



April Campbell
Nakeia Daniels
Veronica Dujon
Teresa Ferrer
Sen. Lew Frederick
Jeanine Fukuda
Karen Gray, Chair
Rob Larson
Rep. Teresa Alonzo-Leon
Marvin Lynn
Cecelia Monto
Rhonda Nese
Gustavo Olvera
Erin Prince
Cynthia Richardson
Tony Rosilez
Hilda Rosselli
Carlos Sequeira
Markisha Smith
Maria Dantas-Whitney

Educator Equity Advisory Group

May 31, 2018

10:00 AM – 1:00 pm **(NEW TIME)**

RM 250-251, 2nd Floor, Public Services Building, Salem OR 97301

Call-In Information (888) 557-8511

Access code: 5579138#

IN THE NEWS

Special Issue of Educational Leadership Magazine:

http://www.ascd.org/publications/educational-leadership/may18/vol75/num08/toc.aspx?utm_source=marketing&utm_medium=email&utm_campaign=el-newissue-may18-email-050418

The PUERTA Project at Sonoma State University

<http://web.sonoma.edu/education/puerta/index.html>

Montana Rural Educator Recruitment and Retention Taskforce. <https://mus.edu/K-12/Rural-Educator-Whitepaper.pdf>

Interview with TSPC Commissioner Marty Perez [https://mmt.org/news/spotlight-male-latino-educators-marty-perez?utm_source=Meyer+Memorial+Trust+Newsletter&utm_campaign=a288d4f93b-EE_May_2018_newsletter&utm_medium=email&utm_term=0_52f3d70689-a288d4f93b-454114133&ct=t\(EE_May_2018_newsletter\)&goal=0_52f3d70689-a288d4f93b-454114133&mc_cid=a288d4f93b&mc_eid=3136fa63bd](https://mmt.org/news/spotlight-male-latino-educators-marty-perez?utm_source=Meyer+Memorial+Trust+Newsletter&utm_campaign=a288d4f93b-EE_May_2018_newsletter&utm_medium=email&utm_term=0_52f3d70689-a288d4f93b-454114133&ct=t(EE_May_2018_newsletter)&goal=0_52f3d70689-a288d4f93b-454114133&mc_cid=a288d4f93b&mc_eid=3136fa63bd)

Oregon Public University EPP Equity Plans.

[http://www.oregon.gov/highered/about/Documents/Commission/COMMISSION/2018/04_May%202018/9.1a%20Educator%20Equity%20Plans%20of%20from%20Oregon%27s%20Public%20Colleges%20of%20Education%20\[without%20cover%20page%20klh\].pdf](http://www.oregon.gov/highered/about/Documents/Commission/COMMISSION/2018/04_May%202018/9.1a%20Educator%20Equity%20Plans%20of%20from%20Oregon%27s%20Public%20Colleges%20of%20Education%20[without%20cover%20page%20klh].pdf)

AGENDA

- 1) Welcome and Overview of Agenda—Karen Gray (5 min)
- 2) Approval of April 19th meeting notes—All (3 min) (Handout)
- 3) Update on COSA work group—Karen Gray (5 min) (Handout)
- 4) Update on TSPC work group – Tony Rosilez (5 min)
- 5) Update on Educator Advancement Council—Hilda Rosselli (3 min) (Handout)

- 6) Update on the Oregon Teacher Scholars Program—Hilda Rosselli, Cynthia Richardson, Cecelia Monto (5 min)**
- 7) Next step for Equity Plan Teams Convening on April 27th**
 - a. Poster notes with affinity dots (Handout)**
 - b. Draft letter to COSA (10 min)**
- 8) Next step Educator Workforce Supply and Demand Event (3 min)**
- 9) Review of 2018 Oregon Educator Equity Report—All (60 Minutes)**
- 10) Check in: Members' conversation with local community of color—ALL (20 min)**
- 11) Planning for the August 23rd 2018 Summer Retreat—Karen Gray (10 min)**
- 12) September 27th COSA Equity Summit—Cynthia Richardson (5 min)**
- 13) Public Comment (10 minute)**
 - i) Members of the public wanting to give public testimony must sign in.*
 - ii) There will only be one speaker from each group.*
 - iii) Each individual speaker or group spokesman will have three (3) minutes.*
- 14) Review what you have committed to do—All**
- 15) With whom will you share today's discussion?—All**
- 16) 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 Angela Bluhm at 503-378-5152 or by email at Angela.Bluhm@state.or.us. Requests for accommodation should be made at least 48 hours in advance.



DRAFT NOTES

Attending: Marked with v

	Rep. Teresa Alonso-Leon		Rob Larson		VISITORS ATTENDEES
P	April Campbell	X	Marvin Lynn		
	Nakeia Daniels	X	Cecelia Monto	P	Annie Lee
X	Anthony Rosilez	P	Rhonda Nese	X	Helen Richardson
X	Maria Dantas Whitney		Gustavo Olvera	X	Cheryl Myers
	Veronica Dujon	P	Erin Prince		
X	Teresa Ferrer	X	Cynthia Richardson		
	Sen. Lew Frederick	X	Hilda Rosselli		
X	Jeanine Fukuda	X	Carlos Sequeira		
	Karen Gray, Chair	P	Markisha Smith		

Agenda Item	Discussion Notes
<p>Meeting Logistics</p> <p>Agenda Item 1 Welcome and Overview of Agenda</p>	<p>Meeting convened at 1:01pm. 20 minutes of introductions were made for those attending in person, those on the phone and those who were guests at the meeting.</p> <p>Karen passed out an article titled “10 Things Every White Teacher Should Know When Talking About Race” and gave the group 5 minutes to scan the article. Members shared their impressions of the article. Karen shared a resource that all Parkrose staff watched “I’m Not a Racist Am I,” a clip is available on youtube.</p>
<p>Agenda Item 2 Approval of February 22 meeting notes</p>	<p>Karen asked folks to review minutes for approval. Cecelia motioned to approve the minutes Marvin seconded. All in favor, no nays. Minutes are approved.</p>
<p>Agenda Item 3 Update on COSA work group</p> <p>Action Item: Hilda will send out a list of COSA 1st round of data points.</p>	<p>Karen asked who all is on the COSA workgroup and referenced the Roadmap in the packet. COSA is looking at how Oregon can recruit hire and retain teachers of color. Karen and Hilda shared additional data points with the COSA education workgroup which is still in the learning phase.</p> <p>Hilda called the group’s attention to the sheet following the minutes, published by the ODE Office of Accountability, Research and Information Services in 2017. The first page shows that Elementary level students are least likely to have a teacher of their same race/ethnicity. The group discussed the shortfalls of one idea that was raised in response at the COSA workgroup: adding more teachers of color in arts and pe which is not a solution.</p> <p>Anthony shared developing students to be leaders is most powerful. Support for this work needs support by principals and superintendents. And the State Board needs to support superintendents who support equity and inclusion.</p> <p>When Superintendents started this workgroup they invited people of color because of lack of diversity among Oregon Superintendents. We have 7 Superintendents of color in the State.</p>

	<p>Karen directed the group to another resource that was shared with the work group titled “Insights from PSU Bilingual Teacher Pathways” Marvin shared that the program has been around 19 years, graduated 400-500 teachers, and it is one of the major contributors to the production of Hispanic teachers in the state. The author, Espie de La Vega wanted to consider barriers and opportunities from a broad understanding of context at multiple levels including micro, meso, and macro system level issues that people face.</p> <p>Hilda emailed the group a document titled “Bilingual Teacher Pathway Program Response to COSA’s Request for Information” pieces of which will be added to the report.</p>
<p>Agenda Item 4 Update on Educator Advancement Council Action Item:</p>	<p>Hilda provided an overview of the Educator Advancement Council resulting from SB 182. In 2013 passed a bill that created a carve out of State School Fund to dedicate resources to support educators at various points along their continuum, it was known as the Network for Quality Teaching and Learning and it was funded approximately forty million dollars per biennium.</p> <p>Unfortunately, it created a series of competitive grants for which districts had to write proposals to access the funds creating siloed efforts rather than integrated efforts. It didn’t recognize the intention which was to elevate teacher voice in determining educator needs.</p> <p>In 2016 the Governor issued an Executive Order requesting there be a rethink on this and forming a Governor’s Council on Educator Advancement. They met for over a year and developed ten recommendations one of which was to rethink the way that the fund was overseen or facilitated, forming the basis of Senate Bill 252 which passed in 2017 session.</p> <p>Moved from the existing Governor’s council which was an advisory group to a full council. This required a very complex intergovernmental agreement because for the first time it was crossing agencies both state and government agencies, but also allowing public community based organizations, EPP’s and teachers to enter the voice and make decisions about this.</p> <p>Twenty-one members, it includes the education agency, an ESD, a school district as the local government that forms this intergovernmental agreement. Then it has lots of educator voice but also community organizations, tribal representation, non-profits. It’s really trying to pull in those voices of interest to really not have such a one sided view point. As a public body all meetings will be conducted in public. Next on May 2nd we hope will be first full council meeting to appoint the rest of the members. We will continue to keep you posted on this Council’s work.</p> <p>One of the things you need to be aware of, the Chief Education Office is listed as being sunseted in June 2019. Hilda noted that it is possible that the Educator Equity report could be assigned to another office. She has</p>

	<p>alerted Lindsey to that with a strong recommendation that it should come under the auspices of the Educator Advancement Council. We will continue to push that forward.</p>
<p>Agenda Item 5 Next step for Equity Plan Teams Convening on April 27th a. Proposed Agenda b. Next Steps Action Item:</p>	<p>Karen – we had the alignment meeting bringing different folks together who represent the different equity plans in the state. Cheryl – you can see on the agenda are the groups specifically invited. We had very robust conversation.</p> <p>Equity advisory noted significant overlap in efforts by these various groups and that they weren't necessarily being brought together to discuss, that's what this meeting was about. Follow up meeting scheduled for April 27th. The group thanked Cheryl for facilitating!</p>
<p>Agenda Item 6 Debrief Educator Workforce Supply and Demand Event a. Results of survey b. Next Steps Action Item: Hilda will share better version of poll electronically Hilda needs volunteers early May to analyze the poll data</p>	<p>Hilda - you may recall at the very end when we had the tech glitch and we couldn't do the poll/survey we followed up and got about half of participants. The results are in your email now. What it allowed us to do is to started looking at areas of need that were rated highly. Three areas of need most urgent in Oregon and require immediate attention: graduation rates, internet for rural communities, prioritizing tech in schools, address racism.</p> <p>More of the poll results were read to the group. And looked at Wordle on the overhead.</p> <p>Hilda – Thanked everyone who took notes for the group. I need help analyzing this data at a future date.</p> <p>Karen asked the group what are you thoughts from this supply and demand mini report?</p> <p>Unknown – Great first conversation. Spending too much time looking at data may not be time well spent. More importantly getting the big gist from people. What are the key areas they think we need to focus on.</p> <p>Hilda asked if anybody would like help on that exercise in May? Karen, Carlos, Jeannine, and Cynthia volunteered.</p>
<p>Agenda Item 7 Update on the Oregon Teacher Scholars Program Action Item:</p>	<p>Hilda – Thanked Cynthia and Cecelia for their service on the scholarship selection committee. 53 qualified individuals applied. 48 were selected who are currently admitted into programs. There will be a shorter phase 2 selection from those who already applied but would not be admitted until Fall. In total hope to award 68 scholarships. Planning to go back to legislature and request to double the fund.</p> <p>Hilda shared that she is working with Juan Baez, Executive Director of OSAC at the HECC to identify a program coordinator. Carmen Caceda had nominated a student who meets the needed qualifications. Hilda is hopeful that OSAC will be offering her a contract through HECC to provide coordination, cultural navigation and connecting of all the scholars.</p>
<p>Agenda Item 8 Draft outline for 2018 Oregon Educator Equity Report Action Item: Marvin will help Hilda with the glossary.</p>	<p>Hilda is recommending that formatting of the report change to look at each stage of impact, provide data, spotlights and recommendations. She offered up a format for the executive summary modeled after a report published in Tennessee. Noted that the glossary got left out last time and she will want help on that section.</p>

<p>Members send Hilda infrastructure write ups.</p> <p>Members need to get Hilda written feedback on any report drafts before May 31st meeting.</p>	<p>A chart will be developed to illustrate the growing number of partnerships. Marvin’s article will not published yet ut but he could get a short piece to Hilda by mid-May about framework for growing your own. The report will include an update on HB 2988 and the selection of education for one of the first unified statewide transfer agreements.</p> <p>All the raw data tables will be in the appendix. We’ll also have the teacher licensure data broken out by level of degree. I’m also going to try to break down the completers by content and endorsement area.</p> <p>The report will spotlight highlights of the most innovative ideas and results from the public university Equity Plans, an update on selection of Oregon teacher scholars, spotlight OSU Beaverton program and piece from Tony. Key takeaways we move to employment. Results from supply and demand.</p> <p>Jeanine will get Hilda a write up of specific challenges districts face when trying to hire.</p> <p>Hilda asked about the 3 year retention table should we run to 5 years? Members discussed and it was decided that Hilda will run 5 to see what it gives us.</p> <p>Hilda needs help finding every district that has an equity director. Maybe the ESD’s will have that info? Group discussed the challenges of getting a true number on that data point. What about highlighting districts with equity policies?</p> <p>Career advancement, teacher leaders, teacher voice in school improvement highlights followed by the data usually included in the appendices.</p> <p>Karen – When Hilda asks us to review this lets try to set aside time. Hilda – It has to be in hands of legislators July 1st. I will need input in writing.</p>
<p>Agenda Item 9 Check in on members’ conversation with local community of color</p> <p>Action Item: Hilda will ask Angela to resend group one page prompt.</p>	<p>Karen - we will review at last meeting.</p>
<p>Agenda Item 10 Planning for the 2018 Summer Retreat</p> <p>Action Item: Retreat date selected</p>	<p>Thursday, August 23rd 9am-2pm, meals provided, possibly at Western or PSU.</p> <p>Hilda discussed possible staffing changes...will keep the group updated on support for the OEEAG.</p>
<p>Agenda Item 11 Update on request for disaggregated race data</p> <p>Action Item: Next meeting check in with Tony about May 2nd.</p>	<p>Tony – shared plans for a public discussion about the barriers to education at the June TSPC meeting. Testing piece just one piece of it. He is forming a small work group of about a dozen people meeting on May 2nd to help fame the June discussion. This work group will narrow to key ideas we can get traction on. June commission meeting is in Newport.</p>

<p>Action Item: Hilda to connect with Tony about reference to this and LC in 2018 Educator Equity Report</p>	<p>18, 19, 20th of June in Newport.</p> <p>Tony shared that he has drafted a legislative concept for the 2019 legislative session is moving forward to request resources for educators to help address the cost barriers of testing.</p>
<p>Agenda Item 12 Public Comment Action Item:</p>	
<p>Agenda Item 13 Review what you have committed to do Action Item:</p>	
<p>Agenda Item 14 With whom will you share today's discussion? Action Item:</p>	
<p>Agenda Item 15 Adjourn Action Item: June 21st meeting rescheduled to 10am-1pm May 31st. Hilda/Angela will update invites.</p>	<p>Meeting was adjourned at 4:18pm. Hilda thanked everyone for being there.</p>

NEXT MEETING: (replacing June meeting) May 31st in Salem 10am-1pm (we will feed you lunch)
Andrea Stevenson, Scribe

DRAFT

**COSA Education Workforce Development Work Group
Assessing Potential Policy Proposals for 2019 Legislative Session**

Listed below are a variety of “ideas” that could improve Oregon’s ability to attract, prepare, hire, and retain a more diverse education workforce. They are not arranged in any particular order. Some are promising practices that can be implemented at a local level. Some require resources and would benefit from legislative action.

Top 3 for COSA Consideration	Long Term Impact/Sustainability	Potential for Policy Proposals	Ideas that resonate w/you	<p align="center"><i>Please make edits to these ideas to improve and refine as needed.</i></p>
				Develop a statewide marketing campaign elevating teaching as a profession
				Provide funding to guarantee that for all novice teachers and administrators can receive quality mentoring
				Develop a loan forgiveness/scholarship program for teacher candidates getting licensed in high need content areas
				Adopt and provide training on placement practices that give new teachers a strong start, e.g. limited number of preps, fully equipped classroom, paid early start, extra planning period
				Develop a loan forgiveness/scholarship program for teacher and administrator candidates agreeing to work in rural, remote areas or high poverty schools
				Expand high school teacher cadet programs that include dual credit classes and exposure to the profession
				Hire cultural navigators who support teacher candidates on their journey from recruitment through preparation to hiring
				Require pre-education credit transfer between community college and universities
				Increase the number of scholarships for racially or linguistically diverse teacher and administrator candidates that can help with test costs, tuition & fees, child care, etc.
				Create clear career pathways for more racially or linguistically diverse teachers to become administrators
				Enhance the skills of interview teams to address implicit bias and improve practices during the recruitment and hiring stages
				Provide support for teacher candidates to prepare for licensure tests
				Create career pathways for Instructional Assistants that include benefits and PT employment while they pursue teacher licensure

			Ideas that resonate w/you	<p style="text-align: center;"><i>Consider editing to make these even better and use the empty spaces to add your own.</i></p>
				Develop a statewide Education Career Pathway in HS offering courses through Career Technical Education that encourages students to consider a career in teaching
				Enhance teacher preparation programs to provide culturally relevant courses that are meaningful for preparing new teachers to be classroom ready
				Expand alternative pathway programs that can allow candidates to work in schools for pay while pursuing teacher licensure
				Develop school district/educator preparation partnerships that can focus on high priority workforce needs, recruitment/admission to programs, review of coursework, strengthening of clinical experiences, and improved hiring practices
				Provide incentives for communities to offer reduced housing costs or low interest rates for car loans, homes, etc. offered by local business to attract and retain educators in rural and remote communities
				Offer a course on social justice in high school that helps awaken the desire of more students to become educators
				Add an incentive in outcome based university budget model for education degree completers filling state's need for diversity and high need content areas
				Develop cohort models connecting bilingual candidates and teachers of color across programs and school districts offering systems of support
				Pilot a competency based educator licensure program that allows career changers to demonstrate skills from other

May 11, 2018



Oregon Educators: System Change from the Inside Out

With equity and educator voice at its core, the Educator Advancement Council (EAC) aims to connect public educators with the professional learning support needed to best serve students.

The EAC brings together educators, community leaders, and state officials to work on the best methods to ensure that professional learning, mentoring, and educator supports reaches all Oregon public educators.

The Challenge

Current state resources allocated for educator support have not reached teachers in an equitable manner.

- Due to limited state funds necessitating competition for resources, only 50% of school districts have received any Network for Quality Teaching and Learning funding over the last three biennia.
 - In the 2017-18 school year, only 17% of school districts received state mentoring grants for beginning teachers and administrators.
- In 2016-17, 37% percent of students in Oregon public schools identified as racially diverse while only 10.1% percent of teachers were racially diverse (as reported by the 2017 Oregon Educator Equity Report).

The Approach

Local educator networks will prioritize needs of their educators and leverage community resources.

- Eliminate competitive grants that limit school districts' accessibility to resources, especially small, rural, or remote school districts.
- Create opportunities for teacher voice and priorities to drive funding recommendations.
- Leverage resources so all educators have access.
- Attract and support more culturally and linguistically diverse educators into the workforce.

Get Involved

The EAC wants to hear from you! Oregon is a big state and the EAC is keenly aware of the importance of capturing multiple perspectives. As we launch this important effort, there will be updates and opportunities to engage.

- Sign up for updates and notices about upcoming public meetings: <http://education.oregon.gov/eac/>
- Submit an interest form to be considered for future council membership or advisory/work group participation: <http://education.oregon.gov/eac/>
- Learn more about the EAC or invite the EAC to visit your organization: cheryl.L.myers@oregonlearning.org or hilda.rosselli@oregonlearning.org

Governor’s Council on Educator Advancement Recommendations

The Educator Advancement Council’s foundation stems from 10 recommendations created by its predecessor, the Governor’s Council on Education Advancement.

1. Create and deepen partnerships between Pre-Kindergarten services, districts, community colleges, and universities to promote interest in the teaching profession, coordinate teacher and administrator preparation efforts, and share data sets needed to achieve a high-quality pool of licensed professionals.
2. Streamline career pathways into teaching and provide financial resources and supports to achieve an educator workforce in Oregon that is equity-driven and more reflective of Pre-Kindergarten–12 student demographics.
3. Support all novice teachers with induction and mentoring supports during their first two years.
4. Provide all novice school administrators with induction and mentoring supports during their first two years.
5. Require state and federally funded professional learning to be equity-driven, designed with practitioner involvement, and adhere to state adopted standards for professional learning.
6. Expand models statewide that engage teachers and administrators to co-design and implement professional learning to improve student outcomes.
7. Support a seamless system of professional learning linking Early Learning providers, including Early Learning Hubs, Head Start, Pre-Kindergarten programs, child-care providers, home visitors, and other early education services providers with the K–3 public school systems.
8. Ensure the voices of classroom teachers are included in decision making regarding professional learning priorities, educator supports, and policies impacting teachers at the school, district, region, and state levels.
9. Create opportunities to develop, enhance, and recognize teacher leadership.
10. Establish a statewide intergovernmental coalition to coordinate and connect regional networks in support of professional learning priorities, blending of funding sources, and management of innovation funds.

CURRENT DIRECTOR SEATS ON THE EDUCATOR ADVANCEMENT COUNCIL	
<ul style="list-style-type: none">• Three classroom teachers• Three additional K12 educators• K12 principal• School district superintendent• ESD superintendent• School board member• Educator Preparation dean• Early Learning professional	<ul style="list-style-type: none">• Oregon tribal representative• Four state education agency directors• Community-based organization• Professional education association• Nonprofit organization• Philanthropic organization• Two legislators (ex-officio)



DRAFT Notes from State Sponsored Equity Plan Work Groups Convening. Feb 22, 2018

Ingersoll—attrition issue. Missing support. Most often teaching in high need schools. Often lack support from administrators. Attrition is often losing senior teachers of color and replaced by less experienced white teachers. Qualitative study of six AA Male teachers. More likely to be advocates for students, less likely to expel them for trivial matters, more cultural traits to develop relationships with students, and more likely to use culturally responsive teaching strategies. Teachers of color in a role of authority are important for white students too. Did survey of recruitment strategies: partnerships between districts and community-based organizations.

Margherita Bianco—focuses on MS and HS students who want to become teachers. Diversity of the faculty and help white faculty develop skill sets. He might be interested in forming a cross institutional group around support for faculty.

Scholarships are important-need based as well as merit based.

Induction support. Professional development (often developed for white teachers) and part of a community. Need incentives for principals to attract and retain teachers of color.

PD for administrators to support teachers of color. Portland Teachers Program--130 teachers graduated and working in Oregon--\$500K. Also Bilingual Pathway and American Indian teacher preparation program.

Noted that Rowan University—Monica Sheeley—has had success recruiting AA male teachers connecting them with mentors along with academic supports and financial supports.

Cynthia shared that in Texas when oil prices dropped, the state added a new test that experienced teachers had to take and could lose their license. Examples were shared about student stories.

AA Student Plan—Joyce Harris and Shelaswau Crier

The plan includes the need to:

- Use a Grow your Own approach.
- Address the results of interviews of why teachers of color left or are not employed.
- Focus on students of color who are already here in the state.
- Work with administrators (preparation and PD) to know how to help teachers interact with students and how to interact with parents and community members.

Scott Butterfield--Pinch point—principals who are not hiring teachers of color. Need an appeal and an audience at COSA. A panel of teachers of color at their Summer Institute.

Hilda Rosselli shared that one of the three 2019 COSA workgroup legislative priorities is focused on the diversification and recruitment of the educator workforce.

American Indian/Native Alaskan Plan

- Leslie Riggs—shared that the 5% specified in their goal may need to be increased.
- Also referenced SB 13--45 lessons in all, five content areas. Working with EdNW (Shadiin Garcia).
- Need professional development on how to use the curriculum.

English Learner Plan

- Frank Caropelo - Focused on cultural is language and language is culture.
- Focusing on administrators knowledgeable in language acquisition and culturally responsive practices—creating pathways.

Ethnic Studies Work

- Group has been tasked to come up with recommendation by September.
- Critiqued current standards in social studies at their last meeting.
- Standards need to be specific and honor specific cultures.
- Right now, standards are too broad.
- Needs to be specific about aspects of race, sexuality, etc.
- Districts might say, they were not shown how to do this.
- Have to work with communities.
- Have to focus on societal oppressions and skewed perspectives.
- Shared experience of young teachers of color who can be tapped for leading some of the efforts locally.

Discussion that we don't have a common definition in Oregon of equity, culturally responsive pedagogy, social justice.

Need to consider role of ODE in setting state vision. Equity Unit is now looking at a larger equity plan.

Joyce added that the leadership to move this forward has not been there. Need to keep the pressure on to get the resources they need, fill the staff positions. When things get siloed in equity, lets others off the hook.

Terry Cross shared role of HECC—approving all new programs and degree modifications, approve tuition increases, credit for prior learning, student retention, credit transfer, certification, report to legislators, moving a strategic plan. He sees a synergy between plans of HECC and this group. Noted he rarely hears testimony from people of color at HECC meetings and invited this room to change that pattern.

Helen noted disconnect between Ethnic Studies and other content areas.

Helen noted that PD for teachers in her building...bias has to be unpacked.

Illinois developed a curriculum used in Chicago Public Schools in every subject area. Have to provide them with the resources and PD.

Biases in schools of education....candidates need this focus as well.

Marvin Lynn noted faculty are sharing they need help in professional development that can help support their work.

Joyce noted AA Student Success plan added folks from Early Learning and HECC. Also, noted who is responsible for helping on what tasks.

Given the time left, the group voted unanimously to meet again in April. Angela Bluhm will send out a doodle to everyone.

She will also send everyone the link to the Infographic. Please tell us what is missing. What your group can do to help inform our work?

We will reformat and send the "Poll Everywhere" questions to attendees through Survey Monkey and distribute the Eventbrite notice of the OEEAG Educator Recruitment Event in March.

Announcements—

Annalivia Palazzo-Angulo shared information on the Summer Language and Culture Institute developed by the Salem Keizer Coalition for Equality that has been offered to teachers in Salem Keizer.

Supporting African American/Black Students Success event at Chemeketa Community College Tuesday March 6, 2018. 6:30- 8:30 PM.

Helen Richardson shared Oregon Supreme Court Justice Adrienne Nelson will be speaking at North Salem High School Auditorium on February 27th at 1PM.

1 of 3 DIVERSIFYING THE WORKFORCE	Number indicates # of dots
Assets to Build Upon	Barriers
Resources for Anti-Bias interviewing protocols are being shared and used in some places (2)	Human Resource Committees need Anti-Bias training (1)
SB 13 Tribal History (3)	ORELA tests--some students still struggle (1)
Encourage diverse Educational Assistants of Color to continue their education and become teachers (1)	Students and communities don't feel like they belong (impacts desires and aspirations to enter the field) What are the defining moments in their experiences that make them feel they don't belong? (1)
Make what is written on paper actually happen (1)	Need to increase access to teacher prep programs for students of color (2)
Develop systems of support for people of color interested in becoming educators and school/district leaders i.e. OALA, Nike Mentoring, PTP (1)	Screening and interviewing protocols (2)
	Few individuals from diverse backgrounds have the necessary licensure and education to be hired (1)

27-Apr-18

Your Group's Debriefing

Identify common strategies across groups (1) (OOEAG)

Support teacher Professional Learning (1) (OEEAG)

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2 of 3 PATHWAY	Number indicates # of dots
Assets to Build Upon	Barriers
Implement Ethnic Studies (5)	Not including a diverse recruiting team to model an existing diverse multilevel staff (1)
100% of educators need to receive AI/AN culturally responsive training once a year (1)	
Encourage/demand community college-university partnerships-- especially to encourage under-represented candidates in teacher ed (1)	
TSPC look at multiple pathways (1)	

3 of 3 RETENTION	Number indicates # of dots
Assets	Barriers
Implementation of Ethnic Studies (1)	Few districts have developed retention incentives that are effective (2)
Early recruitment of students of color (Elem, MS, HS). General awareness of educator employment opportunities (2)	Teachers of color have to change cultural identity to "fit" school environment (2)
	Dual language teachers 1. hard to locate, recruit 2. difficult to retain 3. must plan for two languages 4. asked to interpret/translate 5. contributes to teacher burnout (2)
	Need all teachers to be more culturally responsive (1)
	We don't adequately/honestly address or prepare candidates of color for the racialized experiences they will have as teachers (1)

