Educator Equity Advisory Group

May 19, 2016

3:00 p.m. – 5:00 p.m.

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

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

REVISED AGENDA

1) **Welcome and Opening Remarks—Chair Karen Gray**
   a) Roll call
   b) Draft notes from April 21st meeting (Handout)

2) **Reminders and Follow Ups**
   a) Updated Advisory Group roster
   b) Completed chart of State Fellows Programs
   c) Advocacy strategy—Armando Laguardia

3) **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)
      - Update on progress of defining list of promising practices—Joy Koenig
      - Discuss State Plan elements and audience—Chair Karen Gray
   b) Convene Education Preparation programs to discuss current efforts to diversify workforce and prepare all teachers to be culturally responsive (3.3)
      - Review notes from Educator Preparation and Retention Summit
   c) Review chart resulting from Research and State Fellows Programs projects to include in OOEAG State Plan proposal (3.7)

4) **Parkrose School District Hiring Guide**

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

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**
   - Need to change: 06/14 A.M., 06/15 P.M., or 06/17 AM instead of June 16, 2016, Oregon Educator Equity Advisory Group, 1:00 to 3:00 P.M., meeting Parkrose School District Office, 10636 NE Prescott Street, Portland, OR 97220
   - No meeting in July
   - August retreat

All meetings of the Chief Education Office are open to the public and conform to Oregon public meetings laws. The upcoming meeting schedule and materials from prior meetings are posted on-line. A request for an interpreter for the hearing impaired, or for accommodations for people with disabilities should be made to Lisa Gibson at 503-373-1283 or by e-mail at Lisa.J.Gibson@state.or.us. Requests for accommodation should be made at least 48 hours in advance.

Chief Education Office

Oregon Educator Equity Advisory Group

Education Northwest

April 21, 2016 DRAFT Meeting Notes

Present: Mary Cadez, April Campbell (phone), Rep. Lew Frederick, Shadiin Garcia, Bonnie Gray, Karen Gray, Armando Leguardia, Randy Kamphaus, Keith Menk (phone), Cecilia Monto, Markisha Smith, Serena Stoudamire, Hilda Rosselli,
Guests: Matt Morton, Erin Week-Earp (for Veronica Dujon), Andrea Stevenson (notetaker)

1. Welcome and opening remarks

Chair Gray welcomed members and guests. Hilda Rosselli passed around notebook dividers and thank you cards for presenters from last month's meeting. Robert Nava asked Hilda for an updated OEEAG roster.

The March 17th meeting notes were reviewed. Randy Kamphaus moved to approve the notes as presented. Robert Nava seconded the motion. Upon call for the vote, the minutes were approved.

Chair Gray shared the highlights of the agenda and shared the Parkrose School District Hiring Guide agenda item will be postponed until May. In May we will also discuss our summer retreat.

2. Reminders and Follow Ups

a) Public Education Preparation Equity Plans for HECC

Erin Week-Earp shared that two of the public university plans referenced in HB 3375 are included in your packet today, the two that have come to HECC subcommittee so far. In May we will have 4 more. May will be the adoption by HECC subcommittee, June will be adoption for the full committee. There is feedback time for this round of plans through June 9th. This will be followed by another round in two years checking on where we've benchmarked, grown and changed. It's been a good process for the Dean's to strategize together and be in front of their boards and talk about the resources needed to recruit, retain, graduate and send into the workforce more diverse teacher candidates.

A robust discussion followed.

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Karen asked How do these plans crosswalk with OEEAG's work? What is the criteria HECC uses to determine if a University has met the necessary criteria in their plan? Erin noted that the Bill only requires a review for adequacy and feasibility. Is that enough? The institutional boards are also asked to review for those criteria. What Hilda and I are looking to do by June is look across the plans, see what they have in common and have conversation to determine what can be leveraged together. Then measure how closely the teacher candidate cohorts mirror the diversity in the graduating High School class for Oregon

Armando state that he thinks we need to move much more aggressively. I want college Deans to come to these meetings and the presidents. We know what works, teacher preparation that's accessible to people of color that's supported with significant investment, tuition assistance and loan programs. He suggested that deans and presidents of universities be invited to our meetings.
Cecelia noted the omission of the community colleges role in the two plans she reviewed. If you think of where the diverse students are, that's in the community colleges, so I would encourage that aspect of recruiting. Especially as we heard on Friday two panelists didn't have a lot of guidance at the high school level, they end up at the community college level where those doors start to open up. Strong relationships with universities are so important, but they are starting at the community college. We've got Oregon Promise which helps with tuition cost, and having student live at home is a huge cost safer. I hope the HECC encourages every college as they put their diversity plans together ask themselves how they are communicating with their community colleges.

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Shadiin recommended a deeper dive into content of the plans. A lot of times you will see diversity and equity plans crafted about how to help the student navigate as opposed to shifting the system itself. PSU has an element of it in their GSE Curricula piece, but it's vague. I think they should include curricular audits. Look at the IAL programs, all you learn about is white leadership. It's not about helping the student stay in whiteness it's about schools having culturally sustaining practices embedded into it, I think that's always missed when these plans are developed.

Chair Gray will invite Deans to future OEEAG meetings.
Robert Nava also volunteered that his institution (a private university) would be interested in developing and sharing a similar plan.

b) **Letter to ODE Deputy Superintendent—letter was sent.**
c) **Reminder: Send Hilda any nominations for spotlights in 2016 report**

3. 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

Karen believes the advisory group needs to determine the elements of that plan, the audience of that plan and the resources needed for that plan. Possibly primary focus of August meeting. This can be on a separate timeline from draft legislation.
Rep. Frederick shared that we don't necessarily need the details for the legislative aspect. We need to have some general proposals. What I think we need for the Education Committees is a broad concept we can submit to the legislative council as a bill proposal. They will then take a look at that and come back with what it would look like as a legislative piece. In the meantime the details can be created that we can put within the bill before it's presented to the legislature itself. There are several timeframes. One is if we wanted to have some discussion on the Education Committees as part of the interim Committee meetings, we have one in September, November and January. Then the legislature meets in February. It's conceivable for us to have a brief discussion and informational hearing in the Education Committees for November to give the Committees a heads up.

Once the Legislative Council comes back with ideas, with a proposed bill we can address the details of that bill up until it's submitted in December. I could submit that bill proposal well before the September deadline as a place holder.

If we really want to be effective politically with it we would present it to Rod Monroe, Betty Komp, Margaret Doherty, Jody Hack and Sherri Sprenger and Arnie Roblan. It's important for this group to talk about what you want to do in terms of the details, but you don't have to come to a consensus in this group in order to submit the proposal. Hilda if you have some ideas in terms of bills or proposals that other states are doing, we can use that as a potential template.

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Hilda shared that Karen and she have already had a conversation with OSSAC around how they could administer a special designated fellow ship/scholarship program based on what we've learned from other states. But what we haven't done yet is sit down and make the list, besides the money for scholarships, what do you want to ask for or change in policy at each other step. Because the hiring process also has to be addressed or else we will be producing candidates that can't get hired. Secondly, what do you want to do around retaining them, and then what changes do you want to see around the total cultural system?

Rep Frederick state that he wouldn't mind having a separate bill that's dealing with the money, it would generate some significant support across the state. I suggest setting up a list of these bills that myself or someone else can present. I can put them in right away so legislative council can look at them.

Armando noted that when hospitals hire doctors, they pay their tuition loans, school districts could do the same thing. Let's think about a well-structured loan program.

Karen suggested that a couple of us draft the bill and get it to the group for revisions and put more details from the plan in during our retreat .

Randy noted that one thing we might want to think about is sort of a state sponsored urban education teacher center that would allow us to recruit black faculty that we have trouble recruiting. But also to set up a different hiring dynamic.

Hilda noted that the Oregon University used to provide funds for travel and research start ups for faculty of color.
Armando noted that the problem in Higher Education at the faculty level is the same problem in Higher Education at the undergraduate level. The pools are insignificant. We don't have faculty development programs for minority folks at these universities.

Mary noted TeachOregon is learning we need undergrad programs. We need to start digging into our community college programs. There needs to be money beyond scholarships. We forgot along with School Districts, universities also went through recessions. Students need a person of color who can guide students, helping them navigate and stay in the program. The other piece is the school environment, where we're putting them, training them, that environment has to be ready too.

Armando noted that the first priority is to get them in the door, get them prepared to be there and be certified. That's what I want to focus on, I can't change all these institutional practices. Get them the jobs and then they can help us with institutional practices.

Cecelia asked What happens to those programs that are funded with Teach Oregon dollars? Maybe that's something we need to address in the state report.

Hilda noted we need two pots of money: one to fund scholarships and provide supports like stipends for students. Then you need another pot of money that supports the sustainable activities within the institutions to support the students, get them in and support them.
Karen stated that access without support is not opportunity

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b. Convene Education Preparation programs to discuss current efforts to diversify workforce and prepare all teachers to be culturally responsive

The recent Equity Summit was a success and Karen and Hilda will summarize all the notes from the summit and send them out to those who attended as well as reference the information within drafting of legislation and state plan.

c. Compile recommendations from research and state Fellows Programs projects to include in OOEAG state plan proposal.

Hilda shared updates on additional states who are funding fellows programs and highlighted differences between the plans. She will be providing a chart that summarizes all of the plans that will be included in the 2016 Equity Report and used for in the development of legislation and the state plan.

4. Brief Updates on State Plans

a. Black Student Success Workgroup

Markisha shared that the Black Student Success Workgroup has 30 members 9including Karen Gray). An RFP is going out tomorrow (will be sent to the advisory group members to share) for funding available this biennium . The group is organized into teams looking at early childhood, K-3, middle school, high school and them postsecondary. I think doing that helps to leverage the expertise in the room. The full plan will be solidified and ready for sharing in the next legislative session.

b. American Indian/ Alaskan Native Oregon Indian Education State Plan

April provided an update on the American Indian/ Alaskan Native Oregon Indian Education State Plan. Focus has been on Strategy 8 and Strategy 9 with recent community convenings in coordination with the Chief Education Office. Progress is being made on identification criteria for the AI/AN Passport. Members were encouraged to contact April if they would like to be involved in any of these plan's activities. She also shared that ODE was on track for hiring an additional Indian Education Specialist by May.

c. English Language Learners State Plan

Markisha reported that the work has had some starts and stops but she feels like it is back on track. ODE has two members of the Equity team looking at the English Language strategic plan created back in 2013 and with particular attention to what Goal 8 says about educators and professional development.

The other half of the work is around HB 3499 and funding that will go to districts around school or district improvement status. The department has been working to identify who those districts will be. Funding and targeted assistance will be provided specifically around what services look like for their English Learners.

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d. Oregon's Equitable Access to Educators Plan

Markisha reported on the status of the Oregon Equitable Access to Educators Work Plan—which was approved in December 2015. The work is now embedded within the new ESSA rule which will provide some time to unpack the details. Advisory group member Bonnie Gray has been tapped to help with this as well given the work of PPS in this area. Timelines for the plans have been pushed back but Markisha is confident that this will provide more opportunities to have deeper discussion around equity plans and goals.

5) Parkrose School District hiring guide—postponed discussion till May meeting

6) Public Comment

Matt Morton Director of the Equitable Education Portfolio, Meyer Memorial Trust provided an update on his work around a survey that will be coming out to identify challenges that our families/communities are seeing around the state in education, particularly equitable education. In November Meyer will reveal their strategies in equitable education followed by a request for letters of interests in the new year.

Armando Laguardia, shared he will be putting forward a motion at the next meeting to develop an advocacy strategy for teachers of color, including several pieces.

Meeting was adjourned at 3:10 p.m.

Oregon Educator Equity Advisory Group 2016-2017 Members

The Oregon Educator Equity Advisory Group is a 22-member group first convened in February 2014 by the Oregon Education Investment Board and charged with:

- Researching, coordinating and overseeing annual legislative reports deriving from legislation that outline Oregon's current status and progress toward diversifying the educator workforce and spotlight/recommend/drive needed practices and policies;
- Ensuring that the voices of culturally and linguistically citizens in Oregon are engaged in examining root causes, current assets, and needed changes in policy and practices that can help diversify Oregon's educator workforce;
- Reviewing progress and results from funded state investments intended to recruit, prepare, retain, and advance Oregon's educator workforce; and,
- Recommending future investments for the state that can improve students' access to more culturally and linguistically diverse educators

Karen Gray, Advisory Group Chair Superintendent, Parkrose School District graykar@parkrose.k12.or.us (503) 408-2114	Joy Koenig, Administrator Multnomah Education School District jkoenig@mesd.k12.or.us (541) 791-5905
Mary Cadez, Project Director (through April 2016) TeachOregon, Chalkboard Project mary@chalkboardproject.org (503) 542-4325	Armando Laguardia, Faculty Emeritus Washington State University a.laguardia@comcast.net (503) 546-2713
April Campbell, Indian Education Advisor Oregon Department of Education April.campbell@ode.state.or.us (503) 947-5810	Rob Larson, Director, Strategic Relations Education Northwest Rob.larson@educationnorthwest.org (503) 275-0656
Victoria Bianes Chamberlain, Exec Director Oregon Teacher Standards and Practices Commission Victoria.chamberlain@oregon.gov (503) 378-6813	Keith Menk, Deputy Director Teacher Standards and Practices Commission Keith.menk@oregon.gov (503) 378-3757
Maria Dantas-Whitney, Division Chair College of Education, Western Oregon University dantasm@wou.edu (503) 838-8636	Cecelia Monto, Evening/Weekend & Education Programs Dir. Chemeketa Community College cecelia.monto@chemeketa.edu (503) 399-6564
Veronica Dujon, Director, University Academic Strategies, Higher Education Coordinating Commission veronica.dujon@state.or.us (503) 947-5744	Robert Nava, Associate Professor College of Education, Warner Pacific College rnava@warnerpacific.edu (503) 517-1051
Teresa Ferrer, Consultant, Center for Great Public Schools Oregon Education Association Teresa.ferrer@oregoned.org (503) 495-2108	Brooke Nova, Coordinator College and Career Pathways, Hillsboro School District novab@hsd.k12.or.us (503) 844-1485
Representative Lew Frederick, State Legislator District 43 Oregon House of Representatives Rep.lewfrederick@state.or.us (503) 986-1443	Hilda Rosselli, Director, College and Career Readiness Chief Education Office Hilda.rosselli@state.or.us (503) 373-0032
Shadiin Garcia, Project Director (as of May 2016) TeachOregon, Chalkboard Project shadiin@chalkboardproject.org (503) 542-4325	Markisha Smith, Director, Education Equity Unit Oregon Department of Education Markisha.smith@state.or.us (503) 947-5669
Bonnie Gray, Director Recruitment and Workforce Diversity, Portland Public Schools Bgray1@pps.k12.or.us (503) 916-3386	Serena Stoudamire-Wesley, Policy Director Equity and Community Engagement, Chief Education Office Serena.stoudamire@state.or.us (503) 373-0036
Randy Kamphaus, Dean College of Education, University of Oregon randyk@uoregon.edu (541) 346-6467	Anselmo Villanueva, Chairperson Board of Directors, Lane Education Service District Anselmo.villanueva@gmail.com (541) 870-1575

Updated May 16, 2016

Updated May 16, 2016

Comparison of State Scholarship and Fellows Programs for Teachers of Color

	Applicant Recruitment and Requirements	Amount, Benefits, and Requirements	Renewable	Pay Back	Notes
Florida **Florida Fund for Minority Teachers** Originally passed in legislation in 1996 Offers a performance-based scholarship program for African-American, Hispanic-American, Asian-American, and Native American students Would like to cover costs for three certification exams--$150 - $250	Must be enrolled in public or private Junior year and admitted to teacher ed program Candidates are recruited at both Community College level and 4 year universities . Once students have taken one of the three professional courses- an office of teacher recruitment notifies them regarding the scholarship.	$4000 annual scholarship-85% of applicants funded Must attend annual Annual Professional Development Symposium for those in program and potential candidates Symposium includes strands for candidates, district recruiters, and must also include research on activities or programs that recruit minority students for teacher education and retain them.	Renewable for up to three consecutive years, Must be enrolled in a teacher education program. Maintain at least a 2.50 grade point average. Maintain full-time status (12 credit hours). Attend FFMT's mandatory annual symposium Retention rate 81% and well beyond for subsequent years	Overseen by accountant— Repaid either through teaching service or in cash One year in public or charter school for each $4000 disbursement Turns into a forgivable loan—at 8% interest Must graduate within 3 years, or if the scholar graduates but does not teach in a Florida public school, the scholar must repay the total amount awarded, plus annual interest of 8%.	Called Minority Teacher Education Scholars Can be used at both public and private institutions Each college or university is eligible to receive same number of scholarships Originally $3 M, now Annual allocation $917, 000 Non recurring dollars so must advocate for fund annually **Cheryl Williams, Program Director** (352) 273-4367 http://www.ffmt.org
Illinois	Must be a US citizen or	Up to $5000 per year	Must reapply each year	Teach full time one	College certifies

Updated May 16, 2016

Minority Teachers of Illinois Scholarship Program (MTI) Offered by Illinois Student Assistance Commission (ISAC)	eligible non-citizen Must be either African American/Black, Hispanic American, Asian American or Native American origin Resident of Illinois Preference given to those in Junior status and above 30% of funds reserved for male students Must maintain a 2.5 GPA Must be seeking certification as a teacher	for a max of four years, 8 semesters or 12 quarters Must be at least half time as an undergraduate or graduate student and funding is prorated	and complete Agreement/Promissory Note ISAC selects recipients from among the highest scoring qualified applicants on the basis of renewal applicant status Awards are made first to recurring applicants	year for each year assistance received in a nonprofit Illinois public, private, or parochial school with at least 30% minority enrollment Begin teaching within 1 year following finishing prog of study OR Pay back at interest rate of 5% , accrues from repayment date	student eligibility and then submits a payment request on behalf of the student Program is dependent on annual allocation by legislator State also offers a Special Ed Teacher Tuition Waiver but can't get both. Also appear to have a Grow Your Own program that is struggling .

Updated May 16, 2016

Indiana **William A Crawford Minority Teacher Scholarship (named after a legislator)** Offered by Indiana Commission for Higher Ed $500,000 a year available?	• Minority student (Black or Hispanic) • Indiana resident & US citizen or eligible noncitizen • Be admitted or attending an eligible Indiana EPP as a FT student • First time undergrad student • Meet GPA required for admission to program • Other minimum criteria established by Commission	Maintain cumulative GPA required for EPP or at least a 2.0.	*To renew the Scholarship, a student who qualified for the initial Scholarship must maintain the cumulative grade point average (GPA) required for admission to the institution's school of education or at least a 2.0 on a 4.0 scale or the equivalent if the school does not require a minimum GPA.*	Must teach in Indiana for at least 3 years	Teach Indiana task force is committed to increasing the diversity of Indiana's teaching force. This collaborative effort between the Indiana Department of Education, several higher education institutions, school corporations, and nonprofit organizations, focuses on strategies to successfully recruit and retain quality educators from underrepresented populations into the education profession.

Updated May 16, 2016

Tennessee **Offered by the Tennessee Student Assistance Corporation TSAC** Started in 2009?	Minority student (Black or Hispanic) Tennessee resident & US citizen High school senior or continuing college student 2.75 HS Cumulative GPA and 18 on ACT or 860 SAT OR 2.5 College cumulative GPA 250 word essay Recommendation from a school official and a person in the applicant's community List of extracurricular activities Official transcripts	$5000 Annual made in equal installments each term during year Very competitive and based on funding available (a) First priority shall be given to eligible renewal applicants. (b) Second priority shall be given to eligible college students who have a 2.5 college GPA, are enrolled full-time, and are taking courses creditable to teacher education. (c) Third priority shall be given to eligible entering freshmen who have a 2.75 high school GPA and an ACT composite score of at least 18 (or the equivalent SAT total score).	May be renewed three time for a total of four years. Must maintain at least a 2.5 GPA and attend full-time First priority shall be given to eligible renewal applicants.	Teach for one year in a Full Time position in Tennessee in return for every year an award is received OR Repay to the TSAC at 9% interest from the date of disbursement	Funds are sent by Automated Clearing House (ACH) to the institution's financial aid office or business office in the recipient's name and shall be disbursed on a semester pro rata basis

Updated May 16, 2016

Connecticut **Connecticut Minority Teacher Incentive Program** Operated by Connecticut Board of Regents State Department also active in Minority Teacher Recruitment Committee (2014) Commissioner directed additional funds through CSDE Talent office	Nomination required Nominated by college or university's Education Dean, or other appropriate official	Provides up to $5,000 a year for the final two years of full-time study to minority undergraduates enrolled in a Connecticut teacher preparation program. The program also provides eligible students with up to $2,500 in yearly stipends for up to four years of teaching in a Connecticut public elementary or secondary school Must begin teaching in a Connecticut public school within 16 months of graduation to receive the annual stipend. The number of awards offered varies annually. In 2014, there were 54 scholarships awarded.	Renewable for one additional year	Loan reimbursement of $2,500/year for up to four years of teaching in Connecticut public school.	CT General Assembly passed legislation requiring the RESC Minority Recruiting Alliance to study how best to: (1) encourage minority middle and high school students to go to college and enter teacher preparation programs; (2) recruit minority college students to enroll in teacher preparation programs and become teachers, and; (3) recruit and maintain minority teachers in Connecticut schools. Funds appropriated through Department of Higher Education; later through CSDE (currently $300,000) Lynne Little of the Office of Higher Education at 860/947-1855 or mtip@ctohe.org

Educator Preparation and Retention Summit-April 15, 2016
Responses Compiled from Table Discussion

Question 1
How to increase effectiveness in recruiting. preparation, hiring culturally and linguistically diverse educators?

1. Identify and make visible pathways for each type of candidate (HS grads, district employees, career changers, etc.)
2. Mentorship
3. Addressing systems and structure of bias
4. Offering supports after candidates are hired
5. Having diverse participants on selection and hiring committees
6. Begin with youth in K-12 schools (e.g. cadet programs
7. Affinity groups that create a sense of community—networking and connections with people of color at each stage (including use of online connections when needed in rural or remote areas)
8. Networking with student groups on different high school, community college and university campuses
9. Dual credit program offerings for future educator candidates
10. Financial supports (tuition as well as support for childcare, transportation, added fees, etc.)
11. Alternate pathways
12. Visible pathways for students at each stage and institution
13. Navigator at each level (high schools, colleges, and universities)
14. All staff and faculty need to acquire growth mindsets to better support candidates
15. Alignment of coursework between community colleges and four year programs to save students time and resources
16. Fully develop an array of partnerships between districts and prep program starting with districts with over 40% student diversity
17. Leverage alumni networks to recruit future candidates
18. Highlight teacher prep programs during K-12 visits to college campuses
19. Expand and leverage CTE program for educators
20. Leverage funding from businesses, universities, districts
21. Leverage Oregon Promise and promote as fiscally savvy pathway
22. Prioritize state funding for undergrad program to maximize limited resources and to save student time and resources
23. Create a clear pathway and resources to support DACA students
24. Provide academic support for writing
25. Grow your own from districts
26. Work on changing the image of teaching
27. Leverage counselors to better support career education and planning for students
28. Include strategies for teaching all types students in ed prep curriculum; not just awareness of equity and social bias
29. Intentionally connect students visiting campuses with other students of color
30. Pilot a paid apprenticeship program for candidates of color

Question 2
What policies and practices can help to hire, retain, and advance educators of color in schools?

1. Visually depict what advancement opportunities look like
2. Tie leadership opportunities to compensation model
3. Offer alternative assessments for linguistically diverse candidates
4. Provide coaching for candidates prior to interviewing (STAR protocol)
5. Pay bilingual teachers a differential for all the extra work they do
6. Consider clinical placements for candidates in relevant contexts
7. Ensure candidates have social networks once they are hired
8. EACH STAGE---needs parallel strategies that are culturally relevant
9. Find ways to support candidates with paid employment during their programs (work study or positions at schools)
10. Ensure that consortium for each Educator Prep program include diverse representation
11. Resolve how small district recruitment can be better
12. Structures opportunities for Ed Prep Programs to partner more with ESDs
13. Anti bias training and more diverse interview teams
14. Exit interviews for candidates of color who leave (state report)
15. Limit number of new teachers hired in high need schools
16. Think differently about training and hiring administrators—focus on dispositions related to diversity
17. Adopt best practices for increasing success for all new teachers
18. Operationalize equity more in current mentoring and instructional coaching models
19. Release Instructional Assistants to attend Job Fair in last year of preparation program
20. Expand loan forgiveness and offers of intent/interviews prior to program completion
21. Provide funds for district recruitment incentives
22. Encourage diversity on school boards
23. Replicate programs like Portland Teacher Programs that provide financial and cultural specific supports
24. Guarantee interviews for any IAs within her district
25. Change the curriculum in Oregon to value history of people of color
26. Onboarding for new educators
27. Continue meetings that bring together practitioners and ed prep programs
28. Match candidates assets with the job criteria in school that are culturally diverse
29. Evaluate effectiveness of district recruitment and hiring practice to match student diversity on a regular basis
30. Include student voice in the work (student perception surveys, etc)
31. Analyze existing policies to determine if they set up or break down barriers

Question Three
What do we need more of with regards to human and financial resources?

1. Stipends for affinity group facilitators.
2. Full Fellowships and Scholarships for students who are diverse.
3. Match teacher mentors to the students they will be working with.
4. Contract with Culturally Specific Community Based Organizations to assist school districts in working to network and mentor staff of color.
5. Educational Assistant Pathways programs. This includes innovative ways to fund their professional development and tuition.
6. Incentive pay for Title I teachers in highly diverse schools.
7. Reduce caseload for teachers in challenging classrooms in which their are high numbers of diverse students.
8. Board policy that supports equity measures and hiring practices including collective bargaining agreements.
9. Navigator to assist teachers at every stage of professional development. This is a paid position.
10. Local support for DACA students made available and obvious.
11. Institutional flexibility on waivers and vouchers. Collect pools of available college credit for students who need them.
12. Funding of test prep and tests themselves for diverse faculty.
13. Long term financial commitment to getting diverse teacher prep students through college and into jobs not just one year or two.
14. Incentivize articulation agreements.
15. Signing bonuses for rural districts and hard to fill positions with teachers of color. Teachers of color are great for ALL kids.
16. Day to day funding for DACA students beyond tuition.
17. HECC add weights for candidates of color not only linguistically diverse candidates.
18. Provision of longer support for teacher experience like a residency program.
19. Assure culturally responsive Human Resources requirements state wide.
20. Require CRT pedagogy and practice PD for every teacher in Oregon.
21. Creation of K-16 teacher pipelines.

Key is money, support systems, and curriculum enhancements

Updated May 16, 2016

Comparison of State Scholarship and Fellows Programs for Teachers of Color

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Illinois	Must be a US citizen or	Up to $5000 per year	Must reapply each year	Teach full time one	College certifies

Updated May 16, 2016

Minority Teachers of Illinois Scholarship Program (MTI) Offered by Illinois Student Assistance Commission (ISAC)	eligible non-citizen Must be either African American/Black, Hispanic American, Asian American or Native American origin Resident of Illinois Preference given to those in Junior status and above 30% of funds reserved for male students Must maintain a 2.5 GPA Must be seeking certification as a teacher	for a max of four years, 8 semesters or 12 quarters Must be at least half time as an undergraduate or graduate student and funding is prorated	and complete Agreement/Promissory Note ISAC selects recipients from among the highest scoring qualified applicants on the basis of renewal applicant status Awards are made first to recurring applicants	year for each year assistance received in a nonprofit Illinois public, private, or parochial school with at least 30% minority enrollment Begin teaching within 1 year following finishing prog of study OR Pay back at interest rate of 5% , accrues from repayment date	student eligibility and then submits a payment request on behalf of the student Program is dependent on annual allocation by legislator State also offers a Special Ed Teacher Tuition Waiver but can't get both. Also appear to have a Grow Your Own program that is struggling .

Updated May 16, 2016

Indiana **William A Crawford Minority Teacher Scholarship (named after a legislator)** Offered by Indiana Commission for Higher Ed $500,000 a year available?	• Minority student (Black or Hispanic) • Indiana resident & US citizen or eligible noncitizen • Be admitted or attending an eligible Indiana EPP as a FT student • First time undergrad student • Meet GPA required for admission to program • Other minimum criteria established by Commission	Maintain cumulative GPA required for EPP or at least a 2.0.	*To renew the Scholarship, a student who qualified for the initial Scholarship must maintain the cumulative grade point average (GPA) required for admission to the institution's school of education or at least a 2.0 on a 4.0 scale or the equivalent if the school does not require a minimum GPA.*	Must teach in Indiana for at least 3 years	Teach Indiana task force is committed to increasing the diversity of Indiana's teaching force. This collaborative effort between the Indiana Department of Education, several higher education institutions, school corporations, and nonprofit organizations, focuses on strategies to successfully recruit and retain quality educators from underrepresented populations into the education profession.

Updated May 16, 2016

Tennessee **Offered by the Tennessee Student Assistance Corporation TSAC** Started in 2009?	Minority student (Black or Hispanic) Tennessee resident & US citizen High school senior or continuing college student 2.75 HS Cumulative GPA and 18 on ACT or 860 SAT OR 2.5 College cumulative GPA 250 word essay Recommendation from a school official and a person in the applicant's community List of extracurricular activities Official transcripts	$5000 Annual made in equal installments each term during year Very competitive and based on funding available (a) First priority shall be given to eligible renewal applicants. (b) Second priority shall be given to eligible college students who have a 2.5 college GPA, are enrolled full-time, and are taking courses creditable to teacher education. (c) Third priority shall be given to eligible entering freshmen who have a 2.75 high school GPA and an ACT composite score of at least 18 (or the equivalent SAT total score).	May be renewed three time for a total of four years. Must maintain at least a 2.5 GPA and attend full-time First priority shall be given to eligible renewal applicants.	Teach for one year in a Full Time position in Tennessee in return for every year an award is received OR Repay to the TSAC at 9% interest from the date of disbursement	Funds are sent by Automated Clearing House (ACH) to the institution's financial aid office or business office in the recipient's name and shall be disbursed on a semester pro rata basis

Updated May 16, 2016

Connecticut **Connecticut Minority Teacher Incentive Program** Operated by Connecticut Board of Regents State Department also active in Minority Teacher Recruitment Committee (2014) Commissioner directed additional funds through CSDE Talent office	Nomination required Nominated by college or university's Education Dean, or other appropriate official	Provides up to $5,000 a year for the final two years of full-time study to minority undergraduates enrolled in a Connecticut teacher preparation program. The program also provides eligible students with up to $2,500 in yearly stipends for up to four years of teaching in a Connecticut public elementary or secondary school Must begin teaching in a Connecticut public school within 16 months of graduation to receive the annual stipend. The number of awards offered varies annually. In 2014, there were 54 scholarships awarded.	Renewable for one additional year	Loan reimbursement of $2,500/year for up to four years of teaching in Connecticut public school.	CT General Assembly passed legislation requiring the RESC Minority Recruiting Alliance to study how best to: (1) encourage minority middle and high school students to go to college and enter teacher preparation programs; (2) recruit minority college students to enroll in teacher preparation programs and become teachers, and; (3) recruit and maintain minority teachers in Connecticut schools. Funds appropriated through Department of Higher Education; later through CSDE (currently $300,000) Lynne Little of the Office of Higher Education at 860/947-1855 or mtip@ctohe.org

2017 Legislative Concept Request

Placeholder? ☒ Yes ☐ No
Date: May 2, 2016

Concept Subject or Title: Oregon Teaching Fellows

Concept Contact Person: **E-Mail:** **Phone:**
E-Mail: k **Phone:**

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1. Problem (Completely describe the problem you propose to solve.)

Oregon's K-12 student population continues to steadily become more culturally and linguistically diverse each year while the public school educator workforce remains relatively unchanged (almost 90% white). The Chief Education Office provides state legislators annual documentation on Oregon's progress in recruiting, preparing, hiring, retaining, and advancing an educator workforce that better reflects the demographics of our K-12 student population. The 2015 Oregon Educator Equity Report highlighted the demographic differences between students and educators in 30 of Oregon's most diverse school districts, all serving over 40% students of color. The report recommended the need for taking more dramatic steps to address this situation by helping address the high costs of becoming an educator, creating networks to support candidates throughout their professional careers, and increasing opportunities for professional development about culturally relevant pedagogy for all educators.

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2. Proposed Solution (Completely describe what the concept does to fix the problem. Do not include proposed statute changes here.)

Recruitment of diverse educators must be deliberate and will need dedicated resources that support candidates' through the high cost of becoming a teacher. Other states have created Minority Teacher Fellowships and special scholarships but Oregon still lacks a designated scholarship fund for recruiting, preparing, hiring, and mentor, and support more culturally and linguistically diverse educators. Such action could create an Oregon Fellows program that supports Oregon students of color pursuing a TSPC teaching or administrative license. The funding should include not only scholarship funds but also the tools, supports, and connections needed to complete an educator prep program, gain employment in a public school, and have the skills to be at the leading age of the profession

Specially, the bill would require the Oregon Office of Student Access and Completion, collaboration with the Chief Education Office, and other state agencies design and implement a state-sponsored fellows program and scholarship designed to increase the cultural and linguistic diversity of Oregon's K-12 public school teacher workforce by providing annual scholarships and supports to future educators. Supports could include:

- A marketing campaign and engagement of guidance counselors, advisors, educators and faculty in promoting the many rewards of being part of the teaching profession;
- Workshops and professional development that promotes culturally relevant curriculum and culturally responsive teaching pedagogy and practices for both teachers and administrators and

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includes anti-bias training that improves recruitment and hiring practices.

- Oregon Teaching Fellows would be provided access to workshops on the profession, resume and interviewing resources, job opportunities and assistance in navigating the path towards licensure and employment.
- Fellows would be networking early and frequently with current culturally and linguistically diverse educators who can help them navigate their journey towards becoming a teacher.
- Expand current recruitment and preparation models that are successful in attracting and retaining more diverse candidates in teacher and administrator preparation programs.

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3. Proposed Changes to Statute (Please attach your best attempt at proposing changes to statute to accomplish your goal; however, Legislative Counsel may draft alternate language.)

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4. Has this been introduced in a prior session? ☒ No ☐ Yes Years(s) Bill#(s)

Does this amend current law or programs? ☐ No ☒ Yes (Specify) HB 3375

Is this related to a legal decision? ☒ No ☐ Yes (Case cite, AGO No. date, etc. – *attach copies*)

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5. Equity Analysis (Describe any known racial or ethnic inequities associated with the problem and how the proposed statutory changes are culturally and linguistically appropriate *and* specifically address the inequities.)

Oregon continues to fall far short of the goal set by the Minority Teacher Act in 1991, that the number of minority educators—including administrators—be proportionate to the number of minority students enrolled in public schools within 10 years. Twenty-five years later in 2016, the discrepancy between the percentage of Oregon's students of color and teachers of color is 27.9%.

Table 1: A Snapshot of an Oregon Teacher Diversity Index

Group	2011-12	2012-13	2013-14	2014-15
% Non-White Students in Oregon	34.7%	35.3%	35.9%	36.4%
% Non-White Teachers in Oregon	8.4%	8.3%	8.5%	8.5%
Oregon Teacher Diversity Index	26.3%	27%	27.4%	27.9%

Source: ODE Fall Membership and Staff Position Collections

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6. Stakeholders and/or Other Affected Agencies who are Aware of Your Concept

Agency: **Contact Person:** **Phone:**

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7. Known Support or Opposition (Please elaborate.)

Oregon Educator Equity Advisory Group (support)

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8. **Increases fees or assessments?** ☒ No ☐ Yes

Concept has other fiscal, revenue or position (FTE) impacts? ☒ No ☐ Yes Provide Fiscal Form

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9. **For PLACEHOLDERS – ALL additional substantive information is due to DAS no later than June 24. This concept is a PLACEHOLDER.** ☐ No X ☐ Yes (approximate delivery date)

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10. **Additional Information or Attachments (Briefly describe attachments - draft language, opinions, etc.)**

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11. **Approved for Drafting:**

Governor's Office	**Date**	**Department of Administrative Services**	**Date**

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Highlights from Remaining EPP Equity Plans -- May 11, 2016
Presented to the Student Success and Institutional Collaboration Committee

EOU—
Expansion of OTP previously funded by state strategic investments
Grow need for more diverse faculty through increasing ESL
Not just visits to campus but faculty visits to schools
Projected costs based on tuition remissions
Simultaneous focus on both preserve and inservice via Center for Culturally Responsive Practices

SOU—
$5K for diversity scholarships
Office of Diversity/Inclusion on the Campus
Bias Response Teams on campus
Pre College Youth Programs--Academia Latino, Pirates to Raiders, Knowing Nika Tillium
Reinvesting HECC funding incentives back into the program to offer free MAT
Districts are paying stipends—via Equity Fellowships
Putting ed students in school sites where AVID and ASPIRE programs exist
Minority Outreach Coordinator and Navigator
Curriculum revisions--IntegratING cultural responsive pedagogy and ESOL
Free tuition for Pre Ed students for up to 15 credits
Intent to Employ letters from two districts if they complete Pre Ed
Free MAT for candidates who complete Pre Ed and earn undergrad degree
Districts provide stipends for these “Equity Fellows"

WOU
Bilingual Fellows--52 students as a result of Hillsboro partnership now
Diversity Committee in College and Diversity Action plan
Recruitment AND retainment goals
Cadet Program via TeachOregon
Chemeketa Community partnership
Recruitment videos and promotional materials
More bilingual courses
Contingency funds for emergencies that students have
Flexible programming for working, adult candidates
Analyzing student assessments used in the program
Supports around test prep

University of Oregon—
Equity Leadership Fellows for three doc programs—School Psych, Counseling, Sped
Assistant Dean for Equity and Inclusion
Professional development and activities for faculty
Future Stewards—to bolster support for AI/NA students
Hiring faculty to teach courses in Indigenous Studies
Pathways in Education Lane County
Bolstering Sapsikuala Program—new faculty searches
Best practices toolkit for hiring
Reviewing curriculum and student assessments for bias
Global partnerships to fund more study in diverse countries to develop language

Parkrose School District
Portland, Oregon

Parkrose School District
Equity Recruiting & Hiring Guide

The Parkrose School District believes that racial, cultural and ethnic diversity is strength for our community. We value equity as a top school district commitment. Equity ensures that all students have an opportunity to reach their fullest potential. It closes the achievement gap and supports our district vision:

"All students read and think critically at high levels, graduating college and career ready".

We believe that it is our moral obligation to empower the Parkrose Community by embracing, accepting and reflecting our diverse cultures, which includes hiring a work force that is as diverse as the students and families that live in Parkrose.

What is Diversity?

Diversity is the recognition and acknowledgement of individual differences such as education, age, gender, sexual orientation, ability or disability, religion, ethnicity, culture, language, or any other characteristic that shapes an individual's attitudes, behaviors, and perspective.

What is Employment Equity?

Employment equity is ensuring the search and hiring process is fair and equitable so that the appropriate qualifications of each candidate are the only criteria upon which a hiring or promotion decision is made. Employment equity involves hiring the most qualified candidate for any open position while ensuring that the hiring process and the qualifications required for each position are fair and equitable for all persons. Moreover, employment equity means that candidates are not advantaged or disadvantaged whether an individual is from the dominant group or a marginalized group.

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The Hiring Process

A principal or supervisor is responsible for making recommendations to the Superintendent for hiring within the District. The Human Resource Department has the responsibility to ensure that fair and equitable practices are followed throughout the hiring process. A hiring process that includes all of the following steps with diversity and equity initiatives firmly entrenched will help fulfill that responsibility:

1. Identify the school or department's needs, goals and personnel gaps.
2. Appoint a diverse hiring team. Don't forget classified staff and parents to diversify your team.
3. Determine selection criteria based on the position's expectations. Ask yourself "What qualities do the students need?"

Top Qualities in Teacher/Specialist Candidates

Positive Attitude (Growth Mindset)
An educator with a positive attitude inspires students to look at the world in the same way. Not afraid to take educated risks…

Good Communication Skills Willing to discuss key concepts and explain them in more than one way so that visual, hands-on, and sensory learners all understand the idea and how to apply it to future problems. To achieve this goal, the teacher must be able to communicate clearly and effectively. Handles conflict directly and doesn't exhibit passive aggressive problem solving skills. Great to follow up on this in reference check.

Organization Skills
Keeping track of student's papers/e-work, who received what grade and what material has been covered and what still needs to be covered are all vital parts of running an efficient classroom. While interviewing a teaching candidate, ask questions about how the person stays organized.

A Forgiving Heart
Children make mistakes, in behavior and schoolwork. A teacher must be able to move forward and allow a child to grow. Doesn't hold grudges with kids and understands that learning is through our mistakes. Kids can start each day with a clean slate

Evident Strength in Their Subject Area
A highly qualified teacher is one who understands her subject area inside and out and who has book and real world learning. The teacher can use their knowledge to make subjects relevant and engaging. Hearing and seeing examples is critical.

Willingness to Communicate with Parents
A good teacher is open to talking with parents. Can demonstrate open communication for positive and negative behavior. Multiple forms of communication are used. Teacher can 'go to' parents vs. waiting for the parent to come to them...

Respectful of Students
Teachers want their students to respect them, but teachers who get the most respect are the ones who give the most respect to their students. Look for a teacher who fosters an atmosphere of mutual respect. Is respectful of student's home language and culture.

Inquiry Based Thinker
Critical thinking is a high value in our school. We want a teacher that encourages questions and encourages inquiry in multiple forms in their class.

Dependable
A teacher can be the most entertaining, brilliant, supportive educator ever, but if he/she does not show up for work, students will suffer. Students need the assurance that their teacher will be present the majority of the time. This keeps distractions from learning and interruptions in the natural flow of a classroom at a minimum.

Genuinely Likes Kids
This might seem like an obvious characteristic, but people do sometimes go into teaching because of the schedule and not because they genuinely enjoy children. A teacher who does not like students may become derogatory or apathetic to the needs of her students.

Culturally Responsive
Teacher's responses to how they view equity and what they believe students are capable of accomplishing in their class. The individual is seen by the teacher. The teacher possesses a reflective mindset, and is open and aware of his/her own bias.

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4. Draft and post the position. Create content/position based questions using the qualities above.

   You should develop questions based on the following priorities:
   1. Content knowledge
   2. AVID Experience and knowledge
   3. Equity and culturally relevant teaching practices
   4. Integrating technology into instruction
   5. Using assessment to inform instruction
5. Determine evaluation formats for the criteria sought.
6. More than one person reviews applications and rates them to create a short list.
7. Design the interview questions based upon the selection criteria.
8. Instruct your interview team ahead that all information is confidential. You often interview your peers. Nothing leaves the interview room. You may discuss with the team but no comments are to be made to other staff, parents or students on how well an interview went with anyone.
9. Create a rubric for selection criteria based on expected and ideal answers and go over this with hiring and interview team.
10. Conduct interviews (turn off cell phones & other distractions) and other assessment events.
11. Schedule performance task. All final candidates must have a performance based task that is observed and reviewed by the interview team.
12. Assess results, discuss and select a candidate for the position.

The challenge for the Committee is to keep biases, stereotypes, and assumptions from interfering with the assessment of a person's competence for the position. Focus on the 'bona fide requirements' of the position. Assess the value of diversity—is there a commitment under the

Faculty's equity plan and the unit's hiring goals to close the gaps in representation of the designated groups? To arrive at an objective and fair decision:

- Focus on how well candidates measured against the position-related criteria tested in each of the evaluation formats. All evaluators' comments on a candidate's suitability should be in writing.
- Ensure references have been checked and educational qualifications verified.
- Openly and thoroughly review all the documented evaluation input and scores collected to determine the best match for person to position. Discuss the strengths and weaknesses. Keep notes of the discussion.
- Summarize results on one page to facilitate the final selection decision.

13. Document the process by leaving all forms with HR.

Interview Questions

Use interviews with a structured format as these provide the same type of information on all the candidates and are less susceptible to the personal biases of the interviewer. The purpose of interview questions is to discern the extent to which candidates meet the criteria that are necessary for successful performance in the position.

- Questions should be matched to the position criteria and are subject to demonstrations of validity.
- Questions not answered to your satisfaction should be rephrased; probe firmly but with discretion.
- Know the range of answers expected as well as the ideal answer; this gives a better parameter for scoring.

Sample Questions:

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1. Have you worked with communities of color?
2. What experience do you have living, working and socializing in diverse communities?
3. What experience do you have working with organizations that advocate for social justice or marginalized populations?
4. How are you going to impact your students?
5. What experience do you bring to enrich our district?

What to Ask: Behavior-based questions that ask the candidates to show they have the knowledge and skills required and how well they have used them generally are the most predictive of future behavior and of success.

Instead of asking *"What do you think is a good evaluation system?"* a behavior-based question would ask, *"Please describe the evaluation system you used in the most recent course you taught?"* Such questions usually start with: *"Describe a situation in which…. Tell me about a time when…. What was the toughest…most exciting…most difficult…most interesting….How have you assisted in…What roles have you played in the organization which… Give me an example of…"*

Speculative questions, ("*what would you do...*") also has value in finding out how candidates would apply their skills in a particular situation and in understanding their knowledge, philosophy or vision, and relationship with others. These questions can be useful when the candidate is new to teaching and is unable to cite past performances. Don't ask leading questions that telegraph the answer you want ("*We have a team approach here…how do you feel about that?*")

In listening to the answers, listen for: a **situation**/task (what was the situation), an **action** (what did the candidate do), or a **result** (what happened). When answers are vague, ask for a specific example.

Also, Use the BEI (Behavior Event Interview Questions) to help determine key predictors of success in the job. These questions help determine how someone will perform at work. These are important to follow up on in the reference check process. The competencies were derived primarily from a combination of research on successful teachers in high-poverty schools in the U.S.

<u>Key info on behavior event competencies below:</u>

Competencies, or habitual patterns of behaving and thinking, are key predictors of how someone will perform at work. Two teachers may have the same content knowledge, but achieve very different student learning outcomes. Why is this? Research suggests that competencies make the difference. Acting with initiative and persistence is an example of a competency, as are planning ahead, flexibility and self-confidence. People who have previously exhibited high levels of the competencies that determine teacher success in a turnaround are more likely to succeed as future turnaround teachers. **Unfortunately, research indicates that traditional interview techniques rarely uncover competencies that predict future performance differences.** Too often, job candidates speak in generalities about what they think they should or would do, not about what they actually do at work. Fortunately, it is possible to learn what people actually do through a specialized interview technique – the Behavior Event Interview (BEI). In a BEI, candidates are asked to describe their detailed actions and thinking in past work events. And knowing what candidates have done to achieve success at work is a strong predictor of how they will seek success at work in the future.

1 The competencies provided here are derived from the following, which are recommended as companion guides: The School Recruitment Handbook, A Guide to Attracting, Selecting and Keeping Outstanding Teachers, Hobby, Crabtree and Ibbetson
(2004); Star Teachers of Children in Poverty, Haberman (1995); Competence at Work, Spencer and Spencer (1993).

Behavior Event Interview Questions

In a BEI, the interviewer's goal is to understand in detail how candidates perform various aspects of their work. To do this, the interviewer(s) asks candidates to recall past events when they have felt successful or have dealt with specific situations at work. (e.g., a time when he or she influenced another person, participated in a group activity). The expectation is that the candidate will spend 15 minutes or more describing the incident.

- The interviewer asks first for a brief (e.g., 1 minute) summary of what led up to each situation and the critical milestones or "headlines" in the story that the person is about to tell, such as key conversations or meetings, key actions, turning points and how the situation ended.
- Then the interviewers ask the candidate to walk through the story step by step, recounting exactly what the candidates did, said, thought and felt at the time and how others who were involved responded.
- The interviewer must interrupt the candidate to probe for detail needed to understand exactly what the person was doing and thinking at the time.
- Only responses about what the person was doing, saying, feeling or thinking at that past time are valid. Current thoughts about the event and hypotheses about what the person would do next time are not as accurate at predicting what a person would do on the job.

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Recommended Questions for Critical Competencies:

These questions were selected to cover competencies that:
- are likely to be most predictive of success for turnaround teachers or leaders,
- require use of other critical teacher competencies (and so will help you assess multiple competencies), and/or
- distinguish candidates who would perform well in a turnaround effort versus other school situations.

Critical Competency	Question
Achievement	Think about a time when you felt very successful or proud of something you accomplished at work, and tell me the story.
Impact and Influence	Think about a time when you influenced another person or people in a way that was satisfying to you, and tell me the story.
Initiative and Persistence	Think about a time when you accomplished something satisfying at work despite one or more obstacles. Tell me the story.

Teamwork	Think about a time when you participated in a group or team of people to accomplish work that was satisfying to you, and tell me the story.
Belief in Learning Potential	Tell me about a time when you helped another person, someone whom others were not sure could improve, to achieve or succeed at a higher level.
Interpersonal Understanding	Think about a time when someone else's feelings or emotions affected their work and you dealt with the situation to your satisfaction. Tell me the story.
Self Confidence	Think about a time when another person or people stood in your way to get something done and you addressed the situation to your satisfaction. Tell me the story.

COMMON RATER BIASES

Many interview rating errors result from perceptual biases or individual preferences. The following are the most common rating errors you should keep in mind.

1) First impression error is the tendency to make snap judgments based only on responses made in the first part of the interview and then attending only to those behaviors that confirm this initial judgment. The direction of this bias can be positive or negative.

2) Personal biases can prevent objective ratings if the rater allows his/her own non job-related prejudices and attitudes about cultural stereotypes, lifestyles, appearances, and other perceptions to affect the ratings. The direction of this bias can be positive or negative.

3) Contrast effect is the tendency to rate a candidate relative to the person who was interviewed immediately before them. The direction of this bias can be positive or negative.

4) Leniency effect is the tendency to rate all candidates high.

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In reflecting on the hiring document, I wanted to pass along some of my preliminary thoughts and suggestions:

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Chief Education Office

Oregon Educator Equity Advisory Group

Education Northwest

April 21, 2016 DRAFT Meeting Notes

Present: Mary Cadez, April Campbell (phone), Rep. Lew Frederick, Shadiin Garcia, Bonnie Gray, Karen Gray, Armando Leguardia, Randy Kamphaus, Keith Menk (phone), Cecilia Monto, Markisha Smith, Serena Stoudamire, Hilda Rosselli,
Guests: Matt Morton, Erin Week-Earp (for Veronica Dujon), Andrea Stevenson (notetaker)

1. Welcome and opening remarks

Chair Gray welcomed members and guests. Hilda Rosselli passed around notebook dividers and thank you cards for presenters from last month's meeting. Robert Nava asked Hilda for an updated OEEAG roster.

The March 17th meeting notes were reviewed. Randy Kamphaus moved to approve the notes as presented. Robert Nava seconded the motion. Upon call for the vote, the minutes were approved.

Chair Gray shared the highlights of the agenda and shared the Parkrose School District Hiring Guide agenda item will be postponed until May. In May we will also discuss our summer retreat.

2. Reminders and Follow Ups

a) Public Education Preparation Equity Plans for HECC

Erin Week-Earp shared that two of the public university plans referenced in HB 3375 are included in your packet today, the two that have come to HECC subcommittee so far. In May we will have 4 more. May will be the adoption by HECC subcommittee, June will be adoption for the full committee. There is feedback time for this round of plans through June 9th. This will be followed by another round in two years checking on where we've benchmarked, grown and changed. It's been a good process for the Dean's to strategize together and be in front of their boards and talk about the resources needed to recruit, retain, graduate and send into the workforce more diverse teacher candidates.

A robust discussion followed.

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Karen asked How do these plans crosswalk with OEEAG's work? What is the criteria HECC uses to determine if a University has met the necessary criteria in their plan? Erin noted that the Bill only requires a review for adequacy and feasibility. Is that enough? The institutional boards are also asked to review for those criteria. What Hilda and I are looking to do by June is look across the plans, see what they have in common and have conversation to determine what can be leveraged together. Then measure how closely the teacher candidate cohorts mirror the diversity in the graduating High School class for Oregon

Armando state that he thinks we need to move much more aggressively. I want college Deans to come to these meetings and the presidents. We know what works, teacher preparation that's accessible to people of color that's supported with significant investment, tuition assistance and loan programs. He suggested that deans and presidents of universities be invited to our meetings.
Cecelia noted the omission of the community colleges role in the two plans she reviewed. If you think of where the diverse students are, that's in the community colleges, so I would encourage that aspect of recruiting. Especially as we heard on Friday two panelists didn't have a lot of guidance at the high school level, they end up at the community college level where those doors start to open up. Strong relationships with universities are so important, but they are starting at the community college. We've got Oregon Promise which helps with tuition cost, and having student live at home is a huge cost safer. I hope the HECC encourages every college as they put their diversity plans together ask themselves how they are communicating with their community colleges.

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Shadiin recommended a deeper dive into content of the plans. A lot of times you will see diversity and equity plans crafted about how to help the student navigate as opposed to shifting the system itself. PSU has an element of it in their GSE Curricula piece, but it's vague. I think they should include curricular audits. Look at the IAL programs, all you learn about is white leadership. It's not about helping the student stay in whiteness it's about schools having culturally sustaining practices embedded into it, I think that's always missed when these plans are developed.

Chair Gray will invite Deans to future OEEAG meetings.
Robert Nava also volunteered that his institution (a private university) would be interested in developing and sharing a similar plan.

b) **Letter to ODE Deputy Superintendent—letter was sent.**
c) **Reminder: Send Hilda any nominations for spotlights in 2016 report**

3. 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

Karen believes the advisory group needs to determine the elements of that plan, the audience of that plan and the resources needed for that plan. Possibly primary focus of August meeting. This can be on a separate timeline from draft legislation.
Rep. Frederick shared that we don't necessarily need the details for the legislative aspect. We need to have some general proposals. What I think we need for the Education Committees is a broad concept we can submit to the legislative council as a bill proposal. They will then take a look at that and come back with what it would look like as a legislative piece. In the meantime the details can be created that we can put within the bill before it's presented to the legislature itself. There are several timeframes. One is if we wanted to have some discussion on the Education Committees as part of the interim Committee meetings, we have one in September, November and January. Then the legislature meets in February. It's conceivable for us to have a brief discussion and informational hearing in the Education Committees for November to give the Committees a heads up.

Once the Legislative Council comes back with ideas, with a proposed bill we can address the details of that bill up until it's submitted in December. I could submit that bill proposal well before the September deadline as a place holder.

If we really want to be effective politically with it we would present it to Rod Monroe, Betty Komp, Margaret Doherty, Jody Hack and Sherri Sprenger and Arnie Roblan. It's important for this group to talk about what you want to do in terms of the details, but you don't have to come to a consensus in this group in order to submit the proposal. Hilda if you have some ideas in terms of bills or proposals that other states are doing, we can use that as a potential template.

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Hilda shared that Karen and she have already had a conversation with OSSAC around how they could administer a special designated fellow ship/scholarship program based on what we've learned from other states. But what we haven't done yet is sit down and make the list, besides the money for scholarships, what do you want to ask for or change in policy at each other step. Because the hiring process also has to be addressed or else we will be producing candidates that can't get hired. Secondly, what do you want to do around retaining them, and then what changes do you want to see around the total cultural system?

Rep Frederick state that he wouldn't mind having a separate bill that's dealing with the money, it would generate some significant support across the state. I suggest setting up a list of these bills that myself or someone else can present. I can put them in right away so legislative council can look at them.

Armando noted that when hospitals hire doctors, they pay their tuition loans, school districts could do the same thing. Let's think about a well-structured loan program.

Karen suggested that a couple of us draft the bill and get it to the group for revisions and put more details from the plan in during our retreat .

Randy noted that one thing we might want to think about is sort of a state sponsored urban education teacher center that would allow us to recruit black faculty that we have trouble recruiting. But also to set up a different hiring dynamic.

Hilda noted that the Oregon University used to provide funds for travel and research start ups for faculty of color.
Armando noted that the problem in Higher Education at the faculty level is the same problem in Higher Education at the undergraduate level. The pools are insignificant. We don't have faculty development programs for minority folks at these universities.

Mary noted TeachOregon is learning we need undergrad programs. We need to start digging into our community college programs. There needs to be money beyond scholarships. We forgot along with School Districts, universities also went through recessions. Students need a person of color who can guide students, helping them navigate and stay in the program. The other piece is the school environment, where we're putting them, training them, that environment has to be ready too.

Armando noted that the first priority is to get them in the door, get them prepared to be there and be certified. That's what I want to focus on, I can't change all these institutional practices. Get them the jobs and then they can help us with institutional practices.

Cecelia asked What happens to those programs that are funded with Teach Oregon dollars? Maybe that's something we need to address in the state report.

Hilda noted we need two pots of money: one to fund scholarships and provide supports like stipends for students. Then you need another pot of money that supports the sustainable activities within the institutions to support the students, get them in and support them.
Karen stated that access without support is not opportunity

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b. Convene Education Preparation programs to discuss current efforts to diversify workforce and prepare all teachers to be culturally responsive

The recent Equity Summit was a success and Karen and Hilda will summarize all the notes from the summit and send them out to those who attended as well as reference the information within drafting of legislation and state plan.

c. Compile recommendations from research and state Fellows Programs projects to include in OOEAG state plan proposal.

Hilda shared updates on additional states who are funding fellows programs and highlighted differences between the plans. She will be providing a chart that summarizes all of the plans that will be included in the 2016 Equity Report and used for in the development of legislation and the state plan.

4. Brief Updates on State Plans

a. Black Student Success Workgroup

Markisha shared that the Black Student Success Workgroup has 30 members 9including Karen Gray). An RFP is going out tomorrow (will be sent to the advisory group members to share) for funding available this biennium . The group is organized into teams looking at early childhood, K-3, middle school, high school and them postsecondary. I think doing that helps to leverage the expertise in the room. The full plan will be solidified and ready for sharing in the next legislative session.

b. American Indian/ Alaskan Native Oregon Indian Education State Plan

April provided an update on the American Indian/ Alaskan Native Oregon Indian Education State Plan. Focus has been on Strategy 8 and Strategy 9 with recent community convenings in coordination with the Chief Education Office. Progress is being made on identification criteria for the AI/AN Passport. Members were encouraged to contact April if they would like to be involved in any of these plan's activities. She also shared that ODE was on track for hiring an additional Indian Education Specialist by May.

c. English Language Learners State Plan

Markisha reported that the work has had some starts and stops but she feels like it is back on track. ODE has two members of the Equity team looking at the English Language strategic plan created back in 2013 and with particular attention to what Goal 8 says about educators and professional development.

The other half of the work is around HB 3499 and funding that will go to districts around school or district improvement status. The department has been working to identify who those districts will be. Funding and targeted assistance will be provided specifically around what services look like for their English Learners.

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d. Oregon's Equitable Access to Educators Plan

Markisha reported on the status of the Oregon Equitable Access to Educators Work Plan—which was approved in December 2015. The work is now embedded within the new ESSA rule which will provide some time to unpack the details. Advisory group member Bonnie Gray has been tapped to help with this as well given the work of PPS in this area. Timelines for the plans have been pushed back but Markisha is confident that this will provide more opportunities to have deeper discussion around equity plans and goals.

5) Parkrose School District hiring guide—postponed discussion till May meeting

6) Public Comment

Matt Morton Director of the Equitable Education Portfolio, Meyer Memorial Trust provided an update on his work around a survey that will be coming out to identify challenges that our families/communities are seeing around the state in education, particularly equitable education. In November Meyer will reveal their strategies in equitable education followed by a request for letters of interests in the new year.

Armando Laguardia, shared he will be putting forward a motion at the next meeting to develop an advocacy strategy for teachers of color, including several pieces.

Meeting was adjourned at 3:10 p.m.