



Koreen Barreras-Brown

April Campbell

Tara Cooper

Veronica Dujon

Jennifer Duval

Teresa Ferrer

Karen Gray, Chair Rob

Larson

Tawnya Lubbes Marvin

Lynn

Cecelia Monto Rhonda

Nese

Bahia Overton

Helen Richardson

Cynthia Richardson

Tony Rosilez

Hilda Rosselli

Carlos Sequeira

Maria Dantas-Whitney

2018-19 Meeting

Schedule

May 15, 1-4 p.m.

June 12, 1-4 p.m.

Educator Equity Advisory Group

March 14, 2019, 1 – 4:00 p.m.

Room 108 Richard Woodcock Education Center

Western Oregon University, Monmouth, OR

[Millenial Teachers of Color \(2018\) Mary Dilworth \(editor\)](#)

<https://www.salemreporter.com/posts/384/to-improve-teacher-diversity-salem-keizer-focusing-on-training-its-own-students-classroom-aides> January 2019 article on Salem Keizer efforts to diversify workforce

https://ies.ed.gov/ncee/edlabs/regions/northwest/news/evidence-based-practices.asp?utm_source=Education+Northwest&utm_campaign=22809e8be8-EMAIL_CAMPAIGN_2019_01_08_11_22_COPY_01&utm_medium=email&utm_term=0_899b47cd5e-22809e8be8-109736249 Research reviews conducted by EdNW for Washington state

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

AGENDA

- 1) Welcome and brief updates—Cynthia Richardson as presiding chair (10 min)
- 2) Approval of January 16th meeting minutes – All
- 3) Advisory Group news and updates—Hilda Rosselli (20 min)
 - a. Elevator cards for members (Handouts)
 - b. AACTE Diversified Teaching Workforce Institute and Recognition
 - c. Oregon Teacher Scholars Program
- 4) Update on HB 2998 Credit Transfer work and discussion—Veronica Dujon (20 min)
- 5) Break (10 min)
- 6) Public Comment
 - 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.
- 7) Chemeketa Community College Video and update on program efforts –Cecelia Monto (15 min)
- 8) Reflections on 2019 AACTE Annual Conference—Marvin Lynn (30 min)
- 9) Novice Educators of Color Listening Session Summary—ALL (Handout) 45 min
 - a. Think Pair Share
- 10) Update on legislative hearings—HB 2742—Koreen Barreras-Brown (10 min)

**11) Discussion of OEA 2019 Annual Symposium and anticipated follow up—Teresa Ferrer
(15 min)**

12) Review of proposed topics of May and June meetings—(5 min)
a. Other needs and requests--ALL

13) Adjourn



Oregon Educator Equity Advisory Group
January 16, 2019 - WOU

MINUTES

Attending: Marked with X

X	Koreen Barreras-Brown	X	Cecelia Monto
	April Campbell - excused	X	Rhonda Nese – by phone
	Tara Cooper - excused	X	Bahia Overton
	Veronica Dujon - excused	X	Lala Rangel
X	Jennifer Duvall	X	Cynthia Richardson - excused
X	Teresa Ferrer	X	Helen Richardson
X	Karen Gray	X	Tony Rosilez
	Rob Larson – possible by phone	X	Hilda Rosselli
X	Tawnya Lubbes – by phone		Carlos Sequeira - excused
	Marvin Lynn - excused	X	Markisha Smith – by phone
X	Debbie Green	X	Maria Dantas-Whitney

Visitors in person: Bruce Rhodes, Karen Perez, Craig Hawkins, Morgan Allen, Annalivia Palazzo-Angulo

Visitors by phone: Mindy Larson, Marnie Jewel, Julie Heffernen

Agenda Item	Discussion Notes
1) Welcome & Introductions – Karen Gray	Meeting was called to order by Chair Gray at 1:04 p.m. Roll call: See chart above Advisory members please check your e-mail prior to each meeting. Parking passes will be e-mailed to all members and included in the body of the calendar invite. Members shared stories about exciting things that are happening with equity across Oregon. Markisha is taking a job with city of Portland but may stay with the group. Tara Cooper will be assuming a role on the Advisory Group as an appointee from NWRESA.
2) Approval of November 7 meeting notes	Bahia Overton moved to approve the minutes as presented, seconded by Cecelia Monto. The motion passed unanimously.

3) Equity Discussion and Recent meeting attendance on educator prep programs	BranchED canceled right before the meeting. Hilda Rosselli referenced a Gates Foundation meeting in Seattle and invited Tony Rosilez to share information from that meeting. The focus of the meeting was lessons learned from Educator Prep programs. Both Hilda and Tony also attended the Ted Andrews Winter Symposium and presented the Oregon Equity Lens – looking at tools to help address licensure and policy questions. Hilda indicated that pushing equity action steps instead of recommendations is a subtle but important shift in the work. Oregon is unique in having an annual report (Oregon Educator Equity Report) to help inform our work. She referenced a book by Sandra Pollock, UC San Diego “School Talk” who had well thought out ideas to unpack our equity language and examine the intention of what you want to say vs. what it sounds like. She identifies common errors we make in communication. Advisory Group members discussed their own equity efforts and how they move this work forward. How might we develop concrete steps and a plan to help districts build plans on how to actually do this? Cecelia Monto referenced two videos that were sent to advisory group members regarding improving diversity in teacher candidates: https://youtu.be/CWgPkC3F8CE https://youtu.be/1yBxhqpcYs8
5) Relevant Reports and Activities	Reports were provided in meeting packets but not referenced in the meeting.
6) Update on Teacher Scholars Program (OTSP) Lala Rangel	Updated Scholars Report Lala Rangel, provided comments on the updated Scholars report in the meeting packet. Total number of scholars is 53 I think? There is enough funding for 68, one more round of scholarships in March 2019. Employment Supports – 33 students are graduating this Spring. Discussed ideas to help promote these graduating students to districts throughout the state. Requesting scholars make resumes for the packets to

	include their assets and cultural pieces they bring to the job. Lala will be e-mailing Scholar Profiles to districts throughout the state. Suggestion to send to principals and their secretaries instead of at the district level. Hilda Rosselli requested advisory group members send names and e-mail addresses to Lala Rangel to develop a contact list for introducing graduating scholars. Suggestion to develop a webinar to help with tips to find and interview for jobs.
7) Update on Presentations on 2018 Results	Document in meeting packet but not referenced.
8) 2018-19 Action Steps and Advisory Group Work Plan	Document in meeting packet but not referenced.
9) COSA Work Group on Educator Workforce Development	Craig Hawkins and Morgan Allen from COSA discussed HB 2742 which was a legislative concept proposed to support Early Learning, social/emotional supports, and expanding and diversifying the educator workforce. Advisory Group members provided feedback and asked questions on the COSA bill.
10) Public Comment	No public comment.
Adjourn	Next meeting March 14, 2019. Adjourned at 4:13 p.m.

Comments on Receipt of AACTE Diversified Teaching Workforce Award Feb 21, 2019

I am honored to receive this award on behalf of the many colleagues in Oregon with whom I have the privilege to collaborate. We share the urgency of this important work with many other deserving leaders across the nation.

Back in Oregon, I have 20 amazing colleagues who are also celebrating this award. As members of the Educator Equity Advisory Group, they bring their cultural assets and lived experiences to this work as they help shape and disseminate the report at over 20 conferences and venues each year.

Thank you also to key individuals who helped me learn and grow over the years, including: Diane who received her first B in high school as an attempt to avoid having an AA student as valedictorian in a small Florida community and Kendra who opened my eyes when she shared that walking through a store with me was the first time that she was not followed by a security guard who thought she was going to steal something.

As a white middle class woman, I have appreciated a variety of critical friends and colleagues over the years including: Daphne Thomas, Jane Applegate, Karie Mize, Deborah Ball, Sharon Robinson, Mary Dilworth, Donald Easton Brooks, Espie Dela Vega, Markisha Smith, Marvin Lynn, Geneva Gay, Karen Gray, Anselmo Viallnuevo, Lala Rangel, Cecelia Monto, and my niece who is raising two beautiful bi-racial children here in Louisville

How this started: This work first started with a biennial request for data from deans on numbers and demographics of candidates graduating from our initial licensure programs. When I was tapped by the Governor's office to help create a more seamless (birth through college system of education with an eye towards equity and student transitions which I chose to translate to include educators). Part of the job came with an ask to take over what was then called the Oregon Minority Teacher Report.

This is an unusual example of research. Not the traditional refereed article in a journal but an annual research study that considers both quantitative and qualitative data with an emphasis on calling out actions steps needed to ensure that our educator workforce better mirror the demographics of the K-12 student body.

Signs that our research is making a difference:

- Report—now anticipated, frequently referenced, and giving others the impetus and local context for action
 - 20 presentations a year
 - Requests for specific slices of the data
 - More emphasis on data transparency—not just averages
 - 30 districts 40 to 84% diverse
- Movement towards a “systems” look at the goal—not just recruitment and prep
 - Listening Session—navigating the political world of being a new teacher of color—young teacher in Portland and a network of colleagues
- Governor's continuing attention and call for funding to support university/district educator workforce partnerships
- Creation of a \$40M carve out of the state school fund to support educators across the career continuum

- Then launching of an Educator Advancement Council driven by equity and teacher voice
- Not just our voice anymore
 - Legislators—Joint Committee on Student Success
 - COSA bill asking for an additional 15M
- District actions
 - Anti Bias Training around hiring
 - Early offers to interview
 - More equity directors hired to foster more welcoming environments
 - 13 superintendents of color
- EPP actions
 - More programs offering classes/programs in satellite locations and in time frames considerate of working adults
 - Articulation between CC and 4 year
 - More undergraduate programs saving candidates money and time
 - Empowering the TSPC Commission to review policies around test barriers
- Legislation:
 - Minority Teacher Report to Educator Equity Report
 - Biennial process for Public EPPs to set goals for diversifying the workforce and reporting on that to their presidents, boards of trustees, and to the Higher Education Coordinating Commission
 - Oregon Teacher Scholars Program

OTSP

- 53 scholarships awarded out of 68
- Doubling down and asking for \$1 M for the next biennium
- Open to DACA and undocumented candidates
- Not just scholarships
- Bilingual Coordinator
- Social Network
- Paid registrations to conferences

Good news: This award came with a \$1000 stipend which will be used to initiate a fundraising challenge for donations to the OTSP scholarship fund.

In closing, I want to thank each of you in this room for

- Inspiring change agents across the nation (can be lonely work)
- Sharing what you are learning and growing our body of knowledge, and
- Enabling voices of educators of color to be heard to call out efforts, policies and practices in need of change so that all students have more teachers of color inspiring them and facilitating their learning.

Name: _____

University/College: George Fox University

Graduation Date: Spring 2020

1. Plans after graduation: * Get a job
* Pursue Masters of Science in Education
* Pursue an Endorsement

2. Grade levels and/or subject area you are wanting to teach: Elementary level All Subjects
3. Important personal requirements for employment (for example some people prefer to work in Title-1 schools, charter schools, bilinguals might prefer to work in a dual-immersion school vs. a bilingual school, these are your own personal employment needs/wants.)

* A School District that promotes the model of equity & Diversity in a true sense.

4. Districts/communities in Oregon seeking employment:

Beaverton School District, Lake Oswego School District, West Linn Wilsonville

5. Any endorsements (ESOL, Bilingual, ect.):

None as of yet.

6. Passed all tests or date of results:

April / May 2020

7. Would you like assistance in obtaining employment? (assistance includes: resume review, sharing information with district partners, preparation for interviews)

Yes.

8. How has this scholarship assisted you in obtaining your future career as an educator? (may we use this quote for our website?)—Yes

This scholarship has enabled me to approach education as a Teacher candidate, it has also helped me afford "my dream" to attain success and give back to my community.

Name: _____

University/College: University of Oregon

Graduation Date: June 17th

1. Plans after graduation: looking for full time teaching position in middle school general science also gaining ESOL endorsement w/ interest in middle math endorsement
2. Grade levels and/or subject area you are wanting to teach: 6, 7, 8 Gen Science, ESOL, considering math (if I pass)
3. Important personal requirements for employment (cultural aspects, income level of school, ect.) income level 49,000 - 55,000 ~~per~~ yearly
4. Cities in Oregon looking for employment: Redmond / Bend, LePine, Eugene, rural portland,
5. Any endorsements (ESOL, Bilingual, ect.): ESOL, gen Science
6. Passed all tests or date of results: Gen. Science passed working on ESOL & math
7. Would you like assistance in obtaining employment? (assistance includes: resume review, sharing information with district partners, preparation for interviews)
yes!
8. How has this scholarship assisted you in obtaining your future career as an educator? (may we use this quote for our website?) yes

I am a first gen college grad, the scholarship has provided me with conference attendance and personal development. I feel supported and the scholarship funding has help with finical burden

Name: _____

University/College: Portland State University

Graduation Date: Spring 2020

1. Plans after graduation:

My hope is to be hired within the PPS district for the 20-21 school year. I do plan on continuing to work at my current place of employment until then.

2. Grade levels and/or subject area you are wanting to teach:

General Ed 1-2 grades.

3. Important personal requirements for employment (for example some people prefer to work in Title-1 schools, charter schools, bilinguals might prefer to work in a dual-immersion school vs. a bilingual school, these are your own personal employment needs/wants.)

I am really open to work in title 1 schools or dual immersion. However, I am a monolingual speaker. I am apprehensive about work in charter schools because of health insurance.

4. Districts/communities in Oregon seeking employment: and benefits issues.

5. Any endorsements (ESOL, Bilingual, ect.):

Literacy endorsement

6. Passed all tests or date of results:

Need to take subtest 1

7. Would you like assistance in obtaining employment? (assistance includes: resume review, sharing information with district partners, preparation for interviews)

For sure!

8. How has this scholarship assisted you in obtaining your future career as an educator? (may we use this quote for our website?)

This scholarship has definitely relieved some of the financial burden of being a working mother of three children, wife, and full-time graduate student.

Name: /

University/College: Pacific University

Graduation Date: June, 2019

1. Plans after graduation:

I currently work @ a private school.
However, my goal for next year is to
work @ an international school, ~~as~~ ideally
in Germany where I used to live.

2. Grade levels and/or subject area you are wanting to teach:

Middle / High

Social Studies

English Lang. Arts

3. Important personal requirements for employment (for example some people prefer to work in Title-1 schools, charter schools, bilinguals might prefer to work in a dual-immersion school vs. a bilingual school, these are your own personal employment needs/wants.)

IB, international, Bilingual, Dual-immersion.

4. Districts/communities in Oregon seeking employment:

PPS, BSD, ~~or~~ or any organization
for placing teachers

5. Any endorsements (ESOL, Bilingual, ect.):

Social Studies
ELA

Abroad

6. Passed all tests or date of results:

Passed

7. Would you like assistance in obtaining employment? (assistance includes: resume review, sharing information with district partners, preparation for interviews)

Resume review would be brilliant!

8. How has this scholarship assisted you in obtaining your future career as an educator? (may we use this quote for our website?) → yes

Without funding I would have given up
my dreams and chosen another profession. After
returning to the United States, I was not
in the position to choose to go back into debt,
knowing that I would have to pay it back w/
a teacher's salary. ~~the~~



Core Transfer Maps and Major Transfer Maps: Questions & Answers

I am a community college student and I plan on transferring to a four-year public university, but I am unsure of my major and/or where I'll transfer to. How do I make the best course choices?

You should talk to your advisor about Core Transfer Maps. These Maps are groups of eight classes that add up to at least 30 credits. When you complete the full set of eight courses, those courses are guaranteed to transfer to any public university in Oregon, and all of your credits from the Core Transfer Map will count toward that university's core bachelor's degree requirements. Your advisor can also help you select specific courses in the foundational curricula from the approved list of courses that fit with your interests and career goals.

What do Core Transfer Maps guarantee?

If you successfully complete a Core Transfer Map, all of your credits from that Map are guaranteed to transfer to any Oregon public university and count toward its core bachelor's degree requirements.

While Core Transfer Maps are great starting points for college, they are NOT complete first-year course plans. For information on specific majors or complete general education requirements you should talk to your advisor for guidance on the next steps you should take after completing a Core Transfer Map.

When will Core Transfer Maps be available to me?

Core Transfer Maps will be available to students fall quarter of 2018.

Where can I find more information about Core Transfer Maps?

You can talk to an advisor at your home institution. You can also go to the HECC transfer website ([insert hyperlink](#)) where you will find a list of designated persons from each campus who can help you with your questions about Core Transfer Maps.

I'm pretty sure about the major I want to pursue, but I'm unsure what school I'll transfer to. How do I make the best course choices?

You should ask your advisor about Major Transfer Maps. A Major Transfer Map is a course plan for the major you have chosen that, when completed, will allow you to transfer all of your credits to any Oregon public university, and count all of those credits toward a bachelor's degree in the specific major. You should talk to your advisor about the list of available Major Transfer Maps.

How do I know if a Major Transfer Map is right for me?

A Major Transfer Map is right for you if you are an Oregon community college student, you plan to transfer to a four-year public university, and you think you know what you want to major in (talk to your advisor about the list of available Major Transfer Maps).

What does a Major Transfer Map guarantee?

If you successfully complete a Major Transfer Map, any Oregon public university will accept all of your Major Transfer Map credits and count them all toward a bachelor's degree in the specific major you chose. Because Major Transfer Maps are streamlined course plans for each major and all credits will transfer and count toward your degree, following one of these Maps should save you time and money.



When will Major Transfer Maps be available to me?

Major Transfer Maps in business, English, education and biology are currently being developed, and Maps for other disciplines will be developed in the coming years. Check with your advisor to see which Major Transfer Maps are available to you.

Where can I find more information about Major Transfer Maps?

You can talk to an advisor at your home institution. You can also go to the HECC transfer website ([insert hyperlink](#)) where you will find a list of designated persons from each campus who can help you with your questions about Major Transfer Maps.

What is the relationship between Core Transfer Maps and Major Transfer Maps?

A Core Transfer Map (roughly 30 credits) is part of each Major Transfer Map (typically 90 credits). Many Major Transfer Maps will require students to take specific courses to complete the Core portion of the Major Transfer Map.

Students who know what they want to major in should follow a Major Transfer Map and see an advisor to pick the specific Core Transfer Map courses that fit within their Major Transfer Map.

How do Core Transfer Maps and Major Transfer Maps benefit students?

The intention of this work is to create clearer, more visible pathways between community colleges and public universities in Oregon that decrease the time it takes to complete a degree and the cost for that degree. Both the Core Transfer Maps and Major Transfer Maps should help students find their degree path sooner, spend less time and money, and complete degrees at higher rates.

EDUCATOR ADVANCEMENT COUNCIL

Work Group 3: Supporting Novice Educators

REVIEW OF FINDINGS AND RESULTS OF LISTENING SESSIONS

This document highlights research, data, best practices and results from three listening sessions conducted on behalf of the EAC Work Group 3: Supporting Novice Educators. It is intended to help work group members prioritize recommendations to the EAC that may be in the form of an appendix in the Regional Sponsoring Organization RFP and/or a Technical Assistance paper for school districts.

Background:

- Previous Network investments in Mentoring
 - o 2013-15: \$9.6M
 - o 2015-17: \$10M
 - o 2017-19: \$11.5M
- Challenges with current model:
 - o Competitive Grants
 - o Limited access (% being served of new teachers and new administrators)
 - o Lack of flexibility and consideration of local context to drive implementation and innovation
- Recommendation from Governor's Council and Educator Advancement Council
 - o Provide mentoring for all novice administrators **and teachers**.
 - o Consider other forms of support that may be appropriate for administrators and **teachers in** their individual context.
 - o Ensure all new administrators are coached on equity-driven practices.
 - o Identify the unique needs of novice **teachers** and administrators **of color** and how best to provide support.
- Work Group charge and membership
 - o **Examine current best practices and develop recommendations for the EAC on how all Oregon educators new to the profession can have access to high quality culturally responsive mentoring and be supported in employing culturally responsive practices (include mentoring) starting in the 2019-21 biennium.**
 - o **Ana Gomez (Co-Chair), Melissa Wilk (Co-Chair), Belle Koskela, Marvin Lynn, Ken Martinez, Michele Oakes, Tony Rosilez**
- Research Findings
 - o National

- Students gain up to an additional five months of learning when their teachers received high-quality mentoring (New Teacher Center's Investing in Innovation (i3) Validation grant)
- Mentor practices with a strong focus on students' academic, social, and emotional learning have a greater impact on student achievement and equitable outcomes than traditional mentor practices that focus on teacher emotional support (2018, *Mentor Practice Standards*, New Teacher Center).
- The New Teacher Center has also published Teacher Induction Program Standards that focus on how to enhance teacher effectiveness in five main areas:
 - Equity and closing the achievement gap
 - Teacher retention and leadership development
 - Academic content standards
 - Providing coaching and feedback
 - Promoting optimal learning environments
- States like Washington have assisted schools and districts to begin the process of systematizing induction by integrating **six essential induction components** (*hiring, orientation, mentoring, professional learning, feedback and formative assessment for educator growth, and induction program assessment*) into the context of their current efforts to promote the growth of their beginning educators and the students they serve.
- The quality of school and district leadership is second only to the quality of classroom instruction in impacting student achievement. There is a positive .24 correlation between district leadership and student achievement. They also found a positive .19 correlation for the longevity of a superintendent and the effect they have on the average academic achievement of students in the district (Robert Marzano and Tim Waters, 2006).
- Development of high-quality principals can help slow the tide of teacher attrition (Learning Policy Institute, 2016)
- o Additional New Teacher Center findings (Lynn Kepp)
 - Highly trained (50 hrs) and qualified mentors—
 - o Instruction, equity, mindsets, variability.
 - o Mentors also benefit from coaching.
 - o As little as 30 hours a month makes an impact on retention.
 - o Need to think about non-negotiables—what's tight and what's loose.
 - o Need to consider the contributions of others who interact with the new educator (e.g. reading specialists, instructional coaches, AP, ELL specialists, etc.)

o State Data

- In 2017-18, only 26% of school districts received state mentoring grants for teacher and administrators. 34% of novice teachers were served and 15% of novice administrators.
- A rich array of resource documents are provided free of cost as a result of learning and research conducted through the Oregon Beginning Teacher and Administrator Mentoring Program at: <https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Pages/default.aspx>.

ODE Mentoring Program Impact

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of students impacted by BT ¹	34,956	36,559	71,096	103,018	123,358	117,885	120,943
Number of beginning teachers impacted	323	408	983	1,172	1,183	1,127	1,164
Number of beginning administrators impacted	80	47	97	47	65	65	63
Percentage Increase in Retention ²	13%	8%	8%	6%	5%	6%	NA ³
Number/Percentage of districts impacted	44/22%	17/9%	62/32%	59/30%	36/18%	36/18%	51/26%

- Retention Data
 - On average, seven percent more mentored beginning teachers were retained one-year out compared to beginning teachers in Oregon who were not mentored by the Oregon Mentoring Project. This retention rate has remained relatively stable across five years.
 - On average, 13% more teachers mentored through the Oregon Mentor Program were retained long-term (5 years or more) than those who were no mentored through the state funded project.
 - What we do not know is what influenced the decision-making of those educators who were mentored but did not stay in the profession.
- TELL Survey results

New Teacher Plans- Cross Tabbed by Mentoring Services

Mentoring Services	Continue teaching at my current school		Continue teaching in this district but leave this school		Continue teaching in this state but leave this district		Leave education entirely	
	Row %	N	Row %	N	Row %	N	Row %	N
Mentored in Oregon Mentor Project	87.35%	504	3.99%	23	5.37%	31	0.87%	5
Mentored by school, district, or ESD mentor services	87.60%	975	3.86%	43	5.57%	62	0.63%	7
No mentoring	83.54%	406	4.94%	24	7.61%	37	2.88%	14

Source: 2018 TELL Oregon Survey Results



- Twenty-three percent of respondents felt Oregon's HIGHEST PRIORITY to strengthen recruitment, preparation, induction, advancement, and support of educators was to "Support all novice teachers and school administrators with induction and mentoring supports during their first two years". This was the second highest rated response.
- Seventy percent of respondents reported the additional support they received as a new teacher was important in their decision to continue teaching at their school.

Listening Session 1: Conversation on Supporting New Educators—August 10, 2018

- Panelists, small group discussions and a ten-question survey focused on key lessons learned from:
 - Oregon Mentor Program
 - A regional approach helping school districts support novice educators
 - A rural mentoring pilot program with blended full-release mentor plus building colleague mentor.
 - New Teacher Center
 - COSA's supports for novice administrators
 - Novice teachers of color

Recommendations included:

- Supportive employment conditions have to be in place for new teachers and new administrators to be successful, e.g. appropriate work assignments and balanced workload, fully equipped classroom, access to full sets of materials, additional prep time, early start date before PD to set up classroom and additional assigned 'teammate' in grade/school buddy, and limited extra duty assignments.
- Define "administrators" to include assistant principals who are in their first administrator position. May need more support than someone moving from an AP to a principal role.
- Scheduled time is needed between mentor and mentee to reflect and strategize on growth needs.
- Need to hire culturally and linguistically diverse mentors (or provide other supports like affinity groups)
- Mentoring needs to encourage reflection and cultivating the ability to self-identify challenges, possible solutions, and willingness to monitor effectiveness.
- Ongoing support is needed for novice educators to deepen equity awareness, knowledge and commitment.
- Adequate financial support needed for all districts to provide mentoring; not a competitive grant system.
- Mentor training could be offered regionally; e.g. by ESD's or through mechanisms limiting travel costs and time.
- Principals and superintendents need guidelines on optimum new teacher placement and workload assignments to ensure new teachers and administrators are not placed in challenging conditions that are more appropriate for experienced educators to handle.
- Rethink induction practices to adjust new teacher caseload allowing additional time with mentors and master teachers to continue their professional learning.
- Consider the ROI on teacher residency programs with gradual release—could save districts mentoring cost in the long run and increase retention.
- Quality preparation and ongoing training of mentors seems to be the most important leverage point for mentoring impact.

- o Consider a tiered system of supports for novice teachers and administrators, differentiated by individual need and school/district context using survey data when available to guide practice.
- o Include new educators, mentors, union leadership and district administration at the same table in order to discuss the issues mentioned in #3 to find mutually agreeable solutions.
- o Conduct empathy interviews to gain insight and data to better understand issues and make meaningful changes to continuously improve current systems.
- o Conduct exit interviews and pay attention to patterns and trends that may indicate specific ways to improve employment conditions for new educators.
- o Design an onboarding toolkit for districts that would also enable them to modify to fit their own contexts.
- o Consider the uniqueness of novice educators...not all require the same level of support.
- o Support to new teachers/admin should include cultural responsiveness, trauma informed practices, language acquisition, DEI. With that in mind, mentors should be selected with strengths and experiences in those areas.
- o Pairing mentees with mentors of similar race and ethnicity should be a priority.
- o Mentor professional learning should unpack their understanding and beliefs about equity and race, followed by skill development to enable working with other adults (new teachers and administrators) in conversations about race and equity in order to have the greatest opportunity for real and lasting change.
- o Pay attention to the needs of novice educators of color.
- o Avoid concentrating new educators in the highest need schools.
- o New early learning professionals working in school districts need support. The EAC funding should include support for them as well as new licensed teachers.
- o Early Childhood teachers at elementary sites should be offered the same benefits as K-12 teachers.
- o Connect with different organizations to help build positive home/school connection such as the Black Parent Initiative or the America's Promise Alliance.
- o Reach out to pre k organizations who have worked successfully with elementary schools to capture what works and how.
- o Consideration given to balanced class loads, e.g. students on IEP, English Language Learners, Newcomers, etc.
- o Novice administrators need skills in coaching and developing teachers of diverse backgrounds.
- o Effective mentoring supports for new bilingual teachers need to consider the context of services they are providing: dual language, dual immersion, etc.
- o Often new bilingual teachers have to create or find/modify resources, while their monolingual peers are not burdened with this expectation.
- o New teachers need to know how to organize and set in place systems/routines for utilizing other adults in the classroom.

Structures Needed

- Hiring highly qualified mentors with the mindset and dispositions fostering personal and professional development that is individualized and non-judgmental.
- Well-developed mentor program standards and well-designed systems to ensure alignment and accountability. Must also build in flexibility based on the district context.
- High quality induction guided by the Oregon Equity Lens for mentors and new teachers.
- Ongoing, job-embedded, professional learning to develop skills and mindsets needed to mentor new teachers and administrators effectively.
- Progress monitoring and assessment to ensure/measure efficacy of the program for mentors and new educators within a cycle of continuous improvement.
- Commitment from district and building administrators is needed to create the climate necessary for new educators (teachers and administrators) to thrive (and increase likelihood of retention).

Equitable Statewide Access to Supports for Novice Educators

- Develop a system that combines EAC, ESD, and district funds to support mentoring program. In terms of programming - regionalize mentoring programs through natural hubs; e.g. ESD's.
- Revise and revamp the current process by which districts receive Mentoring Funds.
- Support districts in how to leverage existing districts/ESDs/consortiums funds, identify the structures, systems and strategies already in place to build a mentoring and induction system that meets their district/ESD/consortium's mission, goals and priorities.
- Advocate for additional funding based on the extreme turnover costs for new hires exceeding funding for new educator support.
- Efforts need to occur strengthening the link between EPPs and K12 schools to support novice educators.
- A regional approach could ensure high quality programs are established and maintained based on ODE Mentor Program Standards and research-based approaches.
- Recruit high quality mentor program leaders to onboard and train regionally - with deeper levels of support for districts who are new. Increase funding (leverage federal, state, and local resources) to meet increased demand due to statewide access.
- Consider alternatives to face-face mentoring in rural/remote sites (i.e. tech-based).
- Align education leadership agencies and organizations to maximize talent and resources - minimize competition for dollars among special interest groups that might dilute quality, message, practice, etc. We need to unify state leadership, professional organizations, nonprofits, unions, districts, etc. to maintain focus on improving instruction to the benefit of ALL students.
- The competitive grant process depicts mentoring and induction as a luxury to districts, not a method to do business by tying mentoring and induction funding to the comprehensive needs assessment and the Talent Development domain in ORIS, the expectation in districts would be mentoring and induction is part of the structure in a district not an add-on. It is the way we do business.

- Different states address this with a variety of options ranging from funding per new teacher and administrator to districts to braiding of funding with title 1,2 and 4 funding. Smaller districts can collaborate in a variety of ways to build programs of support that may have different implementation models but provide high quality support due to the pooling of funding and human resources cooperatively across agencies.
- Provide matching funds to districts based on numbers of new teachers and administrators.
- Maximize the resources COSA, OALA, Leading for Learning, etc. have developed to redesign supports for novice administrators.
- **Listening Session 2: Supports for Early Career Administrators—Nov 16, 2018**
 - Cohosted by EAC Work Group 3 and COSA
 - Panel of ten school and district administrators
 - Reflections on what quality supports for early career administrators need to consider:
 - Districts need to play an important role in retaining novice administrators by creating a culture of support, coaching, and continuous professional learning.
 - Districts can use Title IIA funds to help provide learning opportunities and supports for novice administrators.
 - District size alike supports are important...needs of administrators vary based on size of district.
 - Use of recently retired administrators as mentors or coaches works for only a few years after they have left the profession.
 - Some Initial Administrator Licensure programs provide coaching for new principals hired while they are enrolled in the program.
 - Administrators need support in decision-making.
 - Professional learning on equity is essential for all administrators to develop their identity in the skin they are in.
 - Supports offered by OALA help build confidence and resilience (while the rest of the system becomes more accepting).
 - Important to shoulder-tap promising individuals for leadership, especially recognizing teachers of color and their additional unique diverse assets.
 - Supports for novice administrators should include SPED directors and other administrators working with marginalized populations.
 - Administrators of color often have to prove their credibility all over again each time they move.

- **Listening Session 3: January 17th Grant High School at Marshall**
 - Cohosted by PPS, EAC Work Group 3, and Ed Equity Advisory Group
 - Approximately 30 participants--
 - Recommendations for the EAC to consider

Recruitment Stage

- The best recruiter for more teachers of color is having a teacher of color who is so passionate and happy with what they are doing, you can't help but want to follow in their footsteps!
- It is not enough to have communications or marketing firms create ads falsely showing a more diverse workforce than exists. The secret to having more teachers of color join the ranks and stay is building and maintaining positive, trusting relationships.

Preparation Stage

- Place student teachers of color in pairs (or more) in schools for their clinical placements.
- Future educators need to know how to navigate white-centered systems.
- Educator Preparation Programs and TSPC need to continue to press CAEP to revamp standards to include the same level of attention to diversity as NCATE's Standard 4.
- Educator Preparation Programs and TSPC need to reexamine our reliance on and cost of standardized tests for students and adults centered around whiteness, e.g. EdTPA expects teacher candidates to parrot back standardized responses.

School and District Culture

- Novice teachers should be paired with experienced teachers who are still full of hope and a desire to provide exemplary teaching to their students.
- Principals need to actively listen, engage, be empathic and recognize both the enormous task of having to learn the culture of your building, teaching alone for the first time, and the successful steps new teachers of color are performing.
- Time should be set aside to check-in with novice teachers and let them know you have an "open door" policy. Relationship building is critical. Having colleagues do the simple things like a warm greeting, getting a cup of coffee or taking a walk can make a school more welcoming and comfortable. It does not take much to create community.

- o Administrators need to establish and maintain a school climate where educators of color are not experiencing racist statements and generalizations; actual examples included:
 - “We don’t have many people here who look like you.”
 - “You sound funny.”
 - “Where are you from?”
 - “Do you play basketball?”
 - “Are you the janitor?”
 - “Are you the basketball coach?”
 - “In America, we speak English.”
 - “How do you feel about working with three white women?”
- o As a teacher of color, I felt humiliated and marginalized when a student made fun of my accent. Informing the administrator about it did not result in any action on his part. (Many educators of color spoke to the weariness/frustration speaking up with little or no resulting leadership action or support, a consistent sense of being at the forefront of equity-related issues, conversations often placing them in a defensive position, all-too-frequent opportunities to educate dominant culture colleagues, awkwardness of calling out inappropriate situations with potentially negative repercussions).
- o Administrators need to create safe spaces where staff of color (and students of color) can share their experiences without fear of retribution.
- o Administrators need to remember educators of color may have a cultural background which is different from theirs or the students. Teachers have a different approach with students of color and take that into account in their classroom
- o Educators of color should not be relied upon to be the only voices advocating for their students when they experience racism and discrimination.
- o Host more groups giving students of color a voice, e.g. Black Student Union.
- o Those in power within schools and districts need assistance in disrupting vs. perpetuating systemic racism—venues like Courageous Conversations and opportunities for staff to explore their own identities.
- o Administrators and leaders should self-assess in how their culture frequently, visibly and authentically reinforces support for each educator of color. What additional methods are not, but could be explored?
- o Districts should review how hiring applications can be reworded, avoiding a climate of fear with off-putting questions such as: Have you broken any laws?

- o School, district and state leaders need to actively seek opportunities for advancing educators of color to serve as school department heads, committees, Uniserve reps, state work groups, council, commissions, etc.
- o School and district leaders need to ask educators of color what committees or groups they want to serve on, don't only ask them to serve on diversity committees. Consider content adoption work groups, hiring committees, discipline policies; utilize their subject matter expertise, etc.
- o Schools and districts should leverage the resources and expertise of groups like the Oregon Association of Latino Administrators to offer networking, mentoring, and career advancement supports for teachers of color.

District Roles and Responsibilities

- o School districts should have policies to protect any educator of color from racism (in any form), harassment and discrimination from parents, students, teachers and administrators.
- o Districts should use an equity lens to examine data on their educators of color checking for disparities across educators who are on plans of assistance, under investigation, moved from school to school, and overlooked for leadership roles.
- o Those in charge of determining professional learning options should include voices of educators of color when they select topics, facilitators, etc.
- o Districts seeking to recruit and retain educators of color could start with hiring people in those roles who mirror the demographics of who they are trying to recruit and retain.
- o Districts need to use an Equity Lens to compare funding and salaries for summer programming (e.g. Are TAG teachers paid more than Credit Recovery teachers.)
- o Hiring committees need to have more people from communities of color and ways for members of local communities to provide input on candidates being considered for key leadership roles.
- o When new leaders of color move into Oregon or are advanced into positions of leadership, provide ways to help them unpack a community's history of whiteness and how communities of color may have been marginalized, pushed out, etc.

District or State Leaders

- o Districts need to use data, often provided to their local school boards, to determine whether educators leaving the profession are resigning, retiring, or leaving due to hostile environments.
- o More needs to be done to highlight positive changes occurring in schools and districts where educators of color are in positions of leadership, e.g. Churchill High School, Lake Oswego School District, etc.

**EDUCATOR
ADVANCEMENT
COUNCIL**

Your role as an Advisory Group member is to review the attached document and be prepared to elevate those practices that will be highlighted in this year's report. While some recommendations may apply to both teachers and administrators, some may be focused on only one group teachers. Carefully read pages 4 through 10 and use the notes section below to indicate your priorities for this year's report call out. Feel free to edit or collapse concepts as needed. Please plan on returning these forms to Hilda following our discussion at the March 14, Educator Equity Meeting.

[illegible]