reporting on progress toward addressing root causes to eliminate equity gaps will include posting a progress report on the ODE website and sending the link to all LEAs and stakeholders. Every two years ODE will formally update this plan based on new data, new analyses of root causes, and new strategies. More frequent updates to

inform the plan, as well as strategic approaches to addressing implementation, will be emerge through our biannual work with education partners across the state.

Progress toward the elimination of these equity gaps will be published on ODE's main website. There is also the future potential to share this equity gap information via the Annual State Report Card and through individual school report cards. The latter two options are being explored, as it is important to ODE to be transparent with stakeholders and the pubic concerning education equity gaps and the states commitment to narrow and eventually close those gaps.

Table 8. Oregon Implementation Timeline

Major Activities	Parties Involved	Organizer	Time Frame	
			Start	Frequency
Submission of LEA equitable access plans for review and approval	All LEAs	ODE Director of Equity Unit	Summer 2016	One time
Request for new mandatory data submissions, including: Updated climate survey with an extended working conditions section (TELL) Districts evaluate data from their teacher evaluations.	All LEAs	ODE Director of Equity Unit ODE Director of Teacher Effectiveness Unit	Summer 2016	Annually
ODE critical review of alternative funding streams	Internal ODE team	ODE Director of Equity ODE Director(s) of Title Programs	Summer 2016	Annually
Human capital alignment district meetings	Participating LEAs	ODE Director of Equity Oregon Educator Equity Advisory Group	Fall 2016	Twice a year
Professional learning alignment district meetings	Participating LEAs	ODE Director of Equity and ODE Director Teacher and Leader Effectiveness	Fall 2016	Twice a year
Final approval of LEA equitable access plans	Internal ODE team	ODE Director of Equity	September 2016	One time
Stakeholder implementation feedback submitted through feedback loops	Stakeholders	ODE Director of Equity	September 2016	Ongoing

Major Activities	Parties Involved	Organizer	Time Frame	
			Start	Frequency
Educator Preparation Stakeholder Meetings	Task force members	HECC ODE Director of Equity	Fall 2016	Every two months
Educator Licensure-TSPC Meetings	Task force members	Director of TSPC ODE Director of Equity	Fall 2016	Every two months
Annual review of district recruitment policies	Internal ODE team	ODE Director of Equity and ODE Director of Teacher and Leader Effectiveness	Winter 2016	Annually
Stakeholder equitable access plan implementation progress meeting	Stakeholders	ODE Director of Equity	Spring 2017	Twice a year
Publicly report Equitable Access Plan Year 1 Progress Report and solicit input from stakeholders	Internal ODE team, stakeholders, (school district leadership and personnel) and the public (including parent and the larger community)	ODE Director of Equity	Summer 2017	One time
LEA equitable access plan monitoring: on-site	Internal ODE team	ODE Director of Equity	Summer 2017	Annually

Major Activities	Parties Involved	Organizer	Time Frame	
			Start	Frequency
Release new mandatory submitted data in an annual public report	Internal ODE team	ODE Director of Equity	Summer 2017	Annually
LEA equitable access plan monitoring: supplemental for targeted districts	Internal ODE team (Equity Unit and ODE Community Advisory Group)	ODE Director of Equity	Winter 2017	Ongoing
Update Oregon's Plan to Ensure Equitable Access to Excellent Educators	Internal ODE team and stakeholders	ODE Director of Equity	Spring 2018	Every two years
Publicly report on Year 2 progress and solicit input from stakeholders This report will be housed on the ODE Equity Unit webpage Reports will also be available via email and hard copy by request	Internal ODE team, stakeholders (school district leadership and personnel), and the public (including parents and the larger community)	ODE Director of Equity	Summer 2018	One time
Publicly report Year 3 Progress and solicit input from stakeholders This report will be housed on the ODE Equity Unit webpage Reports will also be available via email and hard copy by request	Internal ODE team, stakeholders (school district leadership and personnel), and the public (including	ODE Director of Equity	Summer 2019	One time

Major Activities	Parties Involved	Organizer	Time Frame	
			Start	Frequency
	parent and the larger community)			
Compile a progress report of strategy performance metrics and present to stakeholders This report will be housed on the ODE Equity Unit webpage Reports will also be available via email and hard copy by request	Internal ODE team, stakeholders (school district leadership and personnel), and the public (including parents and the larger community)	ODE Director of Equity	Winter 2019	One time

Section 6. Conclusion and Reporting Progress

ODE strongly supports the U.S. Department of Education's goal of ensuring that every student has equitable access to excellent educators and welcomes this opportunity to present our plan for advancing this mission in Oregon. Our plan reflects thoughtful deliberation about actions that most likely will enable our schools and districts to attain this important objective. Although our plan will evolve over time, we believe that our theory of action and the three targeted strategies we have included in the plan embody a solid approach to improving educator effectiveness, particularly for students of color and students living in poverty across the states. We look feedback and the clearance to move forward with this plan.

Appendix A. Oregon's Equitable Access Stakeholder Engagement

To actively engage a wide range of stakeholder contributions to the development of Oregon's equitable access plan, planning was focused on ensuring a thorough representation of stakeholders at each meeting. The tables below illustrate stakeholder outreach for key stakeholder groups.

Stakeholders

Organization	Stakeholder Contact	Stakeholder Title
Oregon Leadership Network	Rob Larson	Director
Coalition of Communities of Color	Julia Meir	Director
Teaching Standards and Practicing Commission	Keith Menk	Assistant Director
Oregon Education Association	Collen Milhelm	Interim Assistant Executive Director
Stand for Children	Iris Maria Chavez	Government Affairs Director
Oregon Association of School Personnel	Marsha Moyer	Member
Chalkboard Project	Frank Carpoleo	Vice President of Education Policy
Confederation of Oregon School Administrators	Craig Hawkins	Executive Director
Oregon Association of Colleges of Teacher Education	Linda Samek	Provost-George Fox University
Oregon Education Investment Board	Hilda Rosselli	Director of College and Career Readiness

State Policymakers

Organization	Stakeholder Name	Stakeholder Title	Participation
Oregon Department of Education – Educator Evaluation Program	Theresa Richards/Tanya Friesendahl	Director/Education Specialist	Yes
Teaching Standards and Practices Commission	Keith Menk	Associate Director	Yes
Oregon Education Investment Board	Hilda Rosselli	Director of College and Career Readiness	Yes
Educator Equity Advisory Group	Karen Gray	Co-Chair	Yes
Oregon Leadership Network	Rob Larson	Executive Director	Yes

Oregon School Personnel Association	Marsha Moyer	Director of Professional Development	Yes

Parents and Students

Organization	Stakeholder Name	Stakeholder Title	Participation
Oregon Parent Teacher Association	Betty Reynolds	PTA Member	Yes

Community Organizations

Organization	Stakeholder Name	Stakeholder Title	Participation
NAACP – urban local chapter	Various		No
NAACP – rural local chapter	Various		No
Stand for Children	Iris Maria Chavez	Government Affairs Director	Yes
Coalition of Communities of Color	Julia Meir	Director	No
Salem Coalition for Equity	Various	Executive Director	Yes
Chalkboard Project	Bev Pratt		Yes
Urban League Education Committee	TBA		No
Family and Community Together	Sue Robertson	Executive Director	No
Portland Parent Union	Shelia Warren	Member	No
National Association of Black School Educators	Various		No

Higher Education Partners and Preparation Programs

Organization	Stakeholder Name	Stakeholder Title	Participation
University of Oregon	Various	Faculty	Yes
Oregon State University	Various	Faculty	Yes
Corban University	Various	Faculty	Yes

Participation Rate by Stakeholder Group

Stakeholder Group	Two Meetings (April 2015)
Teachers	25
Principals	30
Community and business organizations	3
Parents	0
District Administrators and School Board Members	20

Survey Monkey Data (A Survey Monkey was created to solicit feedback from the Oregon Educator Equity Advisory Group in May of 2015. They were asked to comment on each of the six sections of the draft plan. This group had already participated in a root cause analysis exercise and were tasked with providing feedback on the overall draft plan prior to submission in June. Feedback from the two respondents was used in the final draft of the plan submitted in June 2015. (The information from that survey is included below)

Stakeholder Group	Number of Individuals Receiving Survey	Number of Individuals Completing Survey
Oregon Educator Equity Advisory Group	15	2

Appendix B: Oregon Stakeholder Engagement Process Timeline

Major Activities	Parties Involved	Organizer	Dates
Gather and review data.	Internal ODE team	Oregon Department of Education Director of Equity Unit	January 2015
Identify and recruit stakeholders groups to inform the plan and build a longer term coalition to see it through.	Internal ODE team	Oregon Department of Education Director of Equity Unit	January 2015
Prepare data materials to share with stakeholders.	Internal ODE team	Oregon Department of Education Director of Equity Unit	January 2015
Meet with the statewide equitable access committee to establish short- and long-term planning goals, roles, and responsibilities.	Stakeholder Group Leaders	Oregon Department of Education Director of Equity Unit	Jan./Feb. 2015
Collect and collate input from stakeholders on the examination of data to inform equity gaps and root-cause analysis.	Stakeholders (approx. 150)	Oregon Department of Education Director of Equity Unit	Jan-May 2015
Review stakeholder input, begin setting priorities, and identify metrics.	Internal ODE team and stakeholders	Oregon Department of Education Director of Equity Unit	May 2015
SEA drafts educator equitable access plan.	Internal ODE team	Oregon Department of Education Director of Equity Unit	May 2015
Formation of statewide Educator Equity Coalition and committee of advisors to oversee implementation, monitoring, and adjustments of plan over time.	Stakeholder leaders (approx. 30)	Stakeholders/ Oregon Department of Education Director of Equity Unit	May 2015
Finalize plan.	ODE	Oregon Department of Education Director of Equity Unit	May 2015

Appendix C. Stakeholder Engagement Meeting Agendas

Agenda: Internal ODE Team
Date: 1/20/15
Meeting Leaders: Markisha Smith, David Bautista, and Rudyane Rivera-Lindstrom
Note Taker: Rudyane Rivera-Lindstrom, Education Specialist ODE Equity Unit

- Welcome and Introductions (5 mins)
  - Participants from Deputy Superintendents Office, School Improvement Team, Teacher Effectiveness,
- Meeting Purpose (20 mins)
- Review of Activity Directions, Objectives and Model (5 mins)
- Assign Small-Group Work (20 mins)
- Lead Carousel Walk (10 mins)
- Debrief as a Whole Group (50 mins)
- Assignments/Next Steps (10 mins)
- Adjournment

Agenda: Internal ODE Team
Date: 2/9/15
Meeting Leaders: Markisha Smith, Director of ODE Equity Unit
Note Taker: Rudyane Rivera Lindstrom, Education Specialist, ODE Equity Unit

- Welcome and Introductions (5 mins)
- Meeting Purpose (5 mins)
- Review of Large Group Work (10 mins)
- Vision Statement Creation (20-25 mins)
- Break(5 mins)
- Stakeholder Identification Activity and Mechanisms for Engagement (30 mins)
- Example Metrics Activity (35 mins)
- Assignments/Next Steps (5 mins)
- Adjournment

Agenda: Stakeholders and Internal ODE Team
Date: 2/17/15
Meeting Leader: Markisha Smith, Director of ODE Equity Unit
Note Taker: Hilda Rosselli, Director of College and Career Readiness

- Welcome and Introductions (5 mins)
- Meeting Purpose (5 mins)
- Vision Statement Creation (20-25 mins)
- Break(5 mins)
- Example Metrics Activity (35 mins)
- Stakeholder Identification Activity and Mechanisms for Engagement: share notes (30 mins)
- Assignments/Next Steps (5 mins)
- Adjournment

Agenda: Stakeholders and Internal ODE Team
Date: 4/6/15
Meeting Leader: Markisha Smith, Director of ODE Equity Unit
Note Taker: Rudyane Rivera-Lindstrom, Education Specialist, ODE Equity Unit

- Welcome and Introductions (5 mins)
- Meeting Purpose and Sharing of
- Federal Plan Requirements (15 mins)
- Data Sharing (10 mins)
- Guided Root-Cause Analysis Activity (60 mins)
- Comment Collection and Closing (30 mins)
- Assignments/Next Steps (5 mins)
- Adjournment

*Times may be adjusted as needed!

Oregon American Indian / Alaska Native Education State Plan 2015

Oregon Department of Education AI/AN Advisory Panel Members:

***Angela Bowen**, Confederated Tribes of Coos, Lower Umpqua & Siuslaw*
***Angie Morrill**, The Klamath Tribes, University of Oregon*
***Ardis Juelle Clark**, Confederated Tribes of Warm Springs*
***Brenda A. Frank**, The Klamath Tribes*
***Chelsea Burns**, Coquille Indian Tribe*
***Dawn Malliett**, Springfield Title VII*
***Karen Kitchen**, Portland Public Schools Title VII*
***Kelly LaChance**, Bethel Consortium Title VII*
***Kerry Opie**, Burns Pauite*
***Leilani Sabzalian**, Springfield Title VII Program Parent Committee*
***Leslie Riggs**, Confederated Tribes of Grand Ronde*
***Lynn Anderson**, Siuslaw School District Title VII*
***Louise Wilmes**, Beaverton School District Title VII*
***Matthew Morton**, Native American Youth & Family Center*
***Michael Davis**, Oregon State University*
***Nichole June Maher**, Tlingit, Northwest Health Foundation*
***Ramona Halcomb**, Confederated Tribes of the Umatilla Indian Reservation*
***Randy Stephen Woodley**, George Fox University*
***Rick Molitor**, Jefferson County School District*
***Robin Butterfield**, Winnebago/Chippewa-Independent Contractor*
***Se-ah-dom Edmo**, Oregon Indian Education Association*
***Shadiin Garcia**, Laguna Pueblo, Oregon Education Investment Board*
***Sonya Moody-Jurado**, Confederated Tribes of Siletz Indians*
***Tabitha Whitefoot**, Yakama/Independent Contractor* ***Tammie Hunt**, Cow Creek Band of Umpqua Tribe of Indians*
***Valerie Switzler**, The Confederated Tribes of Warm Springs*

Foreword

Over a nine-month collaborative process, the American Indian/Alaska Native Advisory Panel Members provided feedback and guidance in order to update the state's American Indian/Alaska Native State Plan. This plan is the product of that process and is a road map for state efforts to improve opportunities and outcomes for Native American youth in Oregon.

The plan includes 11 state educational objectives with accompanying strategies and measurable outcomes. These have all been revised and detailed by members of the American Indian / Alaska Native Advisory Panel to support the educational philosophy within American Indian / Alaskan Native communities.

The Plan aligns with the Oregon Department of Education's strategic goals and key efforts, including boosting attendance and graduation rates for American Indian / Alaska Native students, providing culturally relevant professional development for school district staff, increasing recruitment and retention of Native teachers, and implementing historically-accurate, culturally-embedded Native American curriculum and instructional materials across the K-12 system.

Over 20 years ago, the Oregon American Indian / Alaska Native Education State Plan was originally approved by members and educators within American Indian and Alaska Native communities, the State Board of Education, and staff of the Oregon Department of Education. The newly revised plan, outlined in the document below, honors this previous work and builds on that wisdom, while also being mindful of the changing educational landscape of Oregon.

We look forward to the implementation of this plan and the realization of a universal, equitable education for all our children.

LEARNERS: Every student graduates from high school and is ready for college, career, or civic life.

Objectives	Strategies	Metrics & Milestones
1. Increase graduation rates for AI/AN students to meet or exceed statewide average of all students.	Create campaign to elevate awareness of resources that are available to AI/AN students that could increase graduation rates. Partner with tribes and other stakeholders to identify and advocate culturally responsive approaches to increase graduation rates. Share and disseminate culturally relevant best practices and strategies for closing the opportunity gap for AI/AN students.	Annually ODE will initiate and communicate a campaign regarding resources that are available to AI/AN students and participate in large scale in-services that will increase graduation rates. ODE will partner with tribes and other stakeholders to identify and advocate for implementation in classrooms using culturally responsive approaches to increase graduation rates. ODE will provide a framework for districts to share and disseminate culturally relevant best practices and strategies specific to closing the opportunity gap for every AI/AN students.
2. Increase college or career readiness of AI/AN students to meet or exceed statewide average of all students. All AI/AN students will have the opportunity to graduate from HS with a minimum of	Encourage and incentivize districts to provide opportunities for AI/AN students to visit post-secondary institutions. Pursue funds to support a state-wide college access day for AI/AN students ODE will provide support to districts in implementing AI/AN culturally specific college and career readiness programs, services, and resources to every student beginning in third grade in order to create conditions for student engagement, leadership, and empowerment. ODE will coordinate with HECC to develop strategies to increase post-secondary exit to high-paying employment opportunities.	Identification of funds to target AI/AN student college and career readiness programs. Promotion of existing AI/AN college and career readiness opportunities on ODE website. HS college credit data (BY 2017) – ODE College & Career Readiness data – ODE Access & Affordability Initiative reports-HECC ODE's College & Career Programs - ODE Career Readiness & Workforce Development data from HECC Middle School early warning data - ODE
3. Increase AI/AN attendance to meet or exceed statewide average for all students.	Chief Education Office will support a policy option package for funding to support a Tribal Attendance Pilot Program. The program would target schools in need of additional support to improve AI/AN attendance. Create a climate survey (a tripod survey for students, educators, and parents) in schools struggling with truancy of AI/AN students in order to identify barriers to attendance. Partner with Youth Development Division to leverage efforts of this program. In addition to lessons learned from pilot, research, identify and disseminate best practices, strategies, and tools for districts to adapt to their local contexts to improving attendance for all AI/AN students. ODE work with districts to convert cultural absences into credit earning opportunities.	Secure and distribute funding for pilot program – Chief Education Office/Legislature Disseminate funds and track progress – Chief Education Office/ODE Develop framework for districts to review absences related to cultural activities - ODE Attendance data - ODE

Educators: Every P-12 organization is led by an effective administrator, and every student is taught by an effective teacher.

Objectives	Strategies	Metrics & Milestones
4. Districts will recruit, hire, place and retain a minimum of 5% AI/AN educators (equally distributed among administrators, teachers, & support staff) or a percentage equal to the percentage of AI/ AN	Diversify the hiring pool of AI/AN teacher candidates by: 1. ODE encouraging districts to place job postings for teacher, administrative, and classified positions in Native specific media outlets, and 2. Creating an ODE resource page that provides resources, networks, and strategies for recruiting, hiring, and retaining AI/AN teachers, administrators, and classified staff Offer place-based and general Professional Development to district HR offices and/or hiring panels on equitable hiring practices.	Oregon Educator Network (website)– ODE Professional Development offered– ODE Licensed educators data – TSPC
5. Ensure 100% of educators (administrators , teachers, support staff, school boards) receive AI/AN culturally responsive training at least once per academic year.	ODE will support districts in developing Equity Plans which will include providing AI/AN culturally responsive professional development opportunities for all staff at least once per year. ODE will create a list of appropriate AI/AN culturally responsive trainings which districts can access. Explore a partnership with TSPC to offer an Indigenous Educational Sovereignty Certificate that teachers can obtain through continuing education units. The certificate will include information on teaching about AI/AN people and effective teaching to AI/AN students.	Promote list of professional development training opportunities on ODE website. Develop IES Certificate – TSPC/ODE Equity Plan development – ODE (Equity Unit) AI/AN Educator data - TSPC
6. 100% of pre-service students completing Oregon Native American Teacher Preparation Programs (UO & PSU) will be recruited by an Oregon school or tribe.	ODE will connect with current Native Teacher prep programs at UO and PSU to assist with current outreach efforts and invite input on additional strategies to meet this objective. Identify funds to create Native American Educator hiring campaign. ODE work with districts to convert cultural absences into credit earning opportunities.	Outreach to PSU & UO – ODE Campaign funding & structure – Chief Education Office Continued work with the Oregon Educator Equity Act – ODE & Chief Education Office Oregon Educator Equity Act Report – Chief Education Office AI/AN Educator data - TSPC

Schools & Districts: Increase performance for all schools and districts in order to create systems of excellence across the state.

Objectives	Strategies	Metrics & Milestones
7. Every school district in Oregon implements (K-12) historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum, assessment tools, and instructional materials that are developed in collaboration with local tribes and are aligned with the Common Core State Standards and state standards.	ODE will support efforts to develop legislative language which mandates implementation of (K-12) historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum, assessment tools, and instructional materials. ODE will continue to collect AI/AN curriculum which is, or can be aligned to the Common Core. ODE will provide a framework for districts to share and disseminate culturally relevant best practices, strategies, and curriculum to successfully increase educational opportunities for AI/AN students. Continue efforts with Advisory Panel, Oregon Tribes, OIEA, and other AI/AN stakeholders to develop legislative language for the 2017 session – ODE & et al	Enrolled bill Utilization of SB 739 website to house information - ODE

Communities: Meaningfully engage elders, parents, stakeholders, and the larger community to help make Oregon's schools the best in the country.

Objectives	Strategies	Metrics & Milestones
8. Chief Education Office, ODE, ELD, YDC, HECC, and TSPC will strategically invest and collaborate with Oregon's federally recognized tribes, Native/Indian organizations, Title VII Programs, and AI/AN community programs to implement, support, and maintain culturally relevant family/parent engagement so that every AI/AN child will begin their educational journey ready to succeed.	Leverage and connect to existing engagement efforts (including social events, entertainment, science nights, open houses, and community clubs). Chief Education Office staff will convene the necessary agents to target funds for a minimum of 10 Native communities and tribes to support community driven "Community Conversations" (CC). Chief Education Office will improve student/ parental/ community engagement by establishing a cadre to facilitate "CC" and assist with the drafting of local "CC" action plans with strategies for improving engagement. Engagement efforts will be led by Chief Education Office and ODE et al. Utilize AI/AN Advisory Panel, Education Cluster (Government to Government), and other stakeholder groups to solicit best practices to engage community conversations – ODE & et al	Survey results collected and analyzed

ODE: Internal systems and processes support Equity Initiatives.

Objectives	Strategies	Metrics & Milestones
9. Create accurate identification criteria for who is counted as an AI/AN student and require districts to collect data.	Establish a task force that will use multiple definitions (i.e. Federal, Tile VII, District, NCES, etc.) to create one "flagged" data set for all Oregon educational agencies to adopt. Develop a campaign to inform districts about the new data collection mandate.	Create task force – ODE & Chief Education Office to develop definition – Task Force Coordinate with ODE Data Team to create an AI/AN flag - ODE Disseminate to education agencies – Chief Education Office
10. Establish framework for accountability of implementation of the AI/AN State Plan.	ODE will report to the State Board of Education twice per year on the implementation efforts of the AI/AN Education State Plan. ODE will create an annual AI/AN report on progress of the AI/AN Education State Plan. Data to include: attendance; discipline; SPED; graduation rates; achievement; drop-out; post-secondary entrance; TAG rates; poverty (FRL); homeless; ELL/second language; and other data as available.	Annual Report – ODE
11. Continue to build internal ODE capacity by strengthening the organizational infrastructure and increasing staffing to increase support to schools, Title VII, Oregon Federally Recognized Tribes, and AI/AN communities.	Gather existing state Indian Education legislation to create a comprehensive Indian Education bill that would include increased resources dedicated to AI/AN education at ODE. Create Professional Development for ODE staff on the State Indian Education Plan (include cultural competency, sovereignty, Oregon Federally Recognized Tribes, and other identified trainings) to be offered to ODE staff and other educational agencies. Increase representation of AI/AN stakeholder input for programs and services offered through ODE (advisory boards, committees, hiring panels, etc.).	Connect with tribal government lobbyist and other AI/AN organizations to support efforts - ODE Training opportunities available to ODE staff - ODE AI/AN Indian Education Bi-annual & Annual Plan - ODE

Discussion Questions for Presentations
Oregon Educator Equity Advisory Group
January 21, 2016

Oregon's Equitable Access to Educators Plan—Markisha Smith

1. How does the equitable access focus of the Federal plan align with or complement our work?

2. What are the obvious connections that we need to emphasize? How can we communicate both in a clear way?

Portland Teachers Program—Deborah Cochrane

1. What lessons learned from the Portland Teachers Program can translate into specific recommendations for the state plan that we develop?

2. What are the key support features of the Portland Teachers Program that should be part of our policy and funding "asks"?

American Indian/ Alaskan Native Oregon Indian Education State Plan—April Campbell

1. Which of the strategic plan elements can be embedded within our work plan?

2. What other steps are needed to ensure that we align our work?