



Monica Beane
Carmen Caceda
April Campbell
Nakeia Daniels
Trent Danowski
Veronica Dujon
Teresa Ferrer
Rep. Lew Frederick
Jeanine Fukuda
Shadiin Garcia
Karen Gray, Chair
Randy Kamphaus
Joy Koenig
Armando Laguardia
Rob Larson
Cecelia Monto
Robert Nava
Brooke Nova
Hilda Rosselli
Markisha Smith
Serena Stoudamire-Wesley

Educator Equity Advisory Group

October 20, 2016

1:00pm – 3:00pm

Parkrose School District Board Room, 10636 NE Prescott St., Portland, OR 97220

Call-In Information (888) 557-8511

Access code: 5579138#

AGENDA

- 1) **Welcome, Roll Call, and Agenda Overview—Chair Karen Gray**
 - a. Update on membership
 - b. Upcoming topics:
 - i. TeachOregon Program Report
 - ii. Oregon Association of Latino Administrators
- 2) **Approval of notes from September 15th meeting—Chair Karen Gray**
- 3) **Updated List of Presentations for 2016 Report-Hilda Rosselli**
 - a. Draft slides and log for presentations
- 4) **Advisory Group Sponsored Meetings**
 - a. **Community Convening- November 17th**
 - i. Anticipated outcomes
 - ii. Location and timeframe
 - iii. Format and Role of Advisory Group members
 - iv. Invite list
 - b. **Deans of Education programs - TBA**
 - i. Anticipated outcomes
 - ii. Location and Timeframe CEdO offices 10 to 11:30?
 - iii. Format
 - iv. Planning team (Veronica, Randy K, Monica, Hilda, Karen & Leif)
 - c. **Human Resource Directors -TBA**
- 5) **2016-17 Educator Equity State Plan-ALL**
- 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) **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 Jane Works at 503-373-1283 or by email at jane.works@state.or.us. Requests for accommodation should be made at least 48 hours in advance.



Oregon Educator Equity Advisory Group
September 15, 2016 – Education Northwest
Room 5G/5H

Attending:

√	NAME				
X	Carmen Caceda	X	Nakeia Daniels	X	Joy Koenig – BY PHONE
X	Cecelia Monto	X	Karen Gray	X	Trent Danowski – BY PHONE
X	Teresa Ferrer	X	Hilda Rosselli		
X	Veronica Dujon	X	Dianna Engellman – BY PHONE		NON MEMBER ATTENDEES
X	Rep Lew Frederick	X	Shadiin Garcia – BY PHONE	X	Morgan Allen
X	Armando Laguardia	X	Markisha Smith – BY PHONE	X	Martha Martinez – BY PHONE

Agenda Item	Discussion Notes
Meeting Logistics	<p>The meeting convened at 1:00 p.m. Introductions were made in person and on the phone.</p> <p>Advisory Group Chair Karen Gray introduced Morgan Allen, the Deputy Executive Director of Policy and Advocacy from the Confederation of Oregon School Administrators (COSA), who came to learn more about the group’s work and recommendations. Morgan conveyed COSA’s support for educator equity recommendations in recruiting and retaining more teachers and administrators of color.</p>
1) Opening Remarks and Opening Reading	<p>Karen introduced the Opening Reading, “Where Are All the Black Male Teachers?” by B. Denise Hawkins.</p> <p>Observations from the group included the need for existing black male teachers to have robust support networks, such as those mentioned in the article, to ensure teachers do not feel isolated and alone. Nakeia brought up the fact that it is so common not to see black male teachers that their lack in schools doesn’t even register for most people; her son is a junior in high school and has never had a black male teacher, which is a realization she had not previously made. Other group members shared recollections of black male teachers in their own schooling or their children’s schooling, and it was noted that many of these black male teachers were individuals trained outside of the United States.</p> <p>Rep Fredericks shared that he had multiple black male teachers growing up in Louisiana and Georgia in a segregated school system, and there was a sense of respect for those teachers that does not exist anymore. Armando added that once schools were desegregated many of the black teachers were let go in favor of white teachers, as is described in the book <i>A Class of Their Own</i>, (https://www.amazon.com/Class-Their-Own-Teachers-Segregated/dp/0674023072).</p> <p>Dianna noted the article stated that some black students were calling black male teachers “dad,” which illustrates the added responsibilities imposed upon black male teachers. Markisha referenced the article, “Why Black Men Quit Teaching” by Christopher Emdin (http://www.nytimes.com/2016/08/28/opinion/sunday/why-black-men-quit-teaching.html?_r=1) which discusses the pressure on black male teachers to be disciplinarians as well as role models. Shadiin added that this highlights the need for leaders and administrators to understand the cultural context of those</p>

they hire. Simply hiring a teacher to check a box is not enough, schools need to recognize teachers of color are seen as role models, and provide them additional supports.

Armando stated that teachers of color do grow weary of being “the symbol” for their group. Karen shared that is why Parkrose has instituted Affinity Groups for teachers of color in their district to meet and discuss what barriers they face and what they need. However, the flip side, as Teresa added, is outside parties question the need for affinity groups – why are teachers of color so important? Why can’t I go to their meeting? It is seen as a win/lose situation.

Rep Fredericks reiterated the importance of conducting an exit interview for teachers of color who do leave the school system to assess what issues they face. Teresa added that it would need to be conducted by a 3rd party, such as a related community organization, other than the school district, in order to get honest results.

Hilda agreed that community organizations could be involved in not only exit interviews, but as partners in assisting educators of color. The idea was proposed to invite members of community groups of color to attend one of our meetings, or a delegate from the Educator Equity Group could attend one of their meetings to discuss the goals of the Educator Equity Group and offer feedback since this work directly impacts them. Armando expressed support for this idea, and suggested inviting deans of colleges of education to one of our meetings for similar reasons would be beneficial. **ADD THESE TWO PROPOSED DISCUSSIONS TO THE WORK PLAN.**

3) Review correspondence received regarding Ed Equity Report

The group reviewed correspondence between Armando, Hilda, and Karen regarding the Ed Equity Report.

Armando shared his observations regarding the Ed Equity Report that equity work has been a topic for quite some time, but very few accomplishments have been made. Not enough urgency is given to these matters by legislators. Once the Oregon Minority Teacher Act expired, its predecessor was not as direct and resulted in a step back in the progress that was made. Karen agreed that concrete programs need to be identified, funded, and implemented, such as tuition waivers or repayment assistance for people of color in degree programs to become educators.

Cecelia and Carmen brought up the progress on their work with partnerships between Chemeketa Community College and Western Oregon University – teachers in training are starting their education at Chemeketa and then transferring to Western to finish their degrees. The model is starting to emerge and they have been convening to share and promote the program. Additional funding has been leveraged through Oregon Promise. The program is funded for 4 years while they are investigating other funding sources. Presentations of the program have generated interest among people of color inspired to return to school to become teachers.

Hilda and Shadiin noted there are around 300 students of color currently in a pathway to be licensed within 2-3 years. Shadiin shared that Chalkboard’s initial data on this topic, as well as student assessment data is coming out in October. She will share it with the group when the full report is ready. **ADD TO THE NEXT AGENDA.**

<p>4) Presentations of the 2016 Educator Equity Report</p> <ul style="list-style-type: none"> a. Upcoming meetings b. Others to whom the report should be emailed <p>ACTION ITEMS:</p> <ul style="list-style-type: none"> • DUE by Wed. Sept. 20th: Group members to notify Hilda by email which meetings they are able to attend, and/or help present the Ed Equity Report. • DUE by Fri. Sept. 23rd: Group members to send Hilda names and contact info for community leaders or individuals they wish to invite to a convening to share 2016 Educator Equity Report findings and to vet our Advisory Group's recommendations and work plan. 	<p>Karen reviewed the potential venues or conferences for spotlighting the 2016 Educator Equity Report</p> <p>Shadiin inquired about the goal in dissemination of the report? The groups identified are the usual suspects of agencies we commonly work with. People who are most impacted by this endeavor should be included, such as the Coalition of Communities of Color, the OR Native American Association, etc. Hilda agreed that we need to reach out to as many groups as we can to weigh in on the report and to be made aware of proposed legislation. ADD NAMES TO VENUE LIST.</p> <p>As discussed earlier, Armando proposed we invite associations to a meeting to give feedback on the Educator Equity Report and proposed legislative concepts. The group agreed that more support translates to a stronger voice at the legislature. Hilda identified that the current bill is with the Legislative Counsel's office and will be included in recommendations proposed by the Council of Educator Advancement to the Governor.</p> <p>Martha mentioned that bilingual immersion educators she works with are extremely interested in equity work and would love to be a part of the discussion regarding legislative policy.</p> <p>Hilda asked all group members to send names and contact info for community leaders or individuals they wish to invite to a discussion of the work of the Educator Equity Group and ask what they need to support their organization and input on legislation.</p> <p>Multiple members volunteered to present at the meetings identified on the list, Hilda encouraged all to identify a specific meeting date / group for which they are willing to present.</p>
<p>5) Review the 2015-16 Educator Equity Advisory Group Action Plan</p> <ul style="list-style-type: none"> a. Celebrate completed actions b. Identify carry over tasks to the upcoming year 	<p>Karen spoke briefly to highlight the 2015-16 accomplishments of the group, key of which was the 2016 Educator Equity Report.</p>
<p>6) Discuss Educator Equity State Plan</p> <ul style="list-style-type: none"> a. Identity action steps for 2016-17 Action Plan b. Identity work group members by task c. Summarize next steps 	<p>Being short on time, Hilda briefly identified significant points related to each of the groups goals:</p> <p>Goal 1: Recruitment – This is being addressed by the legislative package that it going forward.</p> <p>Goal 2: Preparation – Grow your own programs have been emerging, such as the partnership with Chemeketa and Western.</p> <p>Goal 3: Hiring – This is an area we have little influence over. Hilda proposed a meeting with Karen, Bonnie and Dawn Strong, the Human Resources Director at Multnomah ESD, to discuss strategies hiring officials use to ensure diversified recruitments.</p> <p>Goal 4: Retention – This is being addressed by proposed legislation.</p> <p>Goal 5: At Each Stage - Council for Educator Advancement is primary on promoting these concepts.</p>
<p>Jane Works, Scribe</p>	

Revised Tuesday, October 18, 2016

**Potential Conversations and/or Presentations for Discussion 2016 Educator Equity
Report Findings, Recommendations, Advocacy Asks and Action Steps**

What	When	Who
Coalition for Quality Teaching and Learning	Sept 13 --Completed	Hilda, Monica
HECC-Higher Education Coordinating Commission	October 12 1:30 – 2:00 By phone--	Veronica, Hilda, Mark Girod, Belen, Armando,
Teaching with Purpose Annual Conference	Oct 14-15 Park Rose Middle School No presentation scheduled	Several will be in attendance
State Board of Education	Oct 20-10:30 AM ODE Board Room, Salem	Karen, Hilda, and Markisha
9th Annual Northwest Conference on Teaching for Social Justice	Oct 29 —Missed Proposal Date Madison HS, Portland Contact: ?????	????
Oregon School Personnel Association	Oct 31st -rescheduled to Annual Conference in April	Hilda, Karen, Cecelia?
Oregon Association for Colleges of Teacher Education	Nov 2 nd TBA	Hilda, Randy?, Robert N?, Carmen?
TSPC-Teacher Standards and Practices Commission	Nov 3 rd	Hilda, Teresa, ?
OLN-Oregon Leadership Network	Nov 4 th Fall Conference Proposal submitted--	Hilda and ??? Need presenters
HB 2016 Workgroup	Rescheduled from Sept to Nov 4 Salem	Markisha, Karen
OSBA-Oregon School Boards Association	Nov 11 1 PM Portland Marriott	Karen and ?
Southwestern Community College	Inclusion and Diversity Consortium of Oregon's Community Colleges Nov 18th	Hilda, ????
Government to Government	Dec 2 nd -pending agenda	April, Hilda
OSPA Board Members - Oregon School Personnel Association	Jan 24	Hilda, Karen
COSA-Oregon Association of Central Office Administrators Oregon Association of School Executives	Jan 26-28 Glenden Beach	Karen and Hilda
OALA-Oregon Association of Latino Administrators	Feb 10-11 Univ of Oregon Sarita Amaya: info@oala.info	Brooke? Robert Nava?

Revised Tuesday, October 18, 2016

COSA State English Learners Alliance Conference	March 8 – 10 Eugene	????
ORATE-Oregon Association of Teacher Educators	March 17 th University of Portland	Proposal Due 12/1 Cecelia, Carmen, Hilda
Oregon Indian Education Association	April 20-21, 2017 Southern Oregon Contact: Dr. Brook Colley colleyb@sou.edu	April, ?
Oregon School Personnel Association	Annual Conf. at Eagle Crest, Bend April 23-25	Hilda, Karen, Cecelia?
COSA Summer Institute	June 21-23 Seaside	Hilda to talk with Craig
Oregon American Indian Education Conference	Spring TBA	April, ????
Oregon Advocacy Commission	TBA Contact: Lucy Baker	Hilda, ????
Bilingual Educator Coordinators Meeting	Contact: Martha Martinez	Karen, ?
Coalition for Communities of Color Conversation with staff?	Contact: Julia Meir Julia@coalitioncommunitiescolor.org.	???
Oregon Student Association Conversation with staff	Contact: Lamar Wise Lamar[AT] orstudents.org	



July 2016



2016 Oregon Educator Equity Report

In accordance with Senate Bill 755 and HB 3375

CONTRIBUTING AGENCIES



With great appreciation to:

Oregon Educator Equity Advisory Group, the Oregon Educator Workforce Data Team, and the following individuals who provided significant assistance in compiling the report.

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Executive Summary

Student diversity in 31 of Oregon’s school districts—ranges between 40 to 82 percent of the K-12 student body.

Four school districts have a gap of more than 60 percentage points between the racial/ethnic diversity of student and that of teachers.

By law, the Chief Education Office (CEdO), the Higher Education Coordinating Commission (HECC), the Oregon Department of Education (ODE), and the Teacher Standards and Practices Commission (TSPC) are required to jointly create an annual report on the Educators Equity Act. During the 2016 session, the Legislature passed House Bill 4033 to advance the purposes of the Educators Equity Act, to improve the cultural competence of educators and to ensure educators are trained in culturally relevant educational practices.

The 2016 Educator Equity Report includes a summary of: most recently available data on diversity in Oregon’s Educator workforce; promising practices for recruiting, preparing, hiring and retaining culturally and linguistically diverse educators; plans being implemented by public teacher education programs; and recommendations for achieving an educator workforce that more closely mirrors Oregon’s K-12 student demographics.

In 2015-16 there were 576,407 K-12 students enrolled in Oregon’s public schools. Of these students, 210,814 (36.6 percent) were students of color. However, student diversity in 31 of Oregon’s school districts—ranges between 40 to 82 percent

of the K-12 student body. Detailed analyses on data from each of the 31 districts are included in the report’s appendices.

Nationally, less than one in five U.S. public school teachers—18 percent—are individuals of color, while approximately half—49 percent—of public elementary and secondary school students are individuals of color. In Oregon, less than one in ten public school teachers in Oregon—9.2 percent (3,059)—were individuals of color, while more than one third—36.6 percent (210,814) of Oregon public school students are individuals of color.

Significant disparities between the diversity of students and educators continue to exist in nearly all of the districts that have more than 40 percent students of color. Four school districts have a gap of more than 60 percentage points between the racial/ethnic diversity of student and that of teachers. The lowest disparities among the selected high-diversity districts are in Portland (25 percent), Forest Grove (30 percent), Tigard-Tualatin (30 percent), Dayton (32 percent), Phoenix-Talent (33 percent), Gresham-Barlow (34 percent), Beaverton (38 percent), Salem-Keizer (38 percent), and North Wasco County (39 percent).

2015-16	Number	Percent
Culturally and Linguistically Diverse Students	210,814	36.6 percent
Culturally and Linguistically Diverse Teachers	3,059	10.2 percent
Culturally and Linguistically Diverse Administrators	226	10.9 percent
Culturally and Linguistically Diverse Guidance Counselors	166	14 percent
Culturally and Linguistically Diverse Educational Assistants	2,260	16.98 percent

New to the report this year are data on the racial diversity of Oregon’s educational assistants and guidance counselors. Of the 1,185 guidance counselors employed in Oregon public K-12 schools in 2015-16, 166 (14 percent) are racially/ethnically diverse. In 2015-16 there were 2,260 educational assistants of color in Oregon school districts, 16.98 percent of the 13,302 assistants employed. One out of every four educational assistants that a student encounters is a person of color; yet less than 1 in 10 of Oregon’s teachers are likely to be a teacher of color. Although not all educational assistants desire to be teachers, these individuals represent an asset for schools and a potential talent pool of diverse individuals for future educators.



third of that goal. Of the 257 candidates completing a public or private Commission-approved administrator preparation program, 22 or 8.56 percent are candidates of color.

Recruiting and preparing educators of color is only part of the equation. Hiring and retention of educators of color is equally important. This year the Educator Equity Advisory Group discussed typical educator hiring processes and researched various types of professional development focused on bias-awareness that have helped districts’ hiring teams reduce both explicit and implicit sources of bias based on stereotypes and attitudes. Recommended resources are included in [Appendix E](#).

Programs like the Aspiring Administrator Program co-sponsored by the Oregon Association of Latino Administrators and the Confederation of School Administrators are providing culturally diverse mentors and helping prepare the next generation of school leaders with skills needed to close opportunity gaps in schools and address the needs of English Language Learners. Programs like these also work with leaders to amplify the strengths of students and their communities.

Hiring Trends

The data show that Oregon has increased the number of racially and linguistically

One out of every four educational assistants that a student encounters is a person of color; yet less than 1 in 10 of Oregon’s teachers are likely to be a teacher of color.

“Educational Assistants often bring decades of classroom experience; this career should be recognized as a stepping stone towards becoming a teacher.”

Cecelia Monto, Dean, Education & Evening/Weekend Programs
Chemeketa Community College

If educator preparation programs were able to graduate candidates who mirrored the demographics of Oregon’s graduating high school students, the pool of candidates for hire should be over 31 percent racially and linguistically diverse. However, the percent of 2014-15 teacher candidates completing a public, private non-profit or for-profit educator preparation programs 10.34 percent, approximately one third of that goal.

Educator Preparation

As of the most recent data collection, there were 386 racially diverse teacher candidates enrolled in Oregon’s 17 teaching preparation programs, an increase for the second year (54 more than last year and 116 more than in 2012-13). While this increase is encouraging, it is a relatively small improvement relative to existing gaps between educators and students. Due to a number of new high school level teacher cadet programs, community college pathways, and district/university partnerships that have been initiated recently, an increase in racially diverse candidates enrolling and completing educator preparation programs is anticipated within the next one to three years.

If educator preparation programs were able to graduate candidates who mirrored the demographics of Oregon’s graduating high school students, the pool of candidates for hire should be over 31 percent racially and linguistically diverse. However, the percent of 2014-15 teacher candidates completing a public, private non-profit or for-profit educator preparation programs is 10.34 percent, approximately one

diverse teachers hired in Oregon public schools by 667 since 2011-12. However, as districts hire more teachers in general, this represents only a 1.27 percent point gain (from 8.9% to 10.17 percent) in the percentage of teachers of color within the workforce.

Racially and/or Linguistically Diverse Teachers Employed in Oregon Public Schools

The data show that Oregon has increased the number of racially and linguistically diverse teachers hired in Oregon public schools by 667 since 2011-12. However, as districts hire more teachers in general, this represents only a 1.27 percent point gain (from 8.9 to 10.17 percent) in the percentage of teachers of color within the workforce.

	2011-12	2012-13	2013-14	2014-15
Teachers (Non-White)	2,392	2,344	2,403	3,059
All Teachers	26,873	26,442	26,749	30,059

Source: ODE Fall Staff Position Collection

Oregon saw an increase in the percentage of administrators of color in the state's Oregon Mentoring Program, suggesting that some districts are making progress in hiring and supporting administrators that better represent their student populations.

- In 2013-2014 19 percent of the 103 administrators in the mentoring program were administrators of color, which is a higher percentage than administrators of color in the state (12 percent).
- In 2014-2015 18 percent of the 78 administrators in the mentoring program were administrators of color, which is a higher percentage than administrators of color in the state (10 percent).

All educators must be prepared to effectively address issues of social justice, racism, and privilege and to embed culturally responsive curriculum into their lesson planning and discussions.

Promising Practices



Oregon is taking steps towards improving the diversity of its educator workforce. For example, the state's new [TeachInOregon](#) website is accessible in English and Spanish and offers clear information and resources about becoming a teacher and short videos featuring some of Oregon's teachers of color.

Cadet programs, designed to attract young people to the teacher profession, have continued to expand at the middle and high school levels. School districts, community colleges, and universities are partnering to offer early educational experiences and transferable dual credit courses accepted in an educator preparation program. Community colleges are creating pathways for individuals who intentionally start first at a two-year college before transferring to a four-year teacher preparation program. Within the partnerships developed through TeachOregon, 130 candidates (75 percent of whom are culturally diverse) are enrolled in teacher pathway programs at a community college level where they benefit from financial and advising support to ensure a smooth college transfer.

Alignment with State and Federal Plans

At the preparation level, per Senate Bill 3375, every public educator preparation program prepared a report this year for their respective institutional board that outlined goals, strategies and timelines for increasing the diversity of their education candidates. Highlights from these reports were also approved by the Higher Education Coordinating Commission and included in this report. The universities' plans demonstrate that a commitment to diversity is not only about recruiting more diverse educators to teach in schools but a commitment to refining the educator preparation curriculum and experiences so that all candidates are prepared to be culturally responsive. This is critical in Oregon, especially in light of disparity gaps related to discipline, achievement, attendance and other student measures.



staff, and policy leaders listened as culturally and linguistically diverse educators shared their experiences and highlighted needed changes.

Several districts are more intentionally networking with prospective candidates long before they graduate, making commitments to interview and even commitments to hire based on candidates successfully fulfilling all preparation program and licensure requirements.

A Potential Financial Assistance Mechanism for Undergraduate Teacher Candidates

The Educator Equity Advisory Group received updates this year from various workgroups that have similar goals, including those involved with the Oregon American Indian / Alaska Native Education State Plan, African American/Black Student Success Plan, English Learners State Strategic Plan, and Oregon's Federal Plan for Equitable Access to Excellent Educators to identify areas of alignment around educator diversity can result in systemic institutional change. The group sponsored an equity summit at which educator preparation faculty, staff, and students as well as school and district

One of the most persistent barriers for any student, and particularly first generation students, is the cost of a college degree. Research reviews and interviews were conducted to identify characteristics of five different state-funded scholarships that helped frame recommendations on how to leverage existing financial resources such as PELL Grants, Oregon Opportunity Grant, and the Oregon Promise. As shown below, a two-year scholarship for transfer students entering education preparation programs would help fill a key financial gap for many candidates for whom college is still an overwhelming financial burden.



Recommendations

Although the percentage of teachers of color has almost doubled since 2005 (4.8 percent), the gap is still not closing as the diversity of Oregon's student body increases at almost one percentage point each year. The Educator Equity Advisory Group has created a series of recommendations with significant stakeholder input in the form of an Educator Equity Statewide Plan (see page 9).



To achieve the strategic plan's objectives, the Educator Equity Advisory Group has provided recommendations for potential legislation to the Governor's Council for Educator Advancement that include the following:

- 1) State funded scholarships and stipends for culturally and linguistically diverse Oregon Promise students seeking to become teachers
- 2) State funded mentors for two years for every teacher hired in an Oregon School along with supports that connect and retain culturally and linguistically diverse teachers.
- 3) Seed funding for a phased-in expansion of university/district partnerships in communities where students of color exceed 40 percent of the student population
- 4) Coordination of plans with partners from each equity-focused state plan work group and regular reporting to the Legislature via future Educator Equity Reports.

A full copy of the Report and Appendices can be accessed at:

education.oregon.gov/educator-diversity

2016 Oregon Educator Equity Statewide Plan

VISION

Oregon values the racial diversity of students in Oregon by creating pathways to increase cultural and linguistic diversity in the educator workforce employed in Oregon schools and by assisting all educators in becoming more culturally responsive.

GOAL

“Grow Your Own” partnerships involving districts and preparation programs are expanded with funding to focus first on districts serving 40 percent or higher students of color.

OBJECTIVES

- 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 CEEdO)
 - 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, CEEdO)
- 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 CEEdO)
- 3) Hiring: Annually collect and analyze data by race and gender on recruitment/applicant 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 CEEdO)
- 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 CEEdO)
- 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)



You are invited...
A Community Conversation
About Diversifying Oregon's
Educator Workforce



- Examine findings on Oregon's progress in diversifying the educator workforce
- Provide feedback on recommendations and an action plan developed by the Oregon Educator Equity Advisory Group
- Plan advocacy efforts to promote legislation and funding to support the effort

Who will
be my
teacher?

When: Thursday, November 17, 2016

Time: 1 to 3 PM

Location: Parkrose Middle School Media Center
11800 NE Shaver St, Portland, OR 97220

RSVP: Call 503-373-1283 or email jane.works@state.or.us
by Thursday, November 10, 2016

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	Explore how best to 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	NEW Convene a small group of HR directors from diverse districts to explore barriers and solutions.			
3				
4				

Goal 4 Retention

#	Action Step	Who	Timeline	Proposed Metric
1	Fund trained mentors for the first two years of employment for all teachers and administrators in Oregon			
2	NEW Define models that provide continued networking and retention support for culturally and linguistically candidates who have been recently hired			
3	Develop and use a statewide online survey to collect and analyze exit data for educators leaving the profession.			
4				

Goal 5 At each stage

#	Action Step	Who	Timeline	Proposed Metric
1	REVISED Raise awareness among districts, education			

	<p>service districts, and educator preparation programs 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</p>			
2				
3				
4				