



Educator Equity Advisory Group

February 18, 2016

1:00pm – 3:00pm

Education Northwest
Suite 5, 101 SW Main Street
Portland Oregon 97204

Call-In Information (888) 557-8511

Access code: 5579138#

AGENDA

1) Welcome and opening remarks—Chair Karen Gray

- a) Roll call
- b) Introductions and welcome to new member
- c) Notes from Jan meeting-provide edits to Hilda

2) Updates

- a) HB 4033-Hilda Rosselli
- b) Governor Brown's Executive Order-Council for Educator Advancement
- c) Documenting Anti-Bias Training-Hilda Rosselli
- d) OALA slides highlighting Educator Equity work
- e) Nominations for spotlights in 2016 report-All
- f) HECC Guidance-Public University Educator Preparation Programs-Veronica Dujon

3) Overview and Discussion: Portland Teachers Program—Deborah Cochrane

4) Brief Updates on State Plans

- a) Black Student Success Workgroup
- b) American Indian/ Alaskan Native Oregon Indian Education State Plan
- c) English Language Learners State Plan
- d) Oregon's Equitable Access to Educators Plan
- e) Alignment of Plans Related to Educators-Karen Gray

5) 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)
- b) Convene Education Preparation programs to discuss current efforts to diversify workforce and prepare all teachers to be culturally responsive (3.3)
- c) Compile recommendations from research and state Fellows Programs projects to include in OOEAG state plan proposal (3.7)

6) 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.

7) Next meeting

- a) Thursday, March 17, 2016 1:00 PM-3:00 PM. Suite 5, Education Northwest 101 SW Main Street Portland Oregon 97204

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



Chief Education Office

Oregon Educator Equity Advisory Group

January 21, 2016 Notes

Present: Karen Gray, Markisha Smith, Anselmo Villanueva, Robert Nava, Mary Cadez, Hilda Rosselli, Keith Menk, Bonnie Gray, Armando Laguardia, Robin Johnson, Representative Frederick

Guests: Shadiin Garcia, Tabitha Whitehead, Julie Wien, Krista Chronister (for Dean Kamphaus)

- A. Following a welcome and introductions, the agenda was adjusted to reflect schedule conflicts for one of the presenters. Karen and Hilda will be working with Notes from the Dec 17th meeting were reviewed. Motion to accept: M Smith, Seconded Krista. Notes accepted.
- B. Markisha Smith presented slides that provided an overview of Oregon's Equitable Access to Educators Plan that was submitted in June with revisions in August and approved by the USDOE in late December. Unlike some state plans, Oregon's Plan defines excellent educators in a way that moves behind the Highly Qualified Teacher definition and specifically calls out excellent educators as, among other traits, effectively utilizing culturally responsive pedagogy and practice and prepared to work with English Language Learners.

Discussion:

Q: How does ESSA effect this plan? A. Referenced as part of ESSA bill

Rep Frederick referenced comments from Representative Bonamici during a [recent town hall meeting on ESSA](#).

Armando observed that the report was still focused on what we need to do but rather still studying the issue. No mention of assets of diversity in teaching.

Markisha explained that there were very specific pieces required in the plan which limited what we could include. Oregon's plan was three strategy areas:

- Human Capital Management
- Ongoing Professional Learning
- Teacher and Administrator Preparation

She is currently working on a template for ODE to share with the districts.

Robert N raised concerns about a CAEP requirement for recruiting teacher candidates:

The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:

- . is in the top 50 percent from 2016-2017;
- . is in the top 40 percent of the distribution from 2018-2019; and
- . is in the top 33 percent of the distribution by 2020.

CAEP Standard 3

This accreditation requirement could have ramifications if the top 33% of the student distribution were overly represented by white candidates. Armando: Another example of a classic barrier for students.

Recommendations:

- Embed elements of the State Plan within the 2016 Ed Equity Report.
 - Include a monthly update on this work from Markisha at each Ed Equity meeting
 - Invite an update from Tim Boyd and Mary Cadez on what impact ESSA could have on evaluation of educators in Oregon that would include more focus on culturally responsive teaching
 - For next year, plan on how Title II funds can and should be used for related professional development needs. Should there be additional assurances in Div 22?
 - Consider pilot districts who are willing to do this work publicly and serve as the showcase.
 - Share this report and the progress on plans with the Government to Government meeting. Markisha to follow up with April and Tabitha.
 - Involve ESDs when appropriate for Technical Assistance to districts.
 - Ask ODE to run preliminary data for sample diverse school districts to see how diverse the candidate pool would be. (NOTE: Originally was a recommendation to have ODE run these data but they do not track GPAs.)
 - Ask ODE to run analyses on demographics of top 33, 40, and 50% of Oregon students taking the SAT and ACT in Oregon's 30 most diverse districts.
- C. Shadiin Garcia shared several facts regarding Oregon's tribes and introduced Tabitha Whitehead who provided an overview of the American Indian/ Alaskan Native Oregon Indian Education State Plan. The plan is seen as a living document. Not the first document developed over Oregon's history. However, previous documents were not often used.

Tabitha shared facts on the status of Oregon's Indian students:

- Highest incidences of discipline
- Highest unemployment
- Low attendance

She shared an overview of the Tribal Attendance Pilot Project funded by the 2015 legislature that will provide tribes with resources that can be used in combinations with school efforts to increase attendance. She also noted that there are often programs that are noteworthy (Montana and Washington are further ahead on their plans) but sometimes it is the process that makes it most successful, not the specific strategies. Her recommendation is that to develop any plan involves building relationships. April

Campbell and Tabitha are doing a deeper dive into those state's plans to learn more about what works.

Unfortunately, even though Oregon has two specifically Native American educator preparation programs, but at UO, only 1 out of 25 of their recent graduates got a job in Oregon. Need to get tribal members on the screening boards for district interview teams.

Armando noted that some of the pipeline and retention grants recommended that the interview process be revisited.

Recommendation: Embed Objectives 4,5, and 6 in to our work plan. Mary suggested expanding Objective 4

Policy concern: Why do we have to have a written test for teachers to teach a language that was not built on written language?

- D. Karen and Markisha shared an update on the Black Student Success Workgroup co-chaired by Joyce Harris and Charles McGhee which is still in its early stages of the work. The plan is seen as addressing across all levels of education and there are resources teams defining goals at each level. They have had 4 mtgs with 6 more planned as well as community engagement meetings all across the state. They will make recommendations for use of \$2 M allocated by the Legislature starting in April and are still discussing if they will be using a competitive grant process. Discussion includes culturally responsive preparation and professional development, Restorative Discipline, meaningful family engagement, attendance, mentorship/relationships, with/for students.

Recommendation:

Can these funds support successful demonstration sites that are making progress in each of these areas. Karen made a motion to recommend to the group this methodology by which these funds might be allocated. Anselmo seconded.

E. Update on Advisory Group Work Plans

- a. **Develop list of promising practices emerging from Oregon projects to include in OOEAG state plan proposal (2.5/2.6)** (Joy, Brooke, Markisha, April, Bonnie) – The group discussed the pipeline and retention grants, Cadet Programs with credits (there are several of these), IGNITE, Summer Internships, TeachOregon and a possible Student Summit. Mary noted the importance of regenerating conversations with community colleges, many of whom may be the first choice of college for students of color. Even more so now with the Oregon Promise.

b. Recommendations

- Make sure that the promising practices include insights on suggested funding levels for scaling up and implementation steps. Need an easy to read process

around phases of implementation with suggested levels of funding to include in a funding request and to share at the upcoming Summit

- Need representation from community colleges on this advisory group— Action taken
- Feature related efforts of community colleges in this year's Educator Equity Report
- Ask for time at the Council for Instructional Administrators meeting to share the critical role that they play in supporting future teachers.
- Call out the need to strengthen partnerships between community colleges and four years institutions seeking to enter teacher prep programs.
- Identify lessons learned from the PCC Portland Teacher Program.

- c. **Convene Education Preparation programs to discuss current efforts to diversify workforce and prepare all teachers to be culturally responsive (3.3)** (Randy, Mary, Karen, Veronica) – Planning for the Summit is well underway. Event will be held on April 15th from 12 to 3:30 at Parkrose Middle. Asking the Gov to attend. Will include a panel of students of color to discuss what works and what barriers linger following Q & A. There will be table talks about barriers, success, and questions you have about funding with facilitators who are culturally and linguistically diverse at each table who would meet with Yvonne before the meeting. May also include a slideshow on successes that could be showing during lunch. Invite lists are being compiled with the next planning meeting scheduled for Feb 4th.

Recommendation: Ensure that there is a process for the table talks that lead to specific recommendations.

- d. **Compile recommendations from research and state Fellows Programs projects to include in OOEAG state plan proposal (3.7)** (Anselmo, Serena, Hilda)– Five states have been identified to research in depth through phone interviews (Florida, Indiana, Illinois, Tennessee and North Carolina). Questions being used were shared with an invitation for edits. Results will be brought back to the Advisory Group this spring.

F. Public Comment: There were no individuals requested to testify.

G. Meeting was adjourned.

Next Meeting: February 8, 2016 1:00 PM-3:00 PM. Suite 5, Education Northwest 101 SW Main Street Portland Oregon 97204

House Bill 4033

Sponsored by Representative FREDERICK (Presession filed.)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure **as introduced**.

Specifies that moneys may be distributed under Network of Quality Teaching and Learning for purposes of advancing Educators Equity Act, improving cultural competence of educators and ensuring educators are trained in culturally relevant educational practices.

Declares emergency, effective on passage.

A BILL FOR AN ACT

1
2 Relating to cultural awareness of educators; amending ORS 342.950; and declaring an emergency.

3 **Be It Enacted by the People of the State of Oregon:**

4 **SECTION 1.** ORS 342.950 is amended to read:

5 342.950. (1) The Network of Quality Teaching and Learning is established. The network consists
6 of the Chief Education Office and public and private entities that receive funding as provided by this
7 section to accomplish the purposes of the network described in subsection (2) of this section.

8 (2) The purposes of the network are the following:

9 (a) To enhance a culture of leadership and collaborative responsibility for advancing the pro-
10 fession of teaching among providers of early learning services, teachers and administrators in
11 kindergarten through grade 12, education service districts and educator preparation providers.

12 (b) To strengthen and enhance existing evidence-based practices that improve student achieve-
13 ment, including practices advanced by or described in ORS 329.788 to 329.820, 329.824, 329.838,
14 342.433 to 342.449 and 342.805 to 342.937.

15 (c) To improve recruitment, preparation, induction, career advancement opportunities and sup-
16 port of educators.

17 (3) To accomplish the purposes of the network described in subsection (2) of this section, the
18 Department of Education, subject to the direction and control of the Chief Education Officer, shall
19 distribute funding as follows:

20 (a) To schools, school districts, education service districts, nonprofit organizations, post-
21 secondary institutions and consortiums that are any combination of those entities for the purpose
22 of supporting the implementation and delivery of common core state standards and other state
23 standards that indicate whether a student is prepared for college.

24 (b) To school districts, education service districts and nonprofit organizations for the purpose
25 of providing teacher and administrator evaluations and aligned professional development in a man-
26 ner that complies with the core teaching standards adopted as provided by ORS 342.856 and with
27 related standards prescribed by federal law.

28 (c) To school districts and nonprofit organizations for the purpose of providing teachers with
29 opportunities for professional collaboration and professional development and for the pursuit of ca-
30 reer pathways in a manner that is consistent with the School District Collaboration Grant Program

NOTE: Matter in **boldfaced** type in an amended section is new; matter *[italic and bracketed]* is existing law to be omitted. New sections are in **boldfaced** type.

1 described in ORS 329.838.

2 (d) To school districts, education service districts and nonprofit organizations for the purpose
 3 of providing beginning teachers and administrators with mentors in a manner that is consistent with
 4 the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

5 (e) To school districts, education service districts, nonprofit organizations, post-secondary insti-
 6 tutions and the tribes of this state for the purpose of closing achievement gaps by providing and
 7 improving the effectiveness of instruction and professional development, implementing data-driven
 8 decision making, supporting practice communities and implementing culturally competent practices.

9 (f) To school districts, nonprofit organizations and post-secondary institutions for the purposes
 10 of:

11 (A) Strengthening educator programs for educators at all levels to:

12 (i) Improve educator preparation, recruitment and leadership.

13 **(ii) Advance the purposes of the Educators Equity Act, to improve the cultural compe-**
 14 **tence of educators and to ensure educators are trained in culturally relevant educational**
 15 **practices.**

16 (B) Supporting the development and sustainability of partnerships between providers of early
 17 learning services, public schools with any grades from kindergarten through grade 12 and post-
 18 secondary institutions.

19 (g) To school districts to ensure that a sufficient number of kindergarten through grade five
 20 teachers have received training to understand and recognize dyslexia and to implement appropriate
 21 instruction.

22 (4) The Chief Education Office shall provide strategic direction to the network by:

23 (a) Conducting and coordinating research to determine best practices and evidence-based mod-
 24 els.

25 (b) Convening an advisory group to guide network activities and expand the implementation of
 26 effective practices.

27 (c) Working with educator programs to ensure ongoing collaboration with education providers.

28 (d) Supporting programs that help to achieve the purposes of the Educators Equity Act.

29 (e) Creating and supporting a statewide plan for increasing the successful recruitment of high-
 30 ability and culturally diverse candidates to work in high-need communities and fields.

31 (5) The Department of Education shall support the network by:

32 (a) Developing a system that ensures statewide dissemination of best practices and evidence-
 33 based models.

34 (b) Supporting the development and implementation of standards-based curriculum, high-leverage
 35 practices and assessments that promote student learning and improve student progress indicators for
 36 students who are enrolled in an English language learner program under ORS 336.079 and for stu-
 37 dents with disabilities.

38 (c) Administering the distribution of funding as described in subsection (3) of this section.

39 (6) The Chief Education Office shall develop processes to establish the network and ensure the
 40 accountability of the network. The processes must ensure that the network:

41 (a) Gives preference to entities that have demonstrated success in improving student progress
 42 indicators.

43 (b) Delivers services for the benefit of all regions of this state.

44 (c) Is accountable for improving student progress indicators identified by the Chief Education
 45 Office or set forth in ORS 350.014.

1 (d) Includes and connects education providers and leaders from pre-kindergarten through post-
 2 secondary education.

3 (7) No more than two percent of all moneys received for the purposes of this section may be
 4 expended by the Chief Education Office or the Department of Education for administrative costs
 5 incurred under this section. For the purpose of this subsection, the following are not considered
 6 administrative costs:

7 (a) Technical assistance and direct program services provided to school districts and nonprofit
 8 organizations; and

9 (b) Any administrative costs incurred under ORS 329.838 related to the administration of the
 10 School District Collaboration Grant Program.

11 (8) The State Board of Education may adopt any rules necessary for the Department of Educa-
 12 tion to support the network and perform any duties assigned to the department under this section
 13 or assigned to the department by the Chief Education Office. Any rules adopted by the State Board
 14 of Education must be consistent with this section and with actions taken by the Chief Education
 15 Office to implement this section.

16 **SECTION 2.** ORS 342.950, as amended by section 57, chapter 774, Oregon Laws 2015, and sec-
 17 tion 8c, chapter 790, Oregon Laws 2015, is amended to read:

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6 School District Collaboration Grant Program.

7 (7) The State Board of Education may adopt any rules necessary for the Department of Educa-
8 tion to support the network and perform any duties assigned to the department under this section.
9 Any rules adopted by the State Board of Education must be consistent with this section.

10 **SECTION 3. This 2016 Act being necessary for the immediate preservation of the public**
11 **peace, health and safety, an emergency is declared to exist, and this 2016 Act takes effect**
12 **on its passage.**

13 _____



Oregon Educator Equity Advisory Update

**A Presentation for the
OALA Winter Conference—February 6, 2016
Hilda Rosselli, Chief Education Office**

Our Time Together

- Educator Equity Advisory Group Work Plan
- Overview of 2015 Ed Equity Report
- Discussion of Recommended Actions
- Discussion of Recruitment/Preparation: Website, Annual Plans & Summit
- Alignment of Relevant State Plans
- Discussion of Hiring Retention Barriers



Oregon Educator Equity Advisory Group

- Charge: Assess, evaluate, and advocate for statewide educational policy and practice that prepares, recruits, and retains culturally and linguistically diverse educators in Oregon.
- Meets monthly and includes representatives from:
 - Legislature, Community Organizations, School and District Administrators, Teachers, ODE, OEA, OEIB, OPTA, OSPA, Ed Prep Programs, TSPC, Chalkboard, and HR offices



Oregon Educator Equity Advisory Group 2015-16 Goals

1. Develop and share annual state report on progress
2. Develop and implement a state plan for recruiting, retaining, and supporting professional career pathways for culturally and linguistically diverse educators
3. Advocate for needed policies and sustainable funding to implement plan

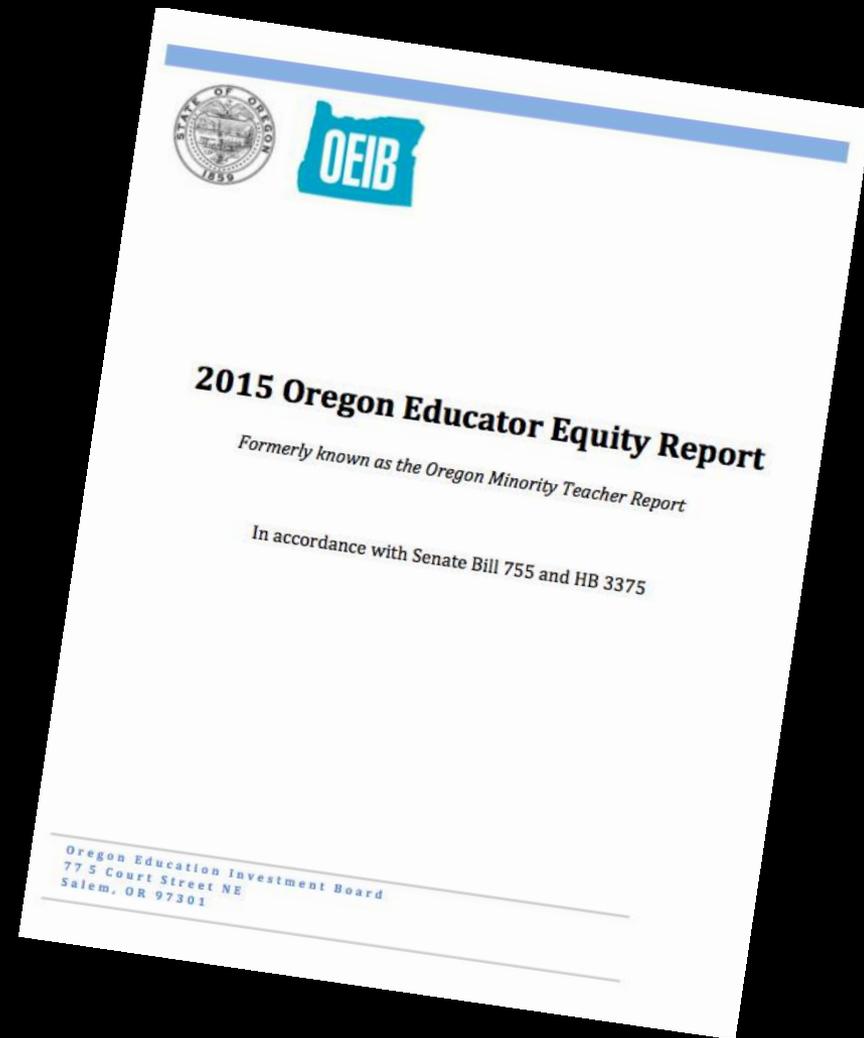


Applying the Oregon Equity Lens

We have a moral imperative to ensure that our K-12 educator workforce is as diverse as the students and families served and that culturally and linguistically diverse educators are retained and able to advanced in their careers.

Annual Oregon Educator Equity Report

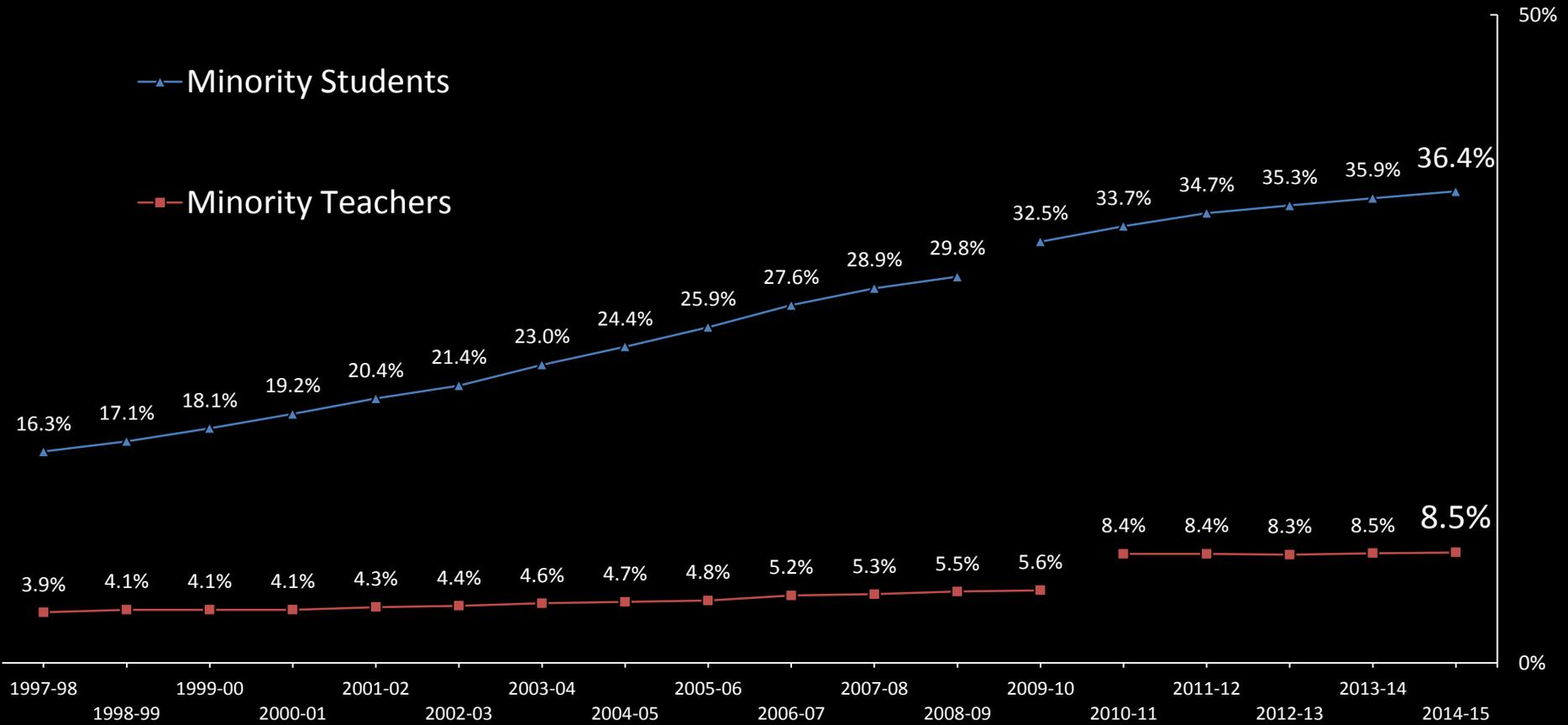
- Data on:
 - K-12 Student Demographics
 - Teacher Candidates Enrolled
 - Teacher Candidates Completed
 - Administrator Candidates Completed
 - Licensure Test by Demographic
 - Employed Teachers
 - Employed Administrators
 - Educator Retention
 - Promising Practices and Programs



http://education.oregon.gov/portfolio/oregon_educator_equity_report_2015/

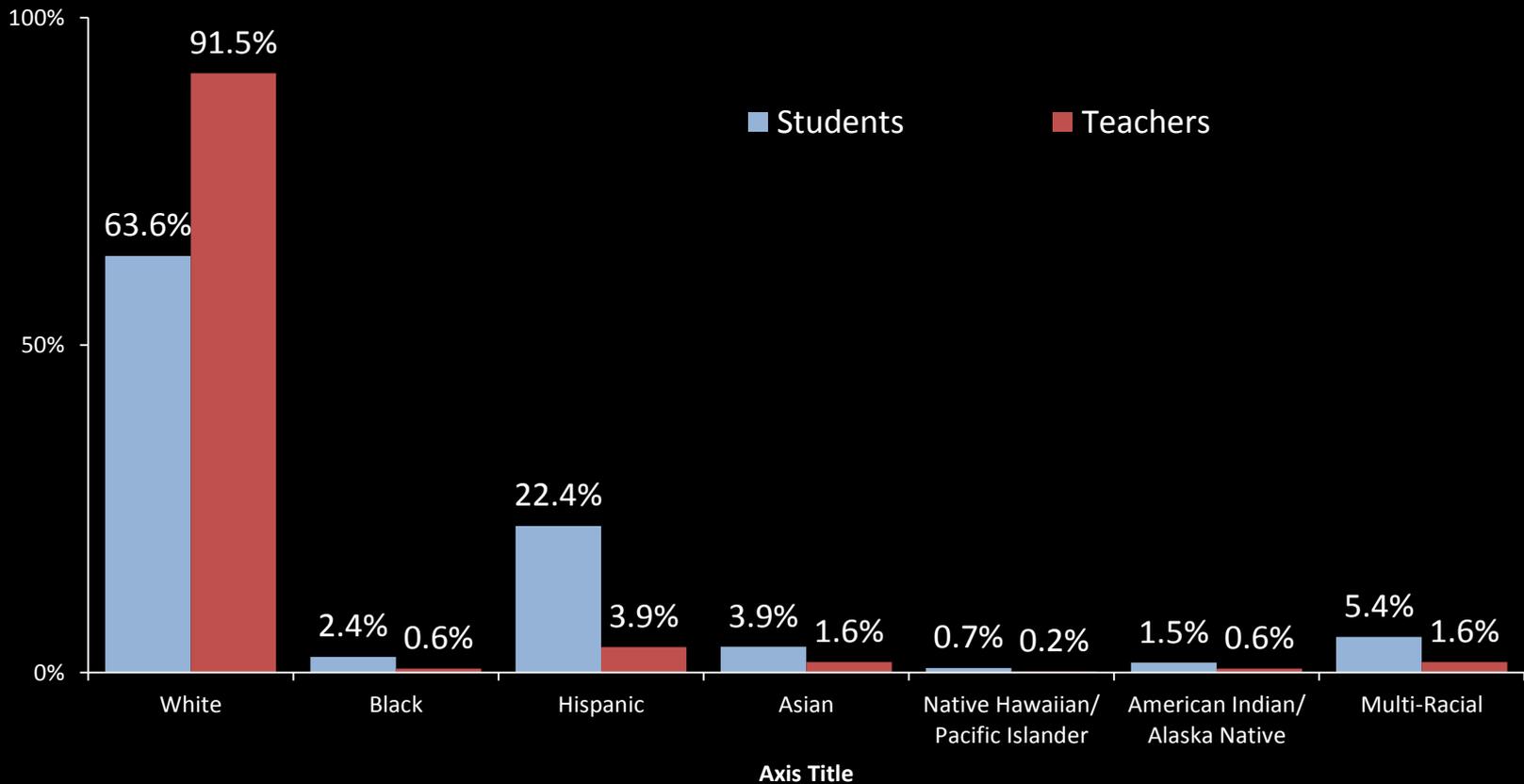


Oregon Ethnically Diverse Students and Teacher Comparisons- 17 yrs.





2014-15 Race and Ethnicity of Students & Teachers in Oregon Public Schools





Progress towards SB 755 2015 Goals

Goal Description	2011-12 Baseline	Target # for 2015	2015 Actual Number	Goal Status
Number of diverse teachers employed by Oregon school districts and education service districts increased by 10% compared to July 2012.	2,392 diverse educators employed	2,631 (10% increase)	2,625 employed (9.7% increase from 2012)	
Number of diverse administrators employed by Oregon school districts and education service districts increased by 10% as compared to July 2012.	199 diverse educators employed	218 (10% increase)	229 employed (15% increase)	
Number of diverse students enrolled in Oregon public teacher education programs increased by 10% compared to July 2012.	198 enrolled	217 enrolled (10% increase)	116 enrolled (82 fewer enrolled)	
Number of diverse students enrolled in Oregon private teacher education programs increased by 10% compared to July 2012.	238 enrolled	261 enrolled (10% increase)	157 enrolled (81 fewer enrolled)	



Oregon Districts with the Most Diverse Student Population

<u>School District</u>	<u>2014-15 Total Enrollment</u>	<u>% White (Non-Hispanic)</u>	<u>% Historically Underrepresented**</u>
1 Woodburn SD 103	5745	18%	82%
2 Jefferson County SD 509J	2966	29%	71%
3 Gervais SD 1	1056	30%	70%
4 Umatilla SD 6R	1382	30%	70%
5 Nyssa SD 26	1150	32%	68%
6 Ontario SD 8C	2404	33%	67%
7 Parkrose SD 3	3345	34%	66%
8 Reynolds SD 7	11702	36%	64%
9 Milton-Freewater Unified SD 7	1793	41%	59%
10 David Douglas SD 40	10988	42%	58%
11 Morrow SD 1	2215	43%	57%
12 Forest Grove SD 15	6101	44%	56%
13 Mt Angel SD 91	683	45%	55%
14 Hermiston SD 8	5297	48%	52%
15 Centennial SD 28J	6242	48%	52%



Oregon Districts with the Most Diverse Student Population

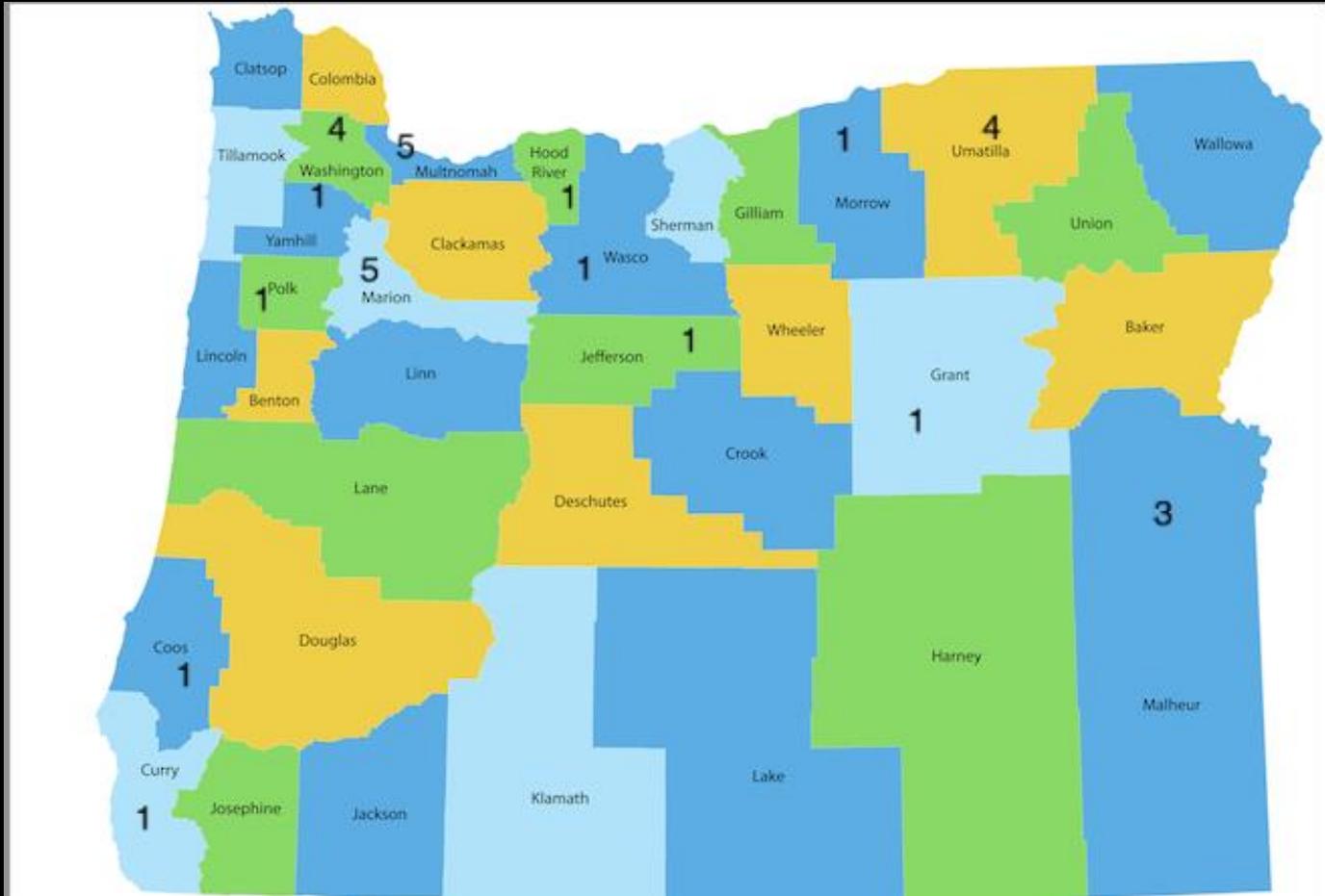
<u>School District</u>	<u>2014-15 Total Enrollment</u>	<u>% White (Non-Hispanic)</u>	<u>% Historically Underrepresented**</u>
16 Salem-Keizer SD 24J	40698	49%	51%
17 Hillsboro SD 1J	20884	49%	51%
18 North Marion SD 15	1959	50%	50%
19 Beaverton SD 48J	39763	50%	50%
20 Central SD 13J	3110	50%	50%
21 Hood River County SD	4146	50%	50%
22 Stanfield SD 61	511	54%	46%
23 Dayton SD 8	978	55%	45%
24 Portland SD 1J	47647	57%	43%
25 Long Creek SD 17	28	57%	43%
26 Annex SD 29	83	58%	42%
27 Powers SD 31	133	58%	42%
28 North Wasco County SD 21	3119	59%	41%
29 Brookings-Harbor SD 17C	1575	59%	41%
30 Tigard-Tualatin SD 23J	12676	60%	40%

*List was developed based on 2014-2015 ODE Student Fall membership data. All districts with greater than 40% non-white students are included.

**This column reflects the sum of all other race/ethnicity categories aside from white. These include: American Indian/Alaskan Native, Asian, Native Hawaiian/Pacific Islander, Hispanic/Latino, and Multiracial (students who identify with more than one race/ethnicity)



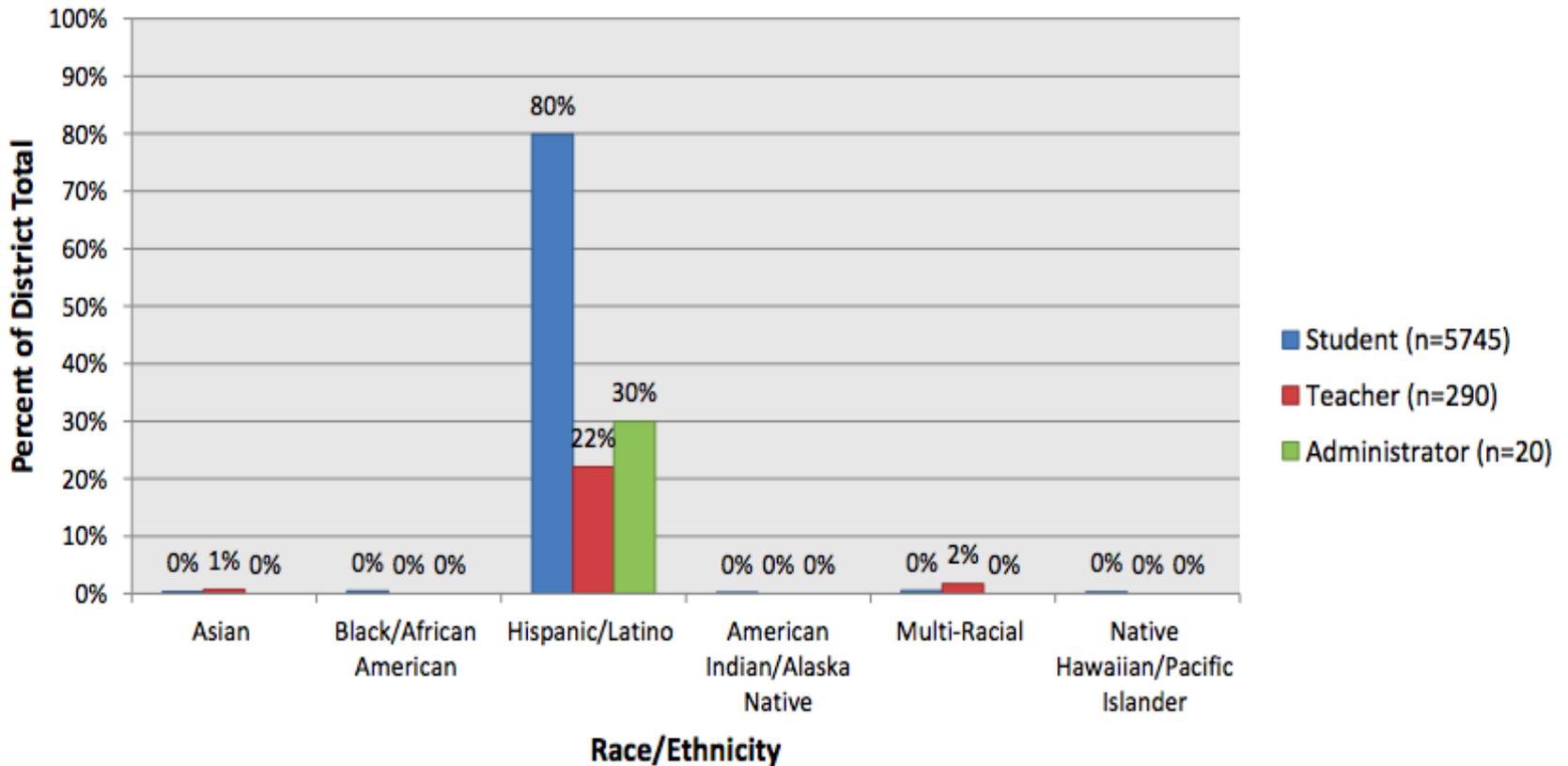
Geographic Distribution of Top 30 Most Diverse Districts by County





Sample Data Chart

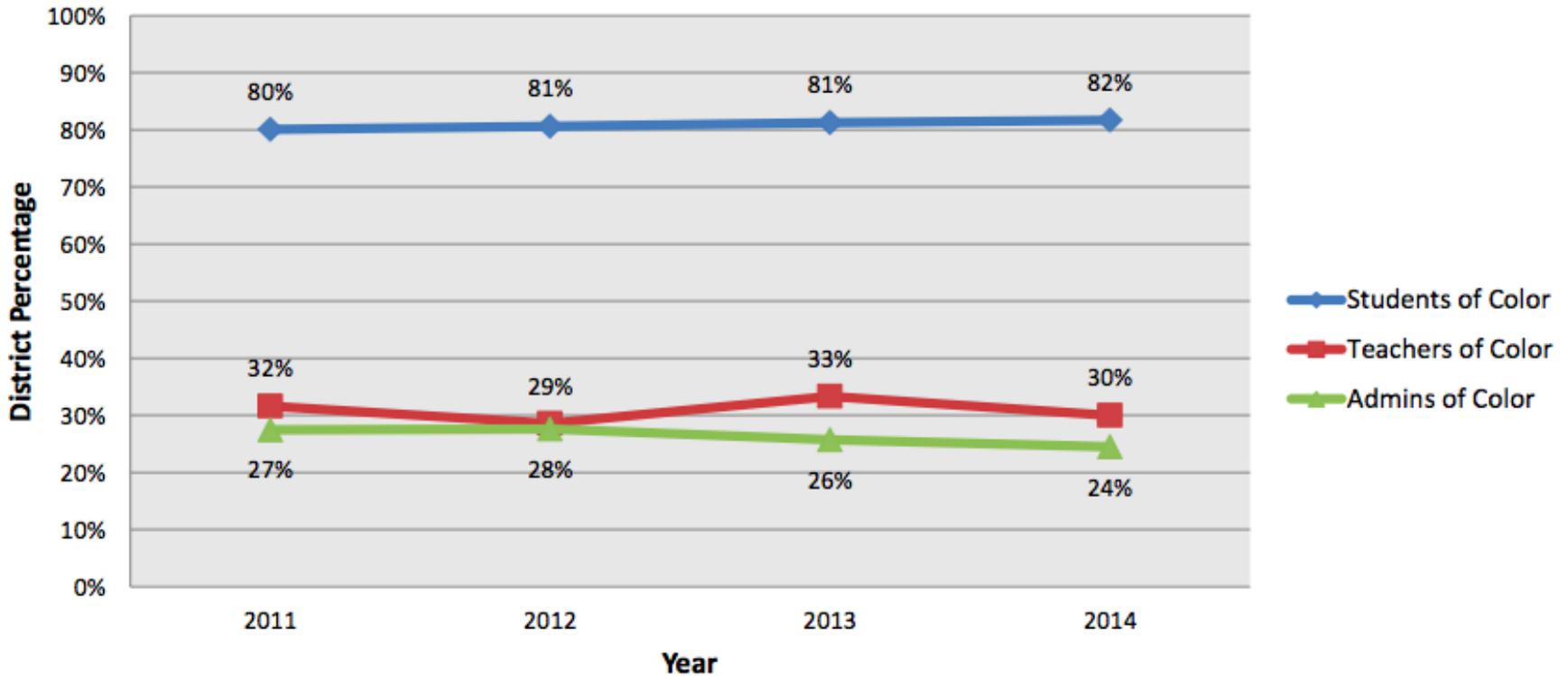
Race/Ethnicities of Students and Employees in Woodburn SD 103 2014-2015





Sample Three Year Snapshot

Students and Employees of Color in Woodburn SD 103 2011-12 through 2014-15



CULTURALLY & LINGUISTICALLY DIVERSE EDUCATORS IMPROVE LEARNING

CHIEF
EDUCATION
OFFICE

Chief Education Office Goal:

Increase the percentage of **DIVERSE EDUCATORS** in Oregon to reflect the percentage of culturally and linguistically **DIVERSE STUDENTS** in the state.

OVER \$4 million invested

During the 2013-15 biennium, Oregon invested in key projects designed to support and strengthen educator preparation programs and address diverse educator shortages.

Communities of color are the fastest growing segment of the American population*



Classroom Benefits of Having Teachers of Color*

Students of color can benefit from having teachers with cultural backgrounds similar to their own because such teachers provide real-life models of career success and academic engagement.

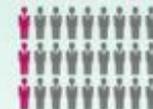
Students who have teachers to whom they can relate become more engaged, which engenders effort, interest, and confidence – benefits that can enhance student performance.

Teachers of color have demonstrated success in improving learning for students with backgrounds similar to theirs.

Students of color 36.4%†



Teachers of color 8.5%†



The most notable difference exists between Hispanic students and teachers.



22.4% Hispanic students†
3.9% Hispanic teachers†

While the state average of culturally and linguistically diverse students in K-12 is 36.4%, 30 districts range from 40% to 82% diversity.

2015 GOAL Increase culturally and linguistically diverse educators in Oregon school districts, preparation programs by 10% from 2012.

Results as of July 2015 compared to 2012:

▲ 9.7% Increase in diverse educators

▲ 15% Increase in diverse administrators

▼ Fewer diverse educator candidates enrolled

*Farah A. Ahmed and Ulrich Boser in their 2014 report entitled America's Leaky Pipeline of Teachers of Color in the Classroom published by the Center for American Progress.

†According to the Oregon Department of Education (ODE) in 2014-15 for K-12.



The full report is available at <http://education.oregon.gov/wp-content/uploads/2015/09/Educator-Equity-Report-2.pdf>

Issue/Barrier	Recommended Actions
Lack of Career Appeal for Teaching Profession	Finding: The state can and should provide reliable and useful information promoting the education profession, linking prospective educators to useful resources, and better describing career pathways and licensure.
High Cost of Preparation Programs	Finding: Dedicated and sustained funding to support educator preparation scholarships is critical to attracting more diverse candidates to the profession in Oregon. The state should emulate efforts such as the North Carolina Teaching Fellows Program.
Relatively Low Salaries and Limited Career Ladders for Advancement	Finding: The state's current addition of a teacher leaders license must be fully leveraged to help create more career pathway options for teachers not seeking to move into administrative positions.
Entrance Requirements	Finding: As institutions in Oregon consider the new system of national accreditation, the Advisory Group will collaborate with deans and directors to ensure that institutions do not create additional barriers that impact the state's goal to recruit, prepare, and retain a more diverse educator workforce.
Lack of Early Recruitment and Scholarship Availability	Finding: Oregon needs dedicated funding either through the Oregon Opportunity Grants or through a specially designated fund to recruit teachers for rural and remote areas and to attract more linguistically and culturally diverse candidates into teaching via support programs like Pro- team and Teacher Cadet programs.
Insufficient Test Preparation	Finding: The Chief Education Office should coordinate efforts involving TSPC, OEA, educator preparation programs and community based organizations to provide free access to test preparation materials and workshops.
Adoption of a new Required Performance Assessment	Finding: The Ed Equity Advisory Group should systematically monitor and recommend policies and practices related to edTPA [Teacher Performance Assessment] implementation that eliminate bias and support culturally and linguistically diverse candidates as they pursue careers in the education profession.
Lack of Consistent Access to Supports for Candidates	Finding: The Chief Education Office should engage with deans and directors of educator preparation programs to identify what steps could be taken to coordinate student services across programs so that all students have access to support via programs like the Portland Teachers Program.
Job Market Perceptions and Realities	Finding: The Educator Equity Advisory Group will study problems and solutions relative to this issue in the coming year and will propose specific recommendations in the 2016 report.
School and District Culture	Finding: The state should compile resources and promising practices that can assist districts in examining their recruiting, interviewing and hiring practices. Specifically, the state should examine practices that offer implicit bias, offer guidance on strengthening new teacher retention strategies and professional networking opportunities, and help facilitate changes in building level cultures that support an inclusive work environment.





Your Thoughts, Questions and Ideas



Applying the Oregon Equity Lens

Teacher and leader effectiveness in Oregon public schools will be strengthened if our state's educator preparation providers prepare all teachers and leaders who are effective in teaching all students.

Education Prep Program Reporting

- Plans with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators
- Reviewed by individual Institutional Board
- Forwarded to Higher Education Coordinating Commission for feedback
- Reported to Legislature biennially by HECC and Chief Education Office

Setting Aspirational Goals for Candidate Demographics in Education Preparation Programs Based on Demographics of Oregon HS Graduates

Subgroup	2012-13		2013-14		2014-15	
	Number of Graduates	Percent of Total Graduates	Number of Graduates	Percent of Total Graduates	Number of Graduates	Percent of Total Graduates
American Indian/Alaska Native	552	1.6%	530	1.5%	497	1.4%
Asian	1,504	4.3%	1,558	4.5%	1,643	4.7%
Black/African American	829	2.4%	844	2.4%	770	2.2%
Hispanic/Latino	5,645	16.2%	5,885	16.9%	6,109	17.5%
Multi-Racial	1,438	4.1%	1,492	4.3%	1,663	4.8%
Native Hawaiian/Pacific Islander	212	0.6%	201	0.6%	220	0.6%
White	24,645	70.8%	24,248	69.8%	23,981	68.7%

Who Will Teach These Children?



Save the Date

An Oregon Educator Preparation and Retention **Equity Summit**

Sponsored by the Oregon Educator Equity Advisory Group

*More than 40% of the students served in 30 of Oregon's school districts are students of color.
Yet, our educator workforce demographics continue to hover around 9% or less.
Come engage with colleges who prepare educators, districts who employ educators, and
community partners—all of whom are rolling up their sleeves to change the demographics of
Oregon's educator workforce—one educator at a time!*

Friday, April 15th, 2016

Parkrose Middle School

11800 NE Shaver

Portland Oregon 97220

Lunch generously provided at no cost by Parkrose School District

Please watch for future emails for more information on registration



Other Proactive Steps Taken in Educator Preparation

- Basic Skills Test rule change at TSPC
- TeachOregon projects
- District/college and university partnership scholarships
 - Salem Keizer School District, WOU and Pacific U
 - Lane County Pathways in Education
 - Hillsboro School District and WOU
 - Portland Teacher Program (PCC and PSU)
- HECC Performance based funding-Bilingual Ed.



TeachInOregon.gov

There are many exceptional reasons to teach. Let's find YOUR path and get you there. Are you a:

- Middle or High school student looking for guidance on a future as an educator? [Before College](#)
- College student or graduate planning to teach in Oregon? [During College](#)
- Employee in a school or district seeking to earn an initial teaching license? [Current Employee](#)
- Licensed educator from another state seeking to teach in Oregon? [Initial Teaching License Info](#)
- Career changer or someone with industry credentials interested in becoming a teacher? [Ready To Teach](#)
- Holder of a non-U.S. teaching credential seeking to teach in Oregon? [Out of Country Licenses](#)





[Why Oregon's Students of Color Need You](#)



Why Oregon's Students of Color Need You



The Important Role of Bilingual Educators



Your Thoughts, Questions and Ideas



Applying the Oregon Equity Lens

Ineffective and misaligned policies can negatively affect a district's ability to hire or retain the best candidates (i.e., candidates who possess the “grit” needed to succeed in our most challenging schools).



"I was always given (i.e., known as "stacking or stuffing the classroom") the hardest students (behavioral problems and/or health issues). I always had far more in my rooms than the other teachers who were treated more preferentially. This didn't deter me from teaching, and my students always scored extremely well on state tests. What this DID do was wear me out."

The school didn't make me feel as if I was an asset. They made it seem as if they took a chance on me, that I should be lucky. I felt more like a hindrance."

-Survey respondent



"Make sure that you find a school that's mission you can really buy into. If you can't buy into a mission, then you're just wasting your time and energy."

- Survey respondent

"There is nothing like walking into a room full of people who look like you and have had similar experiences as you. It is simply healing."

Anibal Rivera, 1999 PTP Graduate



Proactive Steps Taken: Hiring & Retention

- Use of Implicit Bias training for recruiting/interviewing teams
- District interview guarantees to culturally and linguistically diverse candidates
- OALA mentoring promoting Latino educators into leadership positions
- Study of Voices of Licensed but not employed Teachers of Color
- Priority for mentoring funds to districts
 - a) Successful or promising efforts to increase the number of culturally and linguistically diverse educators hired; and
 - (b) Closing the cultural and linguistic gap between demographics of the district's teachers and administrators and the demographics of students served by of the school district



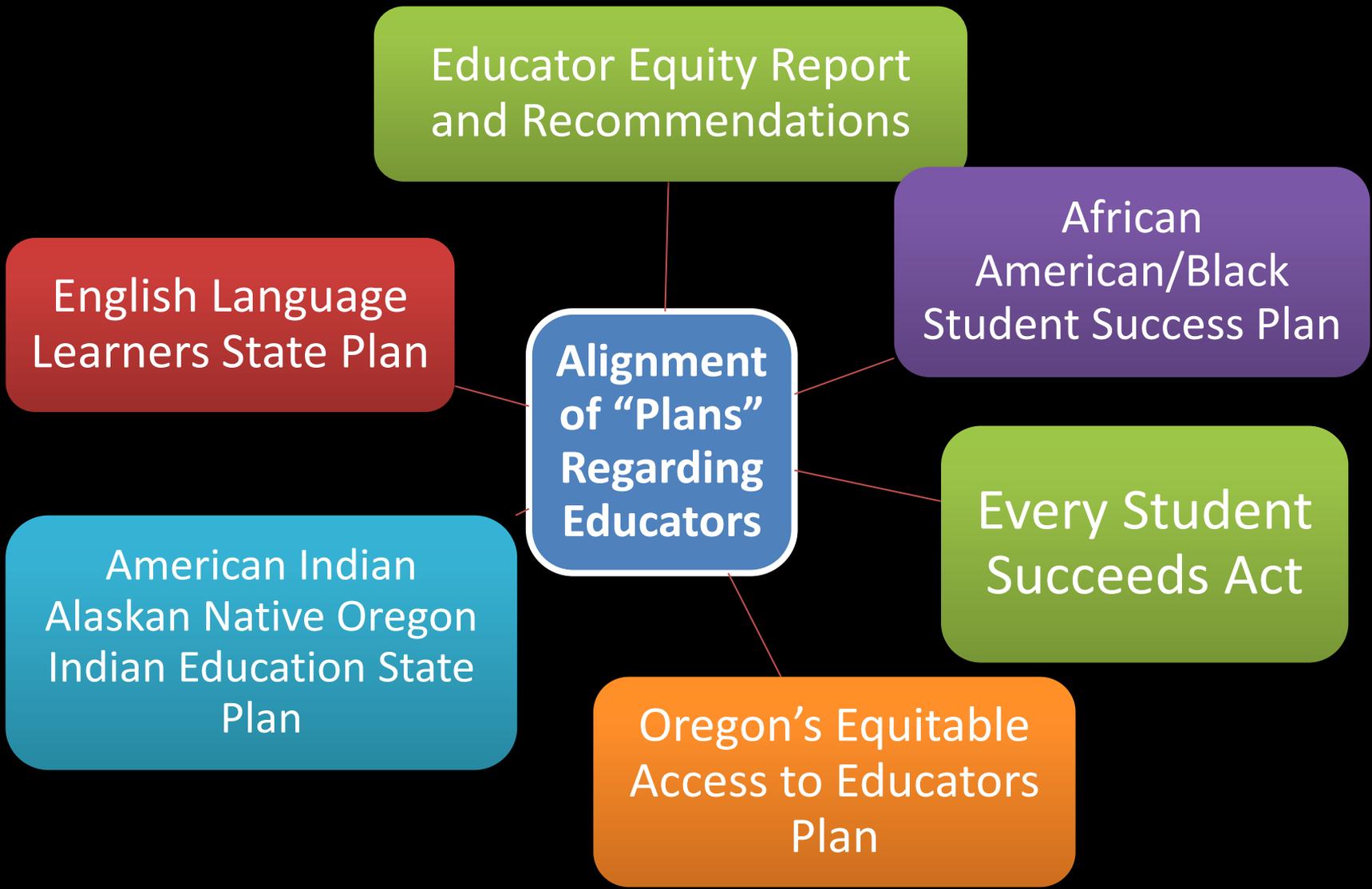
Your Thoughts, Questions and Ideas



HB 3375 2015 Legislation

REVISED GOAL

“As a result of this state’s commitment to equality for the diverse peoples of this state, the goal of the state is that the percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.”



ELL State Plan Objectives

- All new initial licensed teachers and administrators prepared in Oregon acquire basic knowledge regarding English Learners and language acquisition
- All employed teachers and administrators in Oregon acquire basic knowledge regarding English Learners and language acquisition

ELL State Plan Objectives

- Oregon increases the number of licensed bilingual teachers available to work in schools.
- Oregon offers TSPC approved preparation for prospective and current educators focused on Dual Language education.



Your Thoughts, Questions and Ideas



Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

Margaret Mead
Chief Education Officer

References to Educator Equity in Four State Plans

Oregon's Educator Equity Act (ORS 342.449) states requires an annual Educator Equity Report to report on progress in meeting the following goals:

(1) As a result of this state's commitment to equality for the diverse peoples of this state, the goal of the state is that the percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.

(2) The Department of Education shall use federal reports on educator equity to monitor school district and education service district progress on meeting the goal described in subsection (1) of this section, in relation to the recruitment, hiring and retention of diverse educators.

The Educator Equity Advisory Group oversees the development of the annual report and makes recommendations on needed policies and practices. The group's 2015-16 Work Plan includes a key task of aligning recommendations from the Oregon American Indian / Alaska Native Education State Plan, African American Plan, English Learners State Plan, and Oregon's Federal Plan for Equitable Access to Excellent Educators.

Although some of the plans are still early in the development phase, the Educator Equity Advisory Group is analyzing each of the plans for alignment of activities and plans to diversify Oregon's educator workforce and develop a more culturally responsive learning environments for Oregon students.

English Learners State Plan

(Adopted in 2013 by the State Board of Education)

Goal #7: Oregon provides support to provide all educators the knowledge and skills they need in their positions to better serve English Learners.

Narrative: Research suggests that educators who are culturally and/or linguistically diverse are uniquely positioned to serve students of color (Ingersoll & May, 2011). This is particularly relevant when considering the changing demographics in Oregon. With a primarily White, middle class, female teaching force, which mirrors much of the teaching force across the country, the challenge becomes not only recruiting and retaining a diverse teaching force, but to also better prepare current teachers and administrators in providing English Learners with the highest quality of education and services. To this end, Goal #7 of the English Learner Strategic Plan focuses on how

the Oregon Department of Education, in collaboration with the Teaching Standards and Practicing Commission, can create policy and provide support to Pre-K-20 systems in the knowledge and skills educators need to address the academic, social, and emotional needs of English Learners. The five objectives below specifically address changes in policy that affect both licensed and unlicensed, pre-service educators and administrators. While much of the work to prepare educators in teacher preparation programs is moving forward, there is still major work to do in reaching current, practicing teachers and administrators in basic knowledge of English Learners and language acquisition, culturally responsive pedagogy and practice, and the increased value and importance of dual language programs support and participation. The Equity Unit is committed to highlighting best practice, collaborating with stakeholders in K-12 and post-secondary institutions, as well as providing professional development to school districts on focused, research-based strategies to close achievement and opportunity gaps for English Learners.

Objectives	Status
<p>All new initial licensed teachers prepared in Oregon acquire basic knowledge regarding English Learners and language acquisition that helps them provide students access to academic content regardless of language skills of teacher or students.</p>	<ul style="list-style-type: none"> • Minority Teacher Retention/Pipeline Grant • Bilingual competencies – outreach to PSU’s Bilingual Pathways Program • (1a) New ELL Standards referred to public hearing. Suggested rules will be considered for adoption in July 2014. Programs will submit to TSPC proposals to commission on implementation and systematic assessment of data by December 31, 2015. Assessments and data will be reviewed as part of program review reauthorization process. <p>New ELL Standards referred to public hearing. Suggested rules will be considered for adoption in July 2014. Programs will submit to TSPC proposals to commission on implementation and systemic assessment of data by December 31, 2015. Assessments and data will be reviewed as part of program review reauthorization process.</p> <ul style="list-style-type: none"> • MOOC • Education Equity Unit Professional Learning Opportunities
<p>All new initial licensed administrators prepared in Oregon acquire basic knowledge regarding English Learners and language acquisition that helps them provide students access to academic content regardless of language skills of teacher or students.</p>	<ul style="list-style-type: none"> • ELP Standards – Page 5 <ul style="list-style-type: none"> • Mutual, shared responsibility for language development and access to content • Shift from “your students” to “our students” • Minority Education Advisory Group formed and meeting monthly. There is a subgroup of the coalition that is moving on
<p>All existing teachers and administrators employed in Oregon acquire knowledge and strategies regarding English Learners and language acquisition helping them provide students access to academic content regardless of language skills of teacher or students.</p>	

	<p>this work specifically related to clinical practice and preparation programs.</p> <ul style="list-style-type: none"> • Suggestion to identify one or two large districts to lead this work. • Culturally Responsive Pedagogy and Practices Grant awarded to 8 institutions including post-secondary and K-12.
Oregon increases the number of licensed bilingual teachers available to work in schools.	<ul style="list-style-type: none"> • Culturally Responsive Pedagogy Grant • Minority Teacher Retention/Pipeline Grant • Bilingual competencies – outreach to various bilingual pathways programs offered by Oregon colleges and universities • Collaboration with Visiting Teachers Program from Spanish Consulate
Oregon offers TSPC approved preparation for prospective and current educators focused on Dual Language education.	<ul style="list-style-type: none"> • Program standards adopted at March 5-7, 2014 commission meeting. Anticipation of several programs will seek commission approval to begin implementation

African American/Black Student Success Plan
(Under development)

House Bill 2016 directs the Oregon Department of Education (ODE) to develop and implement a statewide education plan for African American/Black students who are in early childhood through post-secondary education programs. The plan will address disparities experienced by African American and Black students in every indicator of academic success; historical practices leading to disproportionate outcomes for the students; and the educational needs of the students from early childhood through post-secondary education by examining culturally appropriate best practices in this state and across the nation. As part of the plan, ODE will be awarding grants to early learning hubs, early learning service providers, school districts, post-secondary institutions, and community-based organizations to implement strategies developed in the plan.

Project Success Measures
• support culturally responsive pedagogy and practices from early childhood through post-secondary education;
• support the development of culturally responsive curricula from early childhood through post-secondary education;
• increase attendance of plan students in community colleges and professional certification programs; and
• increase attendance of plan students in four-year post-secondary institutions of education

Oregon American Indian / Alaska Native Education State Plan

(Adopted in 2015 by the State Board of Education)

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

Objectives	Strategies	Metrics & Milestones
<p>1. 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 students in the district, whichever is greater.</p>	<p>Diversify the hiring pool of AI/AN teacher candidates by:</p> <ol style="list-style-type: none"> 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 <p>Offer place-based and general Professional Development to district HR offices and/or hiring panels on equitable hiring practices.</p>	<p>Oregon Educator Network (website)- ODE</p> <p>Professional Development offered- ODE</p> <p>Licensed educators data – TSPC</p>

<p>2. Ensure 100% of educators (administrators, teachers, support staff, school boards) receive AI/AN culturally responsive training at least once per academic year.</p>	<p>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.</p> <p>ODE will create a list of appropriate AI/AN culturally responsive trainings which districts can access.</p> <p>Explore a partnership with TSPC to offer an Indigenous Educational Sovereignty Certificate that teachers can obtain through continuing education units. The certificate</p>	<p>Promote list of professional development training opportunities on ODE website.</p> <p>Develop IES Certificate – TSPC/ODE</p> <p>Equity Plan development – ODE (Equity Unit)</p> <p>AI/AN Educator data - TSPC</p>
<p>3. 100% of pre- service students completing Oregon Native American Teacher Preparation Programs (UO & PSU) will be recruited by an Oregon school or tribe.</p>	<p>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.</p> <p>Identify funds to create Native American Educator hiring campaign.</p> <p>ODE work with districts to convert cultural absences into credit earning opportunities.</p>	<p>Outreach to PSU & UO – ODE</p> <p>Campaign funding & structure – Chief Education Office</p> <p>Continued work with the Oregon Educator Equity Act – ODE & Chief Education Office</p> <p>Oregon Educator Equity Act Report – Chief Education Office AI/AN Educator data - TSPC</p>

***Oregon's Equitable Access to Educator Federal Plan:
A Plan to Recruit and Retain Excellent Educators***
(Approved by the United States Department of Education in 2015)

Strategy 1: Human Capital Management
Sub-strategy 1: Improve District Recruitment and Hiring Practices by supporting district efforts and use data from the Oregon Educator Equity Report to review overall status of recruitment and hiring.
Sub-strategy 2: Introduce Recruitment Incentives using recruitment campaigns and incentives to attract and

retain educators including scholarships, loan forgiveness, recruitment bonuses in high-need locations and work with selected districts to identify most pressing needs related to staffing.
Sub-strategy 3: Focus on Retention Efforts in one or two districts serving high populations of students of color, English Learners, and students experiencing poverty to identify best practices.
Strategy 2: Ongoing Professional Learning
Sub-strategy 1: Critically Review Alignment of Funding Streams to determine if they can be deployed more effectively in support of our teacher and leader equity goals. Provide ongoing culturally responsive professional development to educators in districts across the state. Seek other funds that can be directed into teacher leader equity-related professional learning.
Sub-strategy 2: Improve and Expand the Induction and Mentoring Program by continuing to provide opportunities for districts to support statewide mentoring and providing best practices for inducting teachers into the profession.
Sub-strategy 3: Improve the Quality and Delivery of Culturally Responsive Professional Development for Educator Across the State and engage ESD as part of the plan to deliver more robust professional development opportunities.
Sub-strategy 4: Require all Districts to Submit Equity Action Plans that will be reviewed, feedback, and technical assistance provided by the ODE Equity Unit.
Strategy 3: Monitor Teacher and Principal Preparation
Sub-strategy 1: Utilize the Educator Equity Advisory Group to suggest recommendations to Oregon Teacher Preparation programs.
Sub-strategy 2: Critically Examine Licensure Requirements that Might Result in Barriers and work to eliminate those barriers.
Sub-strategy 3: Expand School Setting Experiences in Preparation Programs that prepare teachers and leaders who can teach all students by including high-need school settings during preparation.

African American/Black Student Success Plan (Under development)

House Bill 2016 directs the Oregon Department of Education (ODE) to develop and implement a statewide education plan for African American/Black students who are in early childhood through post-secondary education programs. The plan will address disparities experienced by African American and Black students in every indicator of academic success; historical practices leading to disproportionate outcomes for the students; and the educational needs of the students from early childhood through post-secondary education by examining culturally appropriate best practices in this state and across the nation. As part of the plan, ODE will be awarding grants to early learning hubs, early learning service providers, school districts, post-secondary institutions, and community-based organizations to implement strategies developed in the plan.

Project Success Measures
• Support culturally responsive pedagogy and practices from early childhood through post-secondary education;
• Support the development of culturally responsive curricula from early childhood through post-secondary education;
• Increase attendance of plan students in community colleges and professional certification programs; and
• Increase attendance of plan students in four-year post-secondary institutions of education



Oregon

Kate Brown, Governor

Chief Education Office

775 Court Street NE
Salem, OR 97301-3827

503-373-1283



February 5, 2016

Honorable Margaret Doherty
Chair, House Education Committee
900 Court Street NE
Salem, OR 97301

Chair Doherty and Members of the House Education Committee,

I am writing to offer support for HB 4033. The language in this bill includes a more specific reference to the Educators Equity Act within the charge given to the Network for Quality Teaching and Learning to strengthen educator preparation programs.

This addition is congruent with the intent of the annual report that our office provides legislators documenting Oregon's progress in recruiting, preparing, hiring, retaining, and advancing an educator workforce that better reflects the demographics of our K-12 student population. It is also reflected in the work of the Educator Equity Advisory Group that meets monthly to:

- Ensure that the voices of culturally and linguistically diverse Oregonians are engaged in examining root causes, current assets, and needed changes in policy and practices;
- Review progress and results from funded state investments intended to recruit, prepare, retain, and advance Oregon's educator workforce; and
- Recommend future investments for the state that can improve students' access to more culturally and linguistically diverse educators

As we celebrate the added diversity of students in our K-12 classrooms, Oregon must continue to ensure that all teachers are prepared to teach in culturally responsive ways, able to address race-related classroom situations and reflect on their own relational practices as they engage with students and their families. To that end, the Chief Education Office is helping sponsor an Educator Preparation and Retention Equity Summit in April (see flyer) to meet with educator preparation deans, faculty and staff across the state along with their school partners and community leaders regarding:

- Their current efforts to prepare a culturally and linguistically diverse and responsive educator workforce;
- Lagging barriers that are impeding progress in Oregon;
- Emerging practices that are making a difference in preparing all educators to be culturally responsive; and
- Cross agency policies and resources needed to support this work.

We welcome your support for additional emphasis on this important professional development need.

Sincerely,

Lindsey Capps
Acting Chief Education Office



EXECUTIVE ORDER NO. 16-03

GOVERNOR'S COUNCIL ON EDUCATOR ADVANCEMENT

Every Oregon student deserves a caring, competent, and culturally responsive educator in the classroom. A diverse, well-supported educator workforce is critical to ensuring that every Oregon student graduates high school with a plan for his or her future.

High-quality preparation and ongoing, effective professional development and supports for teachers and school leaders translates into better student learning and higher achievement.

Educators want and deserve specialized professional learning and ongoing support, more than current levels of federal, state, and local systems are designed to deliver. And building an effective system of professional development and support requires us to empower, connect, and tap into the expertise of current classroom teachers and leaders across the state.

New, higher standards were established in 2011 to guide and evaluate the practices of effective teachers and school leaders in public schools throughout Oregon. In 2013, the Legislature redoubled our State's commitment to advance the education profession by actively investing in and supporting excellence in teaching and learning.

A dedicated appropriation was established by the Legislature to foster a statewide umbrella of support across professional development for teachers and school leaders, known as the *Network for Quality Teaching and Learning* ("Network"). Now in its third year of implementation, a re-examination of the *Network* structure, funding, metrics of success, and leverage of resources has become necessary to address these demands:

- Greater alignment across preparation, induction, and ongoing professional development.
- A more equitable and sustainable funding mechanism to distribute funds across both rural and urban school districts sensitive to local contexts and priorities.
- Leveraging of expertise of teachers and administrators -- and resources of local, regional, non-profit, and philanthropic organizations -- to maximize on-the-ground supports for Oregon educators.
- Centralized coordination and quality assurance with partner input across all *Network* projects and supports such as the *Oregon Educator Network*, *TELL Oregon Survey*, and *TeachInOregon* website.



EXECUTIVE ORDER NO. 16-03
PAGE TWO

- A systemic approach to continuously assess needs and coordinate future priorities for resources to support Oregon educators.
- A research consortium across education agencies and institutions to analyze and identify promising practices that explain improved teacher quality and student outcomes over time.

NOW THEREFORE, IT IS HEREBY DIRECTED AND ORDERED:

1. The Governor's Council on Educator Advancement ("Council") is hereby established.
2. The Council shall consist of fifteen (15) members appointed by the Governor including:
 - a. Six or more licensed/certified educators currently practicing in Oregon public schools;
 - b. Representatives from education institutions, non-profits, professional and philanthropic organizations with expertise in the direct provision and support of high-quality preparation and professional learning for teachers and administrators, including equity and cultural competency.
 - c. Representatives of the public at-large.
3. Additional members of the Council shall include:
 - a. One member of the Oregon State Senate designated by the Senate President;
 - b. One member of the Oregon House of Representatives designated by the Speaker of the House;
 - c. The Chief Education Officer;
 - d. The Deputy Superintendent of Public Instruction;
 - e. The Executive Director of the Teachers Standards and Practices Commission;
 - f. The Early Learning System Director.
4. The Governor shall appoint the chair of the Council, who shall provide leadership and direction of the Council. The chair shall establish an agenda, work plan, and timeline for the Council. The chair may appoint and approve the creation of subcommittees of the Council. The chair may, on behalf of the Governor, convene additional advisory committees for purposes of informing Council findings and recommendations.



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PAGE THREE

5. The charge of the Council is to coordinate comprehensive support to deliver excellence in teaching and learning, and enhance Oregon's ability to elevate the educator profession and advance teacher and school leadership, including:

- a. Enhancing a culture of leadership and collaborative responsibility for learning and advancing the profession of teaching;
- b. Strengthening and enhancing existing evidence-based practices that improve student achievement;
- c. Attracting and retaining capable and promising new teachers by offering sustained professional mentoring;
- d. Retaining effective teachers by providing enhanced leadership opportunities;
- e. Promoting collaboration by developing and supporting professional development opportunities for teachers in schools and districts to learn from each other;
- f. Building a more diverse educator workforce that mirrors Oregon's student demographics and supporting the development of culturally responsive educators; and
- g. Using data on teaching and learning conditions to determine the impact of *Network* and identify where changes, resources, and supports are most needed.

6. The Council shall develop recommendations for ensuring the open access and efficient delivery of professional learning to all Oregon educators by 1) leveraging the expertise of exemplary teachers and school leaders; and 2) streamlining resources, assistance, and support from federal, state, and non-profit partners.

7. Based on these goals, the Council shall develop a coherent, transparent, and accountable governance model for programs and practices outlined in ORS 342.950 (the *Network*) and the associated fund outlined in ORS 342.953 (the *Network for Quality Teaching and Learning Fund* ("Network Fund")), with a focus on fostering:

- a. An integrated system of supports that spans the career of an educator;
- b. A connected educator network that maximizes teacher voice and engagement and diminishes the impact of isolated programs;



EXECUTIVE ORDER NO. 16-03
PAGE FOUR

- c. A mechanism for analyzing and sharing of practices that improve student outcomes and improve teaching and learning conditions;
 - d. Sustainable funding for *Network* priorities that adapts to districts' local priorities for educator support, assures adherence to state benchmarks of best practice, minimizes disparities between rural and urban areas, and reduces reliance on competitive grant funding;
 - e. Common outcomes and coordination of reporting on impact across the *Network*; and
 - f. Innovation and responsiveness to the changing needs of educators.
8. A quorum for Council meetings shall consist of a majority of the appointed members.
9. The Council shall report written findings and recommendations to the Governor on or before September 1, 2016.
10. The Chief Education Office and Oregon Department of Education shall provide staff support to the Council. All other state agencies shall provide assistance to the Council upon request.
11. Council members are not entitled to reimbursement of expenses or per diem provided in ORS 292.495.



EXECUTIVE ORDER NO. 16-03
PAGE FIVE

12. This Order shall remain in effect until recommendations of the Council are considered and acted upon by the Oregon Legislature, unless the Governor requests that the Council's work continue beyond that time.

Done at Salem, Oregon, this 25 day of January, 2016.



Handwritten signature of Kate Brown in black ink.

Kate Brown
GOVERNOR

ATTEST:

Handwritten signature of Jeanne P. Atkins in black ink.

Jeanne P. Atkins
SECRETARY OF STATE

House Bill 3499 English Language Learner Strategic Plan

78th Oregon Legislative Assembly – 2015 Regular Session

House Bill 3499 directs the Oregon Department of Education (ODE) to develop and implement a statewide education plan for English Language Learners who are in our K-12 education system. The plan will address disparities experienced by English Language Learners in every indicator of academic success, from the historical practices leading to disproportionate outcomes for the students to the educational needs of the students from K-12 education, by examining and applying culturally appropriate best practices.

As part of the plan, HB 3499 requires the following:

- Directs the Department of Education to develop and implement a statewide plan to support students eligible for and enrolled in an English language learner program. Creates the Statewide English Language Learner (ELL) Program Account for statewide activities related to English language learner programs. Funds account with an ongoing \$12.5 million "carve out" from the State School Fund each biennium (funding found in HB 5017).
- Directs Oregon Department of Education to convene an advisory group and adopt rules related to developing uniform budget coding requirements and uniform reporting requirements to provide budget transparency for the spending of moneys received by school districts as provided by the poverty weight in the State School Fund. The State Board of Education is directed to adopt coding administrative rules no later than January 1, 2016.
- Directs ODE to convene a work group related to the English language learner program policy. The work group must consist of educators, parents, community stakeholders, experts on English language learner policy and experts in collecting and analyzing data. The work group shall identify criteria for determining if a school district is not meeting the needs of students and needs targeted assistance; how school districts shall expend the funds received; and identify culturally appropriate best practices.
- Directs ODE to adopt rules regarding school interventions no later than January 1, 2016 and on long term best practices no later than January 1, 2017.
- Directs school districts to annually report, by September 1 of each year, allocations and expenditures related to English language learner programs; student demographics and progress. Directs ODE to report on data collected from school districts prior to January 1 of odd numbered years.

For more information about House Bill 3499 and the English Language Learner Strategic Plan please contact Project Coordinator – Rudyane Rivera-Lindstrom at rudyane.lindstrom@ode.state.or.us or 503-947-5617.

Educator Equity in Teacher Preparation: Institutional Plans 2015-2016

Introduction and Background

HB 3375 Section 6 amends ORS 342.447 to read:

1. **The Higher Education Coordinating Commission shall require** each public teacher education program in this state to prepare a plan with specific goals, strategies, deadlines for the recruitment, admission, retention and graduation of diverse educators to accomplish the goal described in ORS 342.437.

“The goal of the state is that the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district” (ORS 342.437 as amended by HB 3375, Section 3, 2015).

2. **The commission shall review** the plans for adequacy and feasibility with the governing board of each public university with a teacher education program and, after necessary revisions are made, shall adopt the plans.
3. **The commission shall provide** guidance on:
 - a. The contents of the plans
 - b. The initial and biennial review process, including timetables for revising plans; and
 - c. The other matters necessary for carrying out the provisions of ORS 342.433 to 342.449 and 351.077.

Guidance on Content of the Plans

The plans should include the following 3 major areas, but are expected to differ in scope and nature as the six participating institutions differ and will develop the plans based on faculty and campus inputs and ideas that make sense locally.

Part 1. Identify specific measurable goals for increasing the preparation and retention of diverse educators. Goals should be specific and relate to the overall goal that the diversity in the educator population reflect the diversity in the student population. These may be and are not limited to:

- **Pre-college and recruitment of potential candidates** (e.g. connections with community based organizations, cadet programs, grow your own partnerships, paid internships, etc.)
- **Application processes and supports**, (e.g. examination of policies for bias, culturally responsive interview protocols, use of navigators, seminars, advising sessions, etc.)
- **Selection criteria and admission yields** (e.g. examination of selection criteria incentives, scholarships, personal relationships, work study, etc.)
- **Retention efforts** (e.g. examination of year to year retention data, advising and academic supports, early response systems, peer tutors/mentors, completion incentives, etc.)

- **Financial supports** (e.g. fellowships, work study, summer internships, school/university scholarships, promotion of Loan Forgiveness and TEACH grants)
- **Curriculum and clinical experiences** (e.g. culturally responsive curriculum enhancements, language immersion experiences, district partnerships or designated clinical sites, placements in highly diverse schools, paid internships, support for attendance at workshops or sponsored events such as Teaching with Purpose, equity workshops)
- **Networking opportunities** (e.g. resume workshops, school district interview guarantees, first right for job offerings, job fairs, mentorships, etc.)
- **Staff and faculty recruitment, retention, and engagement** (e.g. professional development, recruitment of more culturally and linguistically diverse faculty)
- **Procedures for implementing, monitoring, and evaluating plan**

The expression of these components as goals should include both qualitative and quantitative data and information so that progress can be measured in the annual educator equity reports.

Part 2. Identify and describe strategies to impact progress towards the goals described in part 1. Specifically it is recommended that the description include:

- Who is responsible for the implantation of each area? May include responsibilities for individuals or offices external to the education school such as Financial Aid, Advising Office, Student Diversity Clubs, Provost's Office, Advancement Office, etc.).
- Are there dedicated funds and sources of money for the efforts described in part 1?
- Identify barriers, root causes, reflections and proposed solutions.
- Draw connections with other campus wide and/or regional or statewide initiatives that overlap or are connected to the desired outcomes.
- How was your plan developed and how will that process contribute to the successful implementation of the strategies?

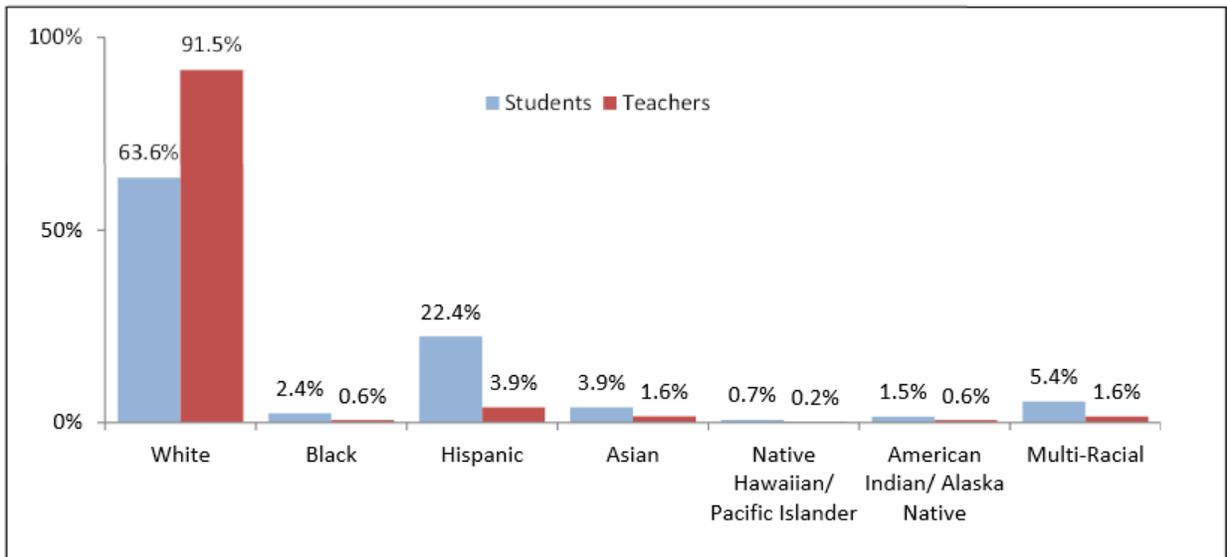
Part 3. Reference deadlines and summarize the timeline along which the strategies will be implemented, the progress expected, the impact measured, and the plans reviewed and improved continuously.

Talk about long term and short term outcomes, sequences, and places where the impact will be able to be seen.

If certain areas are prioritized in your plan, and other areas not so much, explain how those priorities were developed. The plans should encompass all educator preparation programs offered by the university. Describe if some areas of educator preparation are prioritized over others.

In order to use common metrics across the state for tracking the number of enrollees and programs completers from teacher and administrator programs, institutions are requested to work from data provided annual via the Oregon Educator Equity Report. Starting in 2016, enrollees will be calculated via an annual March snapshot of LiveScan, the new TSPC system required by TSPC for all enrolled candidates in teacher and administrator programs. C2 data from TSPC are used to report program completers.

Figure 2: Race and Ethnicity of Students and Teachers, 2014-15



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.

The teacher education programs in our state are a critical link in achieving this goal over time.

Definitions

“Diverse” means culturally or linguistically diverse characteristics of a person, including:

- (a) Origins in any of the black racial groups of Africa but is not Hispanic;
- (b) Hispanic culture or origin, regardless of race;
- (c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands;
- (d) Origins in any of the original peoples of North America, including American Indians or Alaskan Natives; or
- (e) A first language that is not English.

“Educator” means a teacher, *school counselor*, or an administrator (includes principal, assistant principal, superintendent, and assistant superintendent).

Table 9: 2010/11 – 2013/14 Oregon Public Teacher Program Completers by Ethnicity

		White	American Indian/AK Native	Asian	Black African American	Hispanic/Latino	Native Hawaiian Pacific Islander	Two or More Races	Other or Not Specified	% Minority (Non-White)
Eastern Oregon University	2011/12	81	0	0	0	3	1	3	5	7.5%
	2012/13	73	1	0	1	5	0	0	12	7.6%
	2013/14	82	0	0	0	3	0	4	4	7.5%
Oregon State University	2011/12	111	2	3	0	3	2	1	3	8.8%
	2012/13	102	1	2	0	5	0	4	4	10.2%
	2013-14	116	1	2	0	3	2	1	2	7.1%
Portland State University	2011/12	170	2	12	6	9	0	3	11	15%
	2012/13	167	3	10	6	19	1	18	11	24.2%
	2013/14	126	2	11	3	11	1	3	12	18.3%
Southern Oregon University	2011/12	78	0	1	0	5	0	4	7	10.5%
	2012/13	95	1	2	0	2	2	1	5	7.4%
	2013/14	73	0	4	1	3	0	1	5	10.3%
University of Oregon	2011/12	87	3	8	0	5	1	7	9	20%
	2012/13	86	2	8	0	5	0	5	5	18%
	2013/14	108	5	8	2	3	0	4	11	15.6%
Western Oregon University	2011/12	155	2	6	0	9	0	3	3	11.1%
	2012/13	142	2	1	0	9	0	4	13	9.3%
	2013/14	124	0	1	0	4	1	2	3	6.0%

Source: Compiled by Oregon Teacher Standards and Practices Commission staff June 2015 using C2 data.

Note: Candidates who failed to specify their racial identity or who marked "Other" are reported separately and not included in tally of non-white candidates even though some may have been racially diverse

Table 11: 2010/11 – 2013/14 Oregon Public Administrator Program Completers by Ethnicity

		White	American Indian/ AK Native	Asian	Black African American	Hispanic Latino	Native Hawaiian/ Pacific Islander	Multi-Ethnic	Other or Not Specified	% Minority (Non-White)
Portland State University	2011/12	64	0	2	3	2	0	1	2	10.8%
	2012/13	43	2	3	3	2	0	1	2	19.6%
	2013/14	61	1	1	3	7	0	2	4	18.6%
Southern Oregon University	2011/12	14	0	0	0	1	0	0	1	6.2%
	2012/13	19	0	0	0	1	0	0	0	9.5%
	2013/14	14	1	0	0	1	0	0	1	12.5%
University of Oregon	2011/12	37	0	1	1	2	0	1	1	11.6%
	2012/13	25	0	0	0	1	0	0	1	4%
	2013/14	36	0	0	1	4	0	0	3	12.1%

Source: Compiled by the Oregon Teacher Standards and Practices Commission June 2015.

Note: The percentage of minority or non-white candidates is calculated on the total number of candidates that includes those who declined to self-identify.

Deadlines: The initial plans are to be developed during the 2015 – 2016 academic year, between September and February. In March and April the plans will be approved by institutional boards, in April and May, by the Higher education Coordinating Commission Sub-Committee for Student Success and Institutional Collaboration. The Full HECC commission will review and adopt the final plans at the meeting on June 9, 2016.

Staff Contacts

Erin Weeks-Earp, Ph.D.
 Alignment and Articulation
 Policy Specialist
 Higher Education Coordinating Commission
erin.weeks-earp@ode.state.or.us
 503-947-5659

Hilda Rosselli, Ph.D.
 College and Career Readiness
 and Educator Quality Director
 Chief Education Office
hilda.rosselli@state.or.us
 503 551-1739

Who Will Teach These Children?



Save the Date

An Oregon Educator Preparation and Retention **Equity Summit**

Sponsored by the Oregon Educator Equity Advisory Group

More than 40% of the students served in 30 of Oregon's school districts are students of color. Yet, our educator workforce demographics continue to hover around 9% or less. Come engage with colleges who prepare educators, districts who employ educators, and community partners—all of whom are rolling up their sleeves to change the demographics of Oregon's educator workforce—one educator at a time!

Friday, April 15th, 2016

12 noon to 3:30 PM

Parkrose Middle School

11800 NE Shaver

Portland Oregon 97220

Lunch generously provided at no cost by Parkrose School District

Registration Link: <http://goo.gl/forms/n3fhTeZcZW>