



Educator Equity Advisory Group

September 15, 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) **Opening Remarks and Opening Reading—Chair Karen Gray**
- 2) **Reflection on retreat—Chair Karen Gray**
- 3) **Review correspondence received regarding report—Chair Gray and Armando Laguardia**
- 4) **Presentations of the 2016 Educator Equity Report**
 - a. **Upcoming meetings**
 - b. **Others to whom the report should be emailed**
- 5) **Review the 2015-16 Educator Equity Advisory Group Action Plan-Karen Gray**
 - a. **Celebrate completed actions**
 - b. **Identify carry over tasks to the coming year**
- 6) **Discuss Educator Equity State Plan-ALL**
 - a. **Identify action steps for 2016-17 Action Plan**
 - b. **Identify work group members by task**
 - c. **Summarize Next Steps**
- 7) **Public Comment**
 - a) *Members of the public wanting to give public testimony must sign in.*
 - b) *There will only be one speaker from each group.*
 - c) *Each individual speaker or group spokesman will have three (3) minutes.*
- 8) **Adjourn**

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.

Correspondence from Ed Equity Advisory Group Member Armando Laguardia to Chair Karen Gray and Hilda Rosselli

June 22, 2016

Hi Hilda and Karen

I have read the latest version of the executive summary and the report. I have no problem with the writing in the report it is well done. Many elements of it are an improvement over previous reports. My thanks to the writers.

I have two problems with the report. First it does not mention the effort undertaken by the State Dept and Teach Oregon to create new models and sustainable alternatives. There is no reporting on that activity as far as I can tell, and no comment on whether continuing them is important or relevant and what was learned. No advocacy for specific models and no call for teacher education institutions to create programs. No alarm (or mention) about the termination of an initiative that we were so intimately involved with. There is also no comment on policy solutions or new legislation although it is hard to see how you get there without them.

Secondly I don't get a sense of urgency about the lack of progress. 1.2% increase in teachers of color in the last four years is cause for alarm if we are to close the gap. The report does not convey urgency or criticize the lack of progress.

The recommendations that I see do not focus on minority teacher preparation programs, which I have expressed repeatedly, should be the priority if we are to close the gap. A recommendation to grow your own is not sufficient.

I frankly do not think after all these years, my input is being used or included in this report or in this advisory group. I hope in the future we focus on diverse teacher preparation policies, practices and programs.

I'd like to see advisory group recommendations provided in three areas

- Policy and legislation (for the Governor and legislators)
- Teacher education Institutional (public teacher education institutions)
- Professional organization and communities (teacher organizations, administrator organizations, minority communities and advocates)

Look forward to your feedback.

Armando

June 22, 2016

Good morning Armando

Thank you for carefully reading the executive summary. I will try to address all of the thoughtful observations that you have shared here and will also reference areas of the full report/appendices when appropriate. Early drafts of this were sent in three emails on June 15th but given the changes made since then, I will reference the updated versions. Anything in italics is a direct quote from the report or summary or insert.

Concern Raised: First it does not mention the effort undertaken by the State Dept and Teach Oregon to create new models and sustainable alternatives. There is no reporting on that activity as far as I can tell, and no comment on whether continuing them is important or relevant and what was learned.

Page 24 of the report—includes a description, common description, link, and and these specific findings:

The results are making a notable positive impact starting with 147 middle school students, 79% of whom are culturally diverse and considering education as a profession. At the high school level, 464 students (62% of whom are culturally diverse) are enrolled in one of two cadet type programs, earning dual credits that can apply towards a college degree in teacher education. At the community college level, 130 candidates (75% culturally diverse) are enrolled in teacher pathway programs. Collectively across the TeachOregon sites, a variety of 80+ scholarships have been provided for teacher candidates as they move through various stages of their pathways towards teacher licensure with the vast majority of these scholarships earmarked for teacher candidates who are culturally and linguistically diverse.

There is also a full insert describing one of the projects in great detail (PAC) which I have pasted below:



The central goal of the [TeachOregon PAC](#) as explained in a project [video](#) is to prepare teachers who deeply they teach and to intentionally increase the number of diverse teachers in the state of Oregon. The TeachO deliver a community-based “Grow Your Own Teacher” preparation programs that starts with mentoring and to induction and early career mentoring. The TeachOregon PAC “Grow Your Own” programs in Woodburn and support excellent teachers uniquely qualified to help students learn and succeed.

In the PAC project, recruitment starts as early as middle school and puts particular emphasis on minority stu

get excited about college and teaching by providing culturally diverse mentors from Chemeketa Community College with community colleges and school districts to create multiple entry points and smooth transitions between

In the case of Chemeketa Community College, TeachOregon PAC Project supported a bilingual faculty position for culturally diverse students interested in becoming teachers. In addition the project has support scholarships for cultural transfer students at University of Woodburn campus and George Fox University. Partners include Pacific University, George Fox University, Tillamook Bay Community College, and Chemeketa Community College all partnering with Woodburn, Newberg, and other school districts.

No advocacy for specific models and no call for teacher education institutions to create programs.

At the end of the Executive Summary and again on page 42, the call to action is outlined to address:

1. **Recruitment:**
 - a. *Provide seed funding to grow and expand partnership models like the Portland Teacher Program, TeachOregon, and Chemeketa Community Bilingual Pathway Program to provide improved avenues for Oregon's culturally and linguistically diverse high school graduates and educational assistants to pursue careers in education. (Legislators, ODE, HECC, TSPC, COSA, OAESD, OSPA, OEA, and CEdO)*
 - b. *Provide two-year scholarships and funding for test fees and clinical stipends to support up to 100 culturally linguistically diverse transfer students admitted to educator preparation program each year (Legislators, HECC-OSAC, CEdO)*
2. **Preparation:** *Convene faculty to align coursework between community colleges and four-year educator preparation programs to help students save time and money as they pursue a teaching license. (HECC, TSPC, ODE, and CEdO)*
3. **Hiring:** *Annually collect and analyze recruitment pools, interview pools, and hiring data from Oregon's public school districts to identify where racial disparities are occurring in the hiring stage. (ODE, OSPA, COSA, OEA, and CEdO)*
4. **Retention:**
 - a. *Fund trained mentors for the first two years of employment for all culturally and linguistically diverse teachers and administrators in Oregon (Legislators, ODE)*
 - b. *Develop and use a statewide online survey to collect and analyze exit data for educators leaving the profession (Legislators, ODE, OSPA, COSA, OEA, and CEdO)*

5. **To impact every stage**—Ensure that all educators are supported in becoming more skilled in using culturally responsive curriculum and teaching practices
- a. Provide matching funds to districts, education service districts, and educator preparation programs willing to offer professional learning based on Learning Forward Standards on Anti-Bias Training for Hiring, Culturally Responsive Curriculum, Pedagogy and Inclusive Practices offered by an approved provider, e.g. teacher leaders, districts, education service districts, universities, and community-based organizations whose work aligns with this objective (Legislators, ODE, HECC, CEEdO)

Also, on Page 26 the description of the Chemeketa program is specifically provided by TeachOregon.

Concern Raised: No alarm (or mention) about the termination of an initiative that we were so intimately involved with.

TeachOregon was a partnership between state and private foundation funding. Chalkboard is represented on the Council on Educator Advancement and the Council is engaged in providing recommendations to the Governor regarding public partnership funding solutions and determination of priorities for Network for Quality Teaching and Learning funding which partially funded TeachOregon the past two bienniums. More important, our recommendations speak to scaling up the elements of Teach Oregon that were most successful: Teacher Cadet programs, community college bridge programs, district/educator preparation partnerships, funding for candidates.

Another reference can be found on page 36 referencing faculty professional development regarding culturally responsive curriculum and pedagogy:

However, the grant ended at the end of the 2013-15 biennium and there is no follow up or ongoing technical assistance to help institutions implement their plans. Without sustained convening and coordination, the impact of state investments may have limited impact on the more complex systemic changes that are needed.

Concern Raised: There is also no comment on policy solutions or new legislation although it is hard to see how you get there without them.

P 41. The Advisory Group used recommendations (Appendix H) from the Equity Summit and stakeholder discussions to inform development of a 2016 Oregon Educator Equity Statewide Plan and proposed legislation for the 2017 legislative session to achieve systemic institutional changes to diversify Oregon’s educator workforce and enhance culturally responsive practices in schools.

At the meeting last week, we discussed elements of a legislative ask that will be presented to the Governor's Council on Educator Advancement at their next meeting.

Lindsey Capps has already received a copy of a draft legislative concept (we discussed this at the April meeting) and we are awaiting the draft that will be completed by staff in the Legislative Counsel's office.

I hope this addresses the concerns you have raised and I know that Karen and I would be glad to discuss these further.

Hilda

June 29, 2016

Armando

I would like to thank Hilda for such a lengthy and detailed response to your thoughtful considerations. I hope that this has answered your questions and concerns. I think you can see that we actually have been very busy in the last 2 years making progress towards a legislative ask and process for systemic institutional change that will result in adding teachers of color to our state. I appreciate your input and your passion. I hope you will continue to share that with us.

Karen Gray

June 29, 2016

Hilda's response raises many questions that cannot be addressed in an email dialogue. I suggest the rest of the advisory group is given access to my concerns and Hilda's response and that we discuss my concerns and those of others at our next meeting. Feel free to call me if you want to discuss my questions and concerns, my phone number is [360-546-2713](tel:360-546-2713).

Armando Laguardia

Potential Venues/Conferences for Spotighting 2016 Educator Equity Report

What	When	Who
Oregon Association for Colleges of Teacher Education	Nov 2 nd	
TSPC-Teacher Standards and Practices Commission	Nov 3 rd	Hilda and ?
OSBA-Oregon School Boards Association	Nov 11 1 PM Portland Marriott	Karen
COSA-Oregon Association of Central Office Administrators Oregon Association of School Executives	Jan 26-28 Gleneden Beach	Karen and Hilda
OALA-Oregon Association of Latino Administrators	Feb?? Need a contact	
COSA State English Learners Alliance Conference	March 8 – 10 Eugene	
ORATE-Oregon Association of Teacher Educators	March 17 th University of Portland	
COSA Summer Institute	June 21-23 Seaside	Hilda to talk with Craig
Oregon Advocacy Commission	Emailed Lucy twice	
State Board	Emailed Jessica twice	Karen
Coalition for Quality Teaching and Learning	Emailed Colin twice	
African American Student work group	Emailed Kendra twice	
Government to Government	Emailed April	Possibly Dec 2nd
OLN-Oregon Leadership Network	Nov 4 th Fall Conference Rob to send proposal	
HECC-Higher Education Coordinating Commission	Emailed Veronica	

Oregon Educator Equity Advisory Group (OEEAG) 2015-16 Work Plan Update

In August 2015, members of the Oregon Educator Equity Advisory Group met to define their goals and action steps. This document will be used to fully develop and track progress on approved action steps for the 2015-16 year.

Goal 1 Develop annual state report on progress and disseminate widely.

#	Action Step	Who	Timeline	Status
1	Disseminate 2015 report with legislators, Tribal Education Cluster at board mtgs and w/associations, advocacy groups, and researchers	All OEEAG members Hilda- coordinate calendar	Sept – Feb 16	Completed and distributed
2	Develop fact sheets and infographic based on 2015 report	Chief Education Office staff and all OEEAG members	Sept – Nov 2015	Completed and distributed
3	Develop a state website focused on Educator Diversity to drive action and develop/post video clips and testimonials	Chief Education staff Mambo Media (use ones from TeachInOregon.gov) Also Brooke	Sept 2015	Rudimentary webspace on CEEdO—per public mtg law
4	Make projections on # of candidates needed and the estimated date to reach the target based on current rates	Karen, Armando, Hilda, Keith	March 2016	Completed, reviewed and incorporated into 2016 Rpt.
5	Update review of literature for teachers of color on impact of students (could become it's own fact sheet)	Rob L., Shadiin, Hilda	Winter 2016	Rev of Lit updated for 2016 Rpt.
6	Compile data for 2016 report and include guidance counselors and instructional assistants	Ed workforce data group	Spring 2016	New and required data collected and in 2016 Rpt.
7	Investigate effectiveness of current teacher retention reporting/feedback loop to Ed Prep programs	Ed workforce data group	Winter 2016	In discussion- requires changes at TSPC or ODE
8	Monitor and discuss proposed TSPC change and process for adding bi-lingual endorsement on any license	TSPC staff	By June 2016	Not yet brought to Advisory Group
9	Update study of licensed teachers of color	Hilda, Serena, Ann Curry-Stevens		Research team determined

				statistically flawed
10	Develop and review the next year's report and meet the required publication date	Members CEdO Staff		Completed on time
11	Share report with presidents (public, privates, and community colleges) School boards, Social Media (Linked in and Facebook page) COSA, OSPA, Gov to Gov, Tribal Leadership, Oregon Advocacy Commission, Coalitions for Communities of Color, OPANO, OALA, OEA—Send out to all	All OEEAG Members		Presentation given 15-16 Schedule of possible presentations for 2016-17 drafted

Goal 2 Develop and implement a state plan for recruiting, retaining, and supporting professional career pathways for culturally and linguistically diverse educators

Action Step	Who	Timeline	Proposed Metric
Draft and approve an Oregon plan that identifies systemic barriers and solutions/supports needed at each stage of a culturally and linguistically diverse educator's career trajectory and supports their continued progression successfully through the pipeline and beyond	Karen, Mary, Markisha, Serena, Hilda	Fall 16	State plan completed and approved by majority
Align plan with ODE American Indian Alaska Native Education State Plan and English Learners Strategic Plan and African American Plan	April, Shadiin, Sharlee, Martha, Ansellmo, Marisha	By Dec 2016	Initial consolidation completed
Identify key stakeholders and develop plan for engagement in adopting the plan	OEEAG--All	By Winter 2016	Not completed yet
Research and discuss potential of teacher associate licensure as a pathway for candidates of color and disseminate broadly	Teresa, Keith, Hilda, Joy, Bonnie	By Winter 2016	Not completed yet
Launch TeachInOregon.gov	Markisha and Hilda	Fall –	Website completed

website and track interest among potential educators who are culturally and linguistically		Spring 2016	and launched Google analytics applied
Identify most accurate means of updating/communicating state's highest job needs by fields and locations (including retirement trends by area)	Marsha, Joy, Bonnie, Mary, OSPA	By Winter 2016	Not completed
Research impact of HQT status on supply of bilingual educators and develop fact sheet	Martha and Hilda Janet B (ODE)	By Winter 2016	Not applicable now due to ESSA rules
Identify most promising practices emerging from TeachOregon and ODE projects and disseminate broadly	Markisha, April, Martha, Mary, Maria, Hilda		Incorporated into 2016 report

Goal 3 Advocate for Policies and Sustainable Funding to Implement Plan

Action Step	Who	Timeline	Proposed Metric
Identify legislative committee dates for sharing report	Rep Frederick, Karen, Hilda and OEEAG members	Fall 2015	Still needed
Invite presentations by Portland Teacher Program, PSU Bilingual Teacher Program, UO Sapsik'alá Project at OEEAG meetings to determine ongoing needs and supports	Karen, Hilda	Fall – Spring 2016	Each group presented at Ed Equity mtgs.
Host meeting with Ed Prep programs to review plans, and identify barriers, needs, and funding priorities needed to implement plans	Hilda, Karen, Erin Weeks-Earp, Mary, Maria, Robert	Spring 2016	Summit hosted and well attended. Recommendations fed into State Plan, 2016 report and Legislative asks
Identify needed levels of funding and develop legislative “asks” for plan developed in Goal 2		Spring 2016	Legislative concept drafted and recommendations shared with Council
Compile sample contract language and incentives used by districts to retain bilingual	Teresa, Mary, Bonnie, Marsha, Hilda, Morgan Allen, OEA		Initial reference to this in 2016 Rpt

educators			
Seek high level engagement from HECC on OEEAG	Karen and Hilda	Fall 2016	Veronica Dujon joined Equity Group
Compile research and conduct interviews w/staff from Indiana, Illinois, Florida, Tennessee Fellows Program and discuss w/OEEAG	Markisha, Armando, Robin, Hilda, Teresa	By Win 2016	Interviews completed, shared and included in 2016 Rpt. Used to draft Legislative Concept
Highlight barriers (fingerprinting) and calculate predicted financial needs for typical prospective teacher candidates of color including DACA students to complete teacher prep programs and develop a fact sheet	Maria, Robert, Hilda, Mary	By Sp 2016	Not yet completed
Draft funding request and vet with stakeholders prior to 2017-19 legislative session	OEEAG	By Fall 2016	Underway

Oregon Educator Equity Advisory Group (OEEAG) 2016-17 Work Plan Update

In August 2016, members of the Oregon Educator Equity Advisory Group met to define their goals and action steps. This document will be used to fully develop and track progress on approved action steps for the 2016-17 year.

Goal 1 Recruitment

#	Action Step	Who	Timeline	Proposed Metric
1	Provide seed funding to grow and expand partnership models like the Portland Teacher Program, TeachOregon, and Chemeketa Community Bilingual Pathway Program to provide improved avenues for Oregon's culturally and linguistically diverse high school graduates and educational assistants to pursue careers in education.			
2	Provide two year scholarships for all culturally linguistically diverse Oregon Promise students who are admitted to an educator preparation program with priority funding for bilingual candidates			
3				
4				

Goal 2 Preparation

#	Action Step	Who	Timeline	Proposed Metric
1	Convene faculty to align coursework between community colleges and four-year educator preparation programs to help student save time and money as they pursue a teaching license			
2				
3				

4				
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Goal 3 Hiring

#	Action Step	Who	Timeline	Proposed Metric
1	Annually collect and analyze recruitment pools, interview pools, and hiring data from Oregon’s public school districts to identify where racial disparities are occurring in the hiring stage.			
2				
3				
4				

Goal 4 Retention

#	Action Step	Who	Timeline	Proposed Metric
1	Fund trained mentors for the first two years of employment for all culturally and linguistically diverse teachers and administrators in Oregon			
2	Develop and use a statewide online survey to collect and analyze exit data for educators leaving the profession.			
3				
4				

Goal 5 At each stage

#	Action Step	Who	Timeline	Proposed Metric
1	Provide matching funds to districts, education service districts, and educator preparation programs willing to offer professional learning based on Learning Forward Standards on Anti-Bias Training for Hiring, Culturally Responsive Curriculum, Pedagogy and Inclusive			

	Practices offered by an approved provider, e.g. teacher leaders, districts, education service districts, universities, and community-based organizations whose work aligns with this objective			
2				
3				
4				