



Educator Equity Advisory Group

March 17, 2016

1:00pm – 3:00pm

Education Northwest

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

Call-In Information (888) 557-8511

Access code: 5579138#

AGENDA

1) Welcome and opening remarks

- a) Roll call
- b) Notes from Feb 19th meeting

2) Oregon American Indian Teacher Preparation Programs

- a) PSU American Indian Teacher Program
Micki Caskey, Graduate School of Education
Maria Tenorio, Project Director, Graduate School of Education
- b) Lewis and Clark, Se-ah-dom Edmo, IWOK Coordinator

3) Reminders and Follow Ups

- a) Final status on HB 4033
- b) Draft letter to ODE Deputy Superintendent
Rob Larson, Director, Strategic Relations, Education Northwest
Karen Gray, Chair, Educator Equity Advisory Group
- c) Reminder: Documenting Anti-Bias Training Grid
- d) Notes from ORATE exercise
- e) Reminder: Nominations for spotlights in 2016 report
- f) Alignment Plans-next steps

4) 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
- b) Convene Education Preparation programs to discuss current efforts to diversify workforce and prepare all teachers to be culturally responsive
- c) Compile recommendations from research and state Fellows Programs projects to include in OOEAG state plan proposal

5) Oregon American Indian Teacher Preparation Programs (Cont.)

UO Sapsik'wala Program, Jerry Rosiek, Associate Professor

6) Brief Updates on State Plans

- a) Black Student Success Workgroup
Markisha Smith, ODE
- b) American Indian/ Alaskan Native Oregon Indian Education State Plan
April Campbell, ODE
- c) English Language Learners State Plan-
Markisha Smith, ODE
- d) Oregon's Equitable Access to Educators Plan
Markisha Smith, ODE

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 spokesperson will have three (3) minutes.*

8) Next meetings

- a) April 15, 2016 Oregon Educator Preparation and Retention Equity Summit 12 noon to 3:30 Parkrose Middle School 11800 NE Shaver Portland Oregon 97220
- b) April 21, 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

State Library Rooms 102 and 103, 250 Winter Street, NE Salem, OR 97301

February 18, 2016 DRAFT Meeting Minutes

Present: Karen Gray, April Campbell, Mary Cadez, Markisha Smith, Robert Nava, Hilda Rosselli, Bonnie Gray, Keith Menk, Brooke Nova, Cecelia Monto, Joy Koenig, Rob Larson, Veronica Dujon, Teresa Ferrer

Guests: Deborah Cochrane

1. Chair Gray welcomed members and guests.

The agenda and January 21, 2016, meeting minutes were reviewed. Teresa Ferrer moved to approve the agenda and minutes as presented. Robert Nava seconded the motion. Upon call for the vote, the agenda and minutes were approved by the majority, with one member voting in opposition.

Hilda Rosselli welcomed new member, Cecelia Monto, Chemeteka Community College Dean of Evening, Weekend and Education Programs who shared highlights created by Chemeketa to create a route for future educators, targeting bicultural students, providing scholarships and working with partners to provide five transferable courses.

- 2.A. Updates

House Bill 4033 Update: Hilda shared that HB 4033 was introduced to the Oregon House Committee of Education by State Representative Frederick. She pointed out that on page 2 Section 1.A.ii. of the Bill added the opportunity for funds to be awarded through the network for quality teaching and learning that advance the purposes of the Educator Equity Act to improve cultural competence of educators and to ensure educators are trained in culturally relevant educational practices. This clarified prior language in the Oregon Revised Statutes and strengthened educator preparation programs at all levels. Markisha Smith indicated the Oregon Department of Education had recommended specific language changes along with their fiscal analysis.

Chair Gray shared that providing educators with culturally responsive education practices would be one of the areas needing financial support.

Rob Larson inquired whether the group should write the department a letter emphasizing that we support this. Chair Gray stated she would help write the letter and work with Rob Larson and then distribute to everyone to review. All members supported the Chair's request.

Rob Larson asked if with the priority of equity expressed and the Educator Equity Act and other laws, if there was a sufficient through line across all programs to focus on that. Chair Gray agreed that it is about connecting the dots along with an accountability metric. The American Indian Plan, the ERL Plan, the Black Student Success Plan, and all these have actual plans and all include culturally responsive teaching and pedagogical practices.

- 2.B. **Governor Brown's Executive Order for the Council for Educator Advancement:** Hilda pointed out that on the third page, item 5.f. had a strong relevance for this particular work group. The Governor's office received over 180 nominations for the Council positions and those are being vetted. We should add a line item to this group's agenda to have an update once this group begins meeting. The Council will have a very short time line to complete their work by Fall, so it would be an intense focus and she would keep the Advisory Group updated. Hilda shared that the group appointed will be diverse and representative of many stakeholder groups.

Hilda also shared highlights about the work of the new Education Innovation Officer focused solely on high school graduation with the Joint Ways and Means Committee. She invited the Group to hear the testimony on the State Committee web site. This will be an on the ground person who will also be advising policy directly to the Governor and housed in the Chief Education Office location.

- 2.C. **Anti-Bias Training Inventory:** The Annual Educator Equity Report will include a reference sheet that identifies what we know about existing anti-bias training. Hilda invited members to gather information so we can put it into a common format that people can use to learn about options and who to contact. She requested they utilize the spreadsheet provided and send them to her by March 1st so she can compile the information.

Keith asked whether it was not just possibly the education community, but that it could be other service providers. Hilda responded that was correct, if they provide anti-bias training. Particularly, the impact should be on hiring, placement, interviewing committees and things like that.

- 2.D. **OALA slides:** Chair Gray then commented that the OALA slides highlighting the educator equity work were really good and she asked they be provided to members. Slides included a couple of different features that discuss the alignment of all the various State plans.
- 2.E. **Nominations for spotlights in Ed Equity Report:** Hilda reminded members to nominate items for spotlighting in this year's report. In last year's report, we did a good job of

identifying some amazing work, and referencing that, and we are open to any nominations for this coming year's report.

Chair Gray noted we want to highlight both; the good things that are happening now, and also how the prior year's items progressed during the year. She requested the members think about that, given the power of a story.

- 2.F. **HECC Guidance for Educator Preparation Programs:** Veronica Dujon indicated that HECC was directed in 2015 under House Bill 3375 to require each public teacher education program in Oregon, to develop a written plan regarding diverse educators in equity. There were specific goals that the plan called for including strategies and deadlines for recruitment, admission, retention and graduation of diverse teacher candidates. The plans are currently being developed by six public teacher education programs in the State.

Community based organizations provided valuable feedback to a guidance document and a process by which goal strategies and deadlines would be assessed. Plans will be reviewed this Spring by the respective institutional governing boards and then by the HECC Sub Committee for Student Success and Institutional Collaboration.

The plans will be updated every two years, and documented in the Educator Equity Report prepared annually by the Chief Education Office. The measurable goals established were expected to vary by institution. A more elaborate presentation of what the guidance for the plans are included in the packet materials.

Hilda indicated they were preparing to provide the 2014-15 data which had come back from the Oregon Department of Education on the high school graduation, five year cohort diversity as an approximate aspirational marker. She noted that it is also important to consider the critical role that the community colleges play in this work. With the additional of this new member of this group, she wondered if the group shouldn't be thinking whether or not there was an invitational ask of community colleges to provide evidence of what they are doing, that could then be forwarded to the HECC since community colleges also report to them as well. She noted her conversations with the independent college/universities who, even though they were not required to provide HECC with their plans, many of them were doing similar kinds of plans. Hilda recommended Robert Nava share this guidance document at the next OAICU meeting, so they know what the public institutions are doing.

Veronica also clarified that although the work may involve other units, the plans are primarily focused on the schools of education. Hilda shared they could also include information on work being done to coordinate with colleges of liberal arts and sciences, or the advising aspects, or faculty diversity efforts across the campus, student supports, etc.

Keith Menk explained to the group that TSPC has essentially required these types of reports in their standards since 2012 for both public and private schools. One component they had was that they should look at the data through a continuous improvement lens, which should include their outside advisory group. Hilda explained that historically those plans had not technically gone through a formal review process by the president, the board, or the HECC, so that was why the Bill added that. Keith Menk said they saw them at the accreditation or approval visit. Hilda responded affirmatively.

3. **Deborah Cochrane, Portland Teacher Program Director** Deborah provided an overview of the Portland Teacher Program that has been around for about 26 years. Deborah Cochrane explained the program evolved into a partnership with Portland Public Schools, Portland Community College and Portland State University, then later Beaverton School District joined the partnership. It's designed specifically to increase the number of teachers of color for those two school districts. Internally, the students and communities they serve focus on four communities –African American, Native American, Latino and Asian/Pacific Islander.

She shared the philosophical framework for the program as well as the mechanics of recruitment, selection, curriculum that focuses on a system of oppression and the supports that emphasize core values, small group work, mentoring, portfolios, community connections, interview prep, alumni, scholarships, and coaching.

Deborah Cochrane stated that right now there are 64 students in the program aged 18 – 50 from freshman to graduate students. About half were still at the Portland Community College and half at the Portland State University levels. Once a student comes into the program, they sign a contract agreeing to meet all of the requirements of the program that are quite stringent – lot of high expectations, GPA expectations, attending the meetings. If they miss more than two of the Friday meetings then the student could be terminated from the program. They also agree to apply for employment with the two partner school districts, and when they are hired they must teach for three years before they go anywhere else. Otherwise they are asked to pay the money back for their school program, so it's kind of like a forgivable loan program. The school districts have agreed to give them some priority hiring consideration.

Deborah Cochrane related that when they ask students what keeps them in the program, surveys have indicated tuition first and foremost, they love the sense of community and the work in class, but if you don't pay their tuition they can't go to school. The second thing they say is important is having the connections with other students of color, the sense of community, the family, the sharing, and being able to share their stories in safe places. Third is personal support, attention and advocacy. Next is the program support overall. They love the meetings, safe places, advising, they love being involved and peer network and support. Having one person is really important who is the face, who is someone they can go to.

A quick profile of what PTP students look like, a majority are low income. Many are parents, many being single parents, or are caring for other family members like grandparents, aunts/uncles living at home or on their own. Most of the students are working one to two part time jobs and going to school full time. Some students are working 30 to 40 hours per week and carrying a full workload. Over the years: PTP has had over 200 graduates, again many have moved into administration. Most are working in Portland Public Schools but Beaverton is getting more and more.

Deborah Cochrane shared that the average time to completion is about five years, if they start as a freshman, because there were two years of lower division, get their Associates of Arts, then transfer their junior and senior year at Portland State University to get their Bachelors degree, then do their four year term in the Portland State University Graduate Program. Some take longer – seven years – due to having to take a stop out due to a family issue such as pregnancy, a family crisis, or because they weren't doing well academically.

5. Brief updates on the State Plans This intersection is very important. We have the black student success work group, the American Indian Alaskan Native Oregon American Indian education plan, the ELL state plan, the Oregon equitable access to educators plan which is the Oregon version to the federal requirement plan which lists root causes of gaps in equity and access. Hilda has developed an alignment of plans that is in draft form and a graphic as well. Chair Gray would like to start with this next time, to go over it properly, lot of work by everyone in this room, to see where the intersection is with all of these powerful plans are and how to leverage that with this group. Will start with that on the March 17th meeting.

Joyce shared a reminder about the presentation at the ELL Conference the first week of March. She will be following up with the other members who have participated actively on that panel next week with an e-mail after she hears from Derrick. Chair Gray shared that there are also presentations at ORATE, OALA, and ALCOA. We're getting this message out about what this work group is doing.

6. Equity Summit Update Chair Gray reviewed plans from the Summit planning group that includes Mary Cadez, Randy Kamphaus, and Hilda Rosselli. A flyer went out to all the deans of the colleges of education and directors and to the top 30 diverse school districts listed in the Ed Equity report, as well as legislators and their staffers. This will be very important summit in the State and everybody on the Ed Equity team should attend if you can manage it. The Higher Education Coordinating Commission has been invited want to see them there. The Governor will kick off the meeting. There will be a panel of successful teachers of color serving on a panel who have navigated the system or not. They will identify what was successful as well as barriers for 45 minutes. The event will be capped at 160 due to space. People will be at tables for 8 to participate in an activity with facilitators who are teachers of color at each table to facilitate thinking outside the box. Chair Gray stated the summit was not primarily for teachers, it was for people who

train, place and hire teachers, although a few Parkrose teachers would attend. This was really about how does this work change the conversation, what works and what doesn't work, and what do we need to scale up. The flyer we all received has a registration link to help plan for lunch provided by Parkrose School District. The summit will start at noon and end at 3:30 p.m. Helen Ying, a former Parkrose Middle School Principal and Counselor, a woman of color, will serve as facilitator to gather final thoughts at the end of the summit.

There were no members of the public requesting to testify.

Meeting was adjourned at 3:01 p.m.

Respectfully prepared and submitted by:
Lisa J. Gibson
Executive Support Specialist 2
Oregon Chief Education Office

DRAFT

American Indian Teacher Program Graduate School of Education Portland State University



A report to the Oregon Educator Equity Advisory Board
March 17, 2016

Micki Caskey, Associate Dean, GSE

Maria Tenorio, Project Director, AITP

Powerpoint design by Marilyn Quintero, Program Assistant



TRIBAL EDUCATION SOVEREIGNTY

Funding from the Office of Indian Education is a demonstration of the Federal government's *Trust Responsibility to Indian Nations*.

The genesis for this *Trust Responsibility* was the many treaties by which Native peoples gave up land in return for services including education.

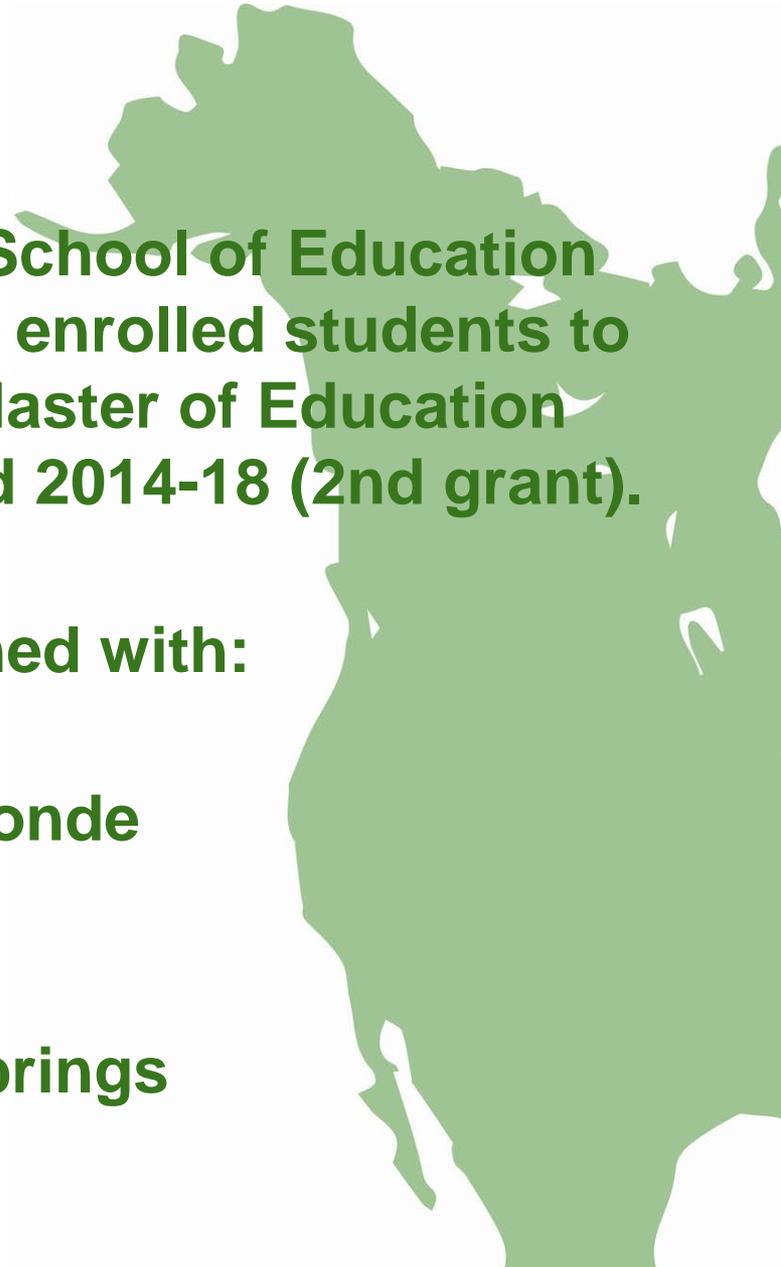
We recognize the tribes on whose homelands we do our work: the Confederated Tribes of Warm Springs, Siletz and Grand Ronde, and the Chinook Nation.

Grant details:

Funding awarded to the Graduate School of Education by the OIE, USDOE, to train tribally enrolled students to become licensed teachers with a Master of Education from August 2010-14 (1st grant) and 2014-18 (2nd grant).

Partnership agreements were signed with:

- **Confederated Tribes of Grand Ronde**
- **Confederated Tribes of Siletz**
- **Confederated Tribes of Umatilla**
- **Confederated Tribes of Warm Springs**



Role of Confederated Tribes:

- **Support the educational mission of AITP through site visits, official communication on educational interests and upcoming events**
- **Identify, recruit, select potential candidates**
- **Lend expertise to development of culturally responsive coursework**
- **Work in cooperation with school districts to appropriately place graduates; train teachers and staff on cultural responsive teaching**

Goal 1: Increase number of AI/AN teachers

Outcome: 24 teachers + 1 M.Ed.

- **10 graduates teach in Washington, Oregon, and Alaska. One is not teaching due to a recently diagnosed illness.**
- **4 candidates graduate in June under 2nd grant.**
- **3 candidates are in a two-year program with graduation in June 2017.**
- **4 candidates will begin the one-year teaching program with graduation in June 2017.**
- **1 candidate in the two-year Special Education Elementary program will enter program this year with graduation in June 2017.**

Tribes represented include two Klamath tribal members, and one each from Siletz, Grand Ronde and Umatilla:

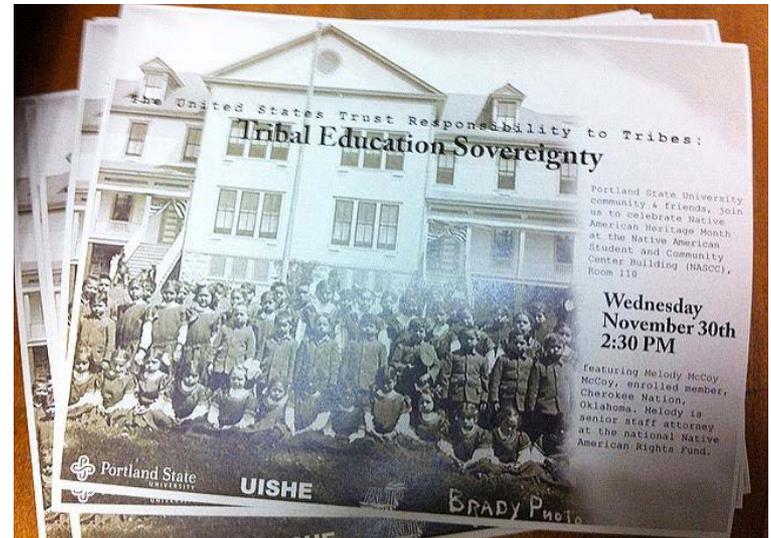


Goal 2: Integrate research-based effective practices with community-based, culturally responsive pedagogy supportive of unique needs of Native teachers and students

Outcome:

- Year-round seminar offered to AITP teacher candidates with emphasis on culturally responsive teaching practices
- Ongoing community of support for teacher candidates through tribal gatherings, NASCC events link candidates to urban Indian community and tribes
- Schedule workshops/events to bring together new cohorts with alumni to strengthen community of practice

Melody Mc Coy, Senior Staff Attorney at the Native American Rights Fund, presented on tribal educational sovereignty at PSU campus



Goal 3: Coordinate the placement of teacher graduates into school districts serving AI/AN students

- Identify teacher candidate placements within PPS (and other nearby Title VII school districts if the candidate has transportation)
- Prepare candidates for employment interviews including resume preparation, anticipating interview questions related to cultural competency and teaching diverse students

Goal 4: Monitor/evaluate/planning

- Strengthen community partnerships to further educational pathways such as *Go2College Day*
- Engage evaluators with expertise and experience in Indigenous methods of research & evaluation to prepare next generation of *educator leaders*
- Extend our support of tribal educational advancement by assisting Native students enrolled in, or applying for admission to doctoral programs at PSU

Barriers

- Conflict between date funding received from US DOE and start-up of teacher program creates an annual carryover of funds that seems to suggest that funds are not needed
- Graduates without adequate preparation for teacher preparation program lack funding to take course prerequisites
- Portland housing is very expensive; monthly stipends are not adequate for cost of living and fees not anticipated in grant

Lessons learned

- Teacher career pathways need to start in middle school or high school
- School districts provide critical partnerships for providing employment, and training to existing teachers on culturally responsive curriculum and social justice
- Tribal teacher candidates value AITP-affiliated staff and seminars; they relate their learning to future needs of tribes and tribal children

Tribal Sovereignty & Education

Se-ah-dom Edmo, Shoshone-Bannock,
Nez Perce & Yakama

Lewis & Clark
Graduate School of
Education and Counseling



Lessons From Flint



The Pipeline Analogy *stay with me now*

- The “Leaky” Pipeline - problematizes individuals, one dimensional solutions
- Only flows one way - it’s really more like the water cycle and watershed, right? Ideas replicate in future generations, more teachers/admins. of color = educational achievement and educational aspirations of students of color
- **Why Flint Matters: the system is toxic.**

Education's Role

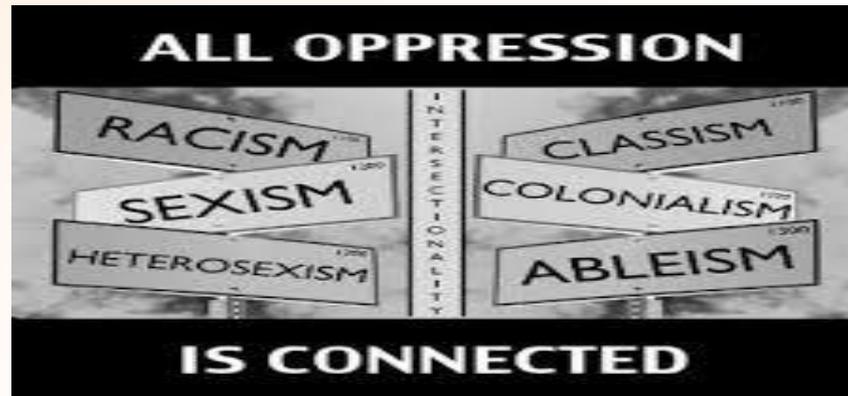


To build a stronger and more just society;

- Responsible sovereigns uphold commitments: welfare, safety of citizens & treaties (especially ones that ceded territory to legally occupy, govern and do business)
- Public and Private Institutions have a duty to preserve and protect treaties
- Education of Indian descendants is a treaty provision; dual responsibility to Indian Children.

Educational Institutions & Collective Systemic Power

Most powerful set of institutions which train (nearly) all future citizens members of the American body politic.



- **Policies that work collaboratively with Tribal Nations.**
- **Culture, Climate, and Curricula.**
- **Political Status of Individuals (how is success measured)?**

On Being Guided by False Assumptions

- Maine, Washington, South Dakota, Colorado and Montana (often relevancy to local tribes overlooked)
- Push Back = teaching to “everyone” & “all”
- Undermining Tribal Sovereignty in two ways:
 - 1)Normalizes colonial culture; generations of the *null curriculum* result in entrenched views which label any changes (even ones that acknowledge the true legal relationship) as “biased”.
 - 2)Lack of this training sabotages the preservation and protection of tribal sovereignty by never bothering to mention its existence.

Yikes!

More (INDIVIDUAL) false assumptions

If, and only if, my classroom includes an Indian student, then, and only then, am I obliged (not obligated) to include or consider Indian history, sovereignty, culture and culturally responsive strategies?

If we are not teaching ALL future civic leaders to responsibly uphold treaties they will lack the knowledge to ensure we uphold treaties (and the rights of non-tribal people to live and govern on Indian Land).

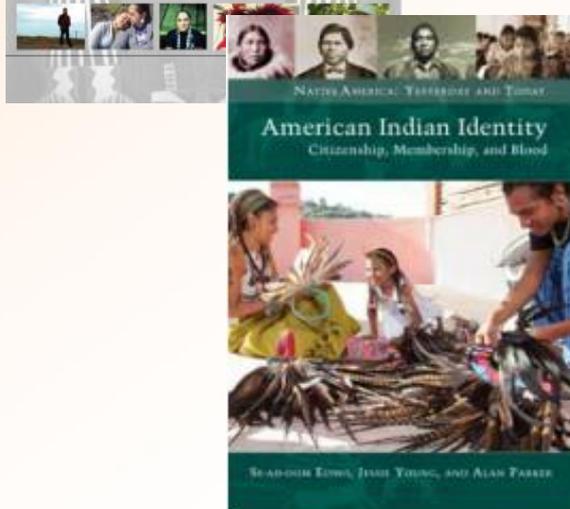
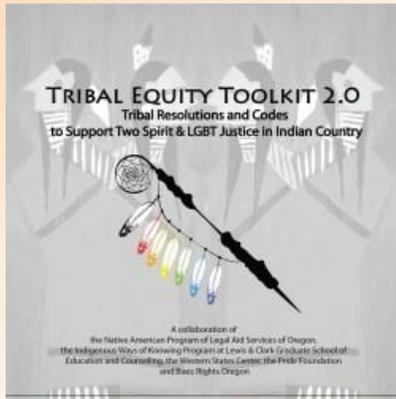
What have I learned?

- Salmon Camp, Medicine, Science Education & Community Health
- Both Content, Context, and Delivery matter to the Education of Indian and non-Indian professional
- An understanding and ability to address disciplinary issues in terms of sovereignty and laws bearing on tribes and custom law is essential for both tribal and non-tribal scholars and professionals
- Indianness and Sovereignty crosses disciplinary boundaries: law, psychology, sociology, anthropology, philosophy, education, politics, history & geography.

Immediate Opportunities

- Investing in Indian Teacher Education Programs
- Investing in Transformative Education rather than Inclusion; Systemic Oppression is built into every part of society and narratives - how are we expected to serve ALL members of our body politic, ensuring needs are met if we can't talk about the underlying disparate outcomes?
- Require Indian History & Sovereignty in K-12 Schools
- Share data with Tribal Education Departments
- Support and engage with AIAN Education Leaders (in an authentic way). (You) We, can't succeed without them!
- Support student activism.

THANK YOU!



Se-ah-dom Edmo, Shoshone-
Bannock, Yakama, Nez Perce
Lewis & Clark College
503-768-6155

edmo@lclark.edu

March 17, 2016

Dr. Salam Noor
Deputy Superintendent of Public Instruction
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310-0203

Dear Dr. Noor,

The Oregon Educator Equity Advisory Committee, an advisory committee of the Chief Education Office, appreciates the efforts of the Oregon Department of Education (ODE) and the Oregon Legislature for their support and implementation of HB 4033, relating to the need for cultural awareness of educators as a core function for the Network of Quality Teaching and Learning.

We strongly support the explicit call in HB 4033 to “advance the purposes of the Educators Equity Act, (HB 3375) to improve the cultural competence of educators and to ensure educators are trained in culturally relevant educational practices.” We also recommend that all of Network of Quality Teaching and Learning programs and equity specific plans, (e.g. the American Indian Plan, the Black Student Success Plan) include a focus on culturally responsive teaching and pedagogical practices.

Oregon has a long list of policy accomplishments supporting the urgent need for a culturally responsive, diverse, and effective educator workforce - a requisite condition to improve the outcomes and success for every Oregon student. This emphasis on culturally relevant practices builds on the call in the Oregon Educational Leadership/Administrator Standards, promulgated through the TSPC (2005, 2012), for every preservice educational leadership/administrative licensure program to educate leaders so that “an educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student.” In addition, this same expectation is held for the practice standards for every licensed educational leaders/administrator. These policies are unique in the nation!

On behalf of the statewide advisory committee supporting educational equity, the Oregon Educator Equity Advisory Committee stands committed and eager to support your efforts in the thoughtful and urgent administration of HB 4033. Please let us know how we can support your efforts and those of the Department of Education.

Best regards,

Karen Gray, Ed.D
Chair
OR Educator Equity Advisory Committee

Rob Larson, Ed.D
Member
OR Educator Equity Advisory Committee

C: Mr. Lindsey Capps, Chief Education Officer
Dr. Hilda Rosselli, Director for Educator Advancement, Chief Education Office
The Honorable Lew Frederick, Oregon House of Representatives
The Honorable Alissa Keny-Guyer, Oregon House of Representatives

DRAFT

What we already do and need to do more of...

- More academic supports during the freshmen and sophomore year (transitions)
- Map out financial options to help students and their families plan, e.g. PELL + OOG + Oregon Promise + district or university scholarships + state funds
- Diversity focused “teacher cadet” programs
- Fund FTE needed to implement Cadet Programs
- Create better messaging about teaching profession (See SK and High Desert?)
- Put more information in Spanish to help families understand process and pathways towards teaching
- Bring students to Salem to testify in favor of state fellows funding
- Host events for candidates of color and district hiring staff long before they get ready to graduate
- Identify all Teacher Scholarships offered through OSAC and publish on TeachInOregon website
- Make information about going to college in simple to understand language
- Find funding that can support the junior and senior year beyond Oregon Promise
- Emphasize formative supports for edTPA
- Make sure that Initial Administrator License programs are infused with cultural competency—audits?
- Dual enrollment opportunities for high school students for community college credits
- Develop programs like Chemeketa Scholars Program for future educators at all community colleges
- Strengthen partnerships between community colleges and universities that prepare teachers
- Offer forgivable loans for teachers of color in Oregon who take jobs in Oregon (If already offered, make this more public)
- Offer workshops on teacher interviewing (partner with OSPA and interested districts and universities)
- More financial aid for candidates
- More Para to Teacher programs

Questions we still need answered...

- Have we looked at requirements to enter education programs ACROSS universities?
- Have we considered the issue of money and time for testing requirements?

- Make sure that DACA students will be eligible to access any new state funds to support teacher candidates
- Consider ways that we miss identifying and recruiting students of color who are high flyers
- Are there private lenders for college that do not have crazy interest rates? (Follow HECC study group HB 4021)
- What are the barrier to even getting an interview?
- Are Job Application sites available by mobile devices?
- Can DACA students legally become teachers via TSPC?
- Need to know barriers facing teachers of color who do get jobs in Oregon districts.
- Why are teachers of color being turned away when we have shortages?
- Rethinking interviewing techniques—more behavioral interview—tell me about a time....

What we do that we should stop doing...

- Video interviewing for admission to candidacy or for district hiring—negative impact on candidates of color
- Don't allow HR alone to be the gatekeepers into the district jobs
- How are administrators prepared in their programs to interview using anti-bias methods
- Implicit bias---need PD

Ideas outside the box worth considering...

- Reconsider alternative assessment for teacher licensing
- Make the first test administration free for those who purchase the test prep materials or who have a high GPA
- Explore use of paid internships for candidates of color to help with last costs for student teaching
- ASL to allow ESOL to be a second language
- Develop a Master's degree that is based on teaching and studying simultaneously
- Move towards an online statewide application for jobs process that uses numbers instead of surnames for the initial entry process

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.

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