



Koreen Barreras-Brown

April Campbell

Tara Cooper

Veronica Dujon

Jennifer Duvall

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
June 12, 1-4 p.m.**

Educator Equity Advisory Group

May 15, 2019, 1 – 4:00 p.m.

Room 209 Richard Woodcock Education Center
Western Oregon University, Monmouth, OR

New Law May Make It Easier for People to Become Teachers in Washington

http://www.chronline.com/northwest_regional_news/new-law-may-make-it-easier-for-people-to-become/article_a0599788-6ab8-11e9-948b-df6582b282d4.html

\$10K bonuses among perks California districts are using to lure bilingual teachers

<https://www.educationdive.com/news/10k-bonuses-among-perks-california-districts-are-using-to-lure-bilingual-t/553169/>

Teacher Shortage is 'Real and Growing, and Worse Than We Thought'

<http://neatoday.org/2019/04/03/how-bad-is-the-teacher-shortage/>

Bilingual Teachers Are in Short Supply. How Can Schools Cultivate Their Own?

http://blogs.edweek.org/edweek/learning-the-language/2019/03/bilingual_teachers_shortage.html?fbclid=IwAR1cRZHufIV9n9e0oCSMJrzoBhGLf_OsCmsNluCooP4UDL7263_XMbw9dcA

Blogs and other resources related to Grow Your Own bilingual educators

<https://www.newamerica.org/education-policy/english-learners/grow-your-own-bilingual-educators/>

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

AGENDA

- 1) Welcome and brief updates—Karen Gray (10 min)
- 2) Approval of March 14, 2019, meeting minutes—All
- 3) HB 3427 and Educator Advancement Council Update—Hilda Rosselli (10 min)
- 4) Discussion of blog: <https://mmt.org/news/teachers-are-telling-us-something-lets-listen> Please pre-read.
- 5) Update on Oregon Teacher Scholars Program—Lala Rangel (10 min)
- 6) Break (10 min)
- 7) 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
- 8) 2019 Educator Equity Report (90 min)
 - a. Overview and draft status—Hilda Rosselli
 - b. Review of 2018 Action Steps and Action Steps for 2019-2020--All
 - c. Discussion of draft of 2019 report--All
- 9) 2019 Retreat and Advisory Group Membership/Chair—Karen Gray (15 min)



Oregon Educator Equity Advisory Group
March 14, 2019 - WOU

MINUTES

Attending: Marked with X

X	Koreen Barreras-Brown	X	Cecelia Monto
X	April Campbell	X	Rhonda Nese by phone
X	Tara Cooper by phone	X	Bahia Overton by phone. Arrived in person at 2:40 p.m.
X	Veronica Dujon – left mtg at 1:45 p.m.		Lala Rangel - excused
	Jennifer Duvall - excused	X	Cynthia Richardson
X	Teresa Ferrer arrived at 2 p.m.		Helen Richardson - excused
	Karen Gray - excused	X	Tony Rosilez
	Rob Larson – excused	X	Hilda Rosselli
X	Tawnya Lubbes – by phone at 3 p.m.		Carlos Sequeira - excused
	Marvin Lynn – excused		Maria Dantas-Whitney - excused
X	Debbie Green		

Visitors by phone: Tanya Friesendahl

Agenda Item	Discussion Notes
1) Welcome & Introductions – Cynthia Richardson, presiding chair	Meeting was called to order by Presiding chair Richardson at 1:00 p.m. Roll call: See chart above Advisory group members shared brief updates from their work with education equity. Some highlights include: • Spotlight on Leading for Learning grant lessons – Bahia Overton • Professional development – April Campbell • Under the direction of ODE, multiple organizations are working together to develop an action plan on racial tension. An Equity and Civil Rights in School Activities will be convened. • COSA is sponsoring an administrators of color lobby day on April 9. • There will be a COSA Equity Summit again this year; as soon as information is finalized we will get that out to advisory group members. • TSPC Commissioners approved creating a multiple measure system for educators working towards licensure.

2) Approval of January 16, 2019 meeting minutes	April Campbell moved to approve the minutes as presented, seconded by Koreen Barreras-Brown. The motion passed unanimously.
3) Advisory Group news and updates – Hilda Rosselli a. Elevator cards for members b. AACTE Diversified Teaching Workforce Institute and Recognition	Advisory group members in person received elevator cards with the Ed Equity Advisory Group goals and information on how we are achieving this work. These cards can be used to explain and share our work with others. The Ed Equity Report was nominated and then selected for the 2019 AACTE Diversified Teaching Workforce Research Award. The award was issued to our group recognizing outstanding research that reflects the teacher diversity workforce. Hilda Rosselli went to their annual meeting to accept the award on behalf of this group. The \$1000 stipend for this award will be donated to the Oregon Teachers Scholars Program with a challenge to raise more funds. The group requested that Hilda develop a press release to send out on the award. The deadline for all OTSP scholarships was extended another week due to snow. At least 135 people applied for this last round of scholarships and now we are waiting to see how many applications clear the criteria. Final selection for the year will be this spring. Asked for \$1M to support Oregon Teachers Scholars from the Legislature in the next biennium. There was a suggestion to ask Education Prep programs to provide a provisional admission to help candidates be eligible for financial aid. Start by developing a chart of every program that provides an initial licensure. Hilda will ask Universities for their suggestions to help bridge this gap.
4) Reflections on 2019 AACTE Annual Conference	Hilda Rosselli shared some resources from the AACTE Annual Conference and highlighted several states that presented. • Kentucky has decided to pilot alternative ways to credential people on provisional licenses, and provides a performance based licensure with a grant from Kellogg. Additionally, they are launching residency programs in Ed Prep

	programs with the lowest number of teachers of color. - Mississippi – moved licensure to Department of Ed. Currently 29% teachers of color. Goal for 2025 of reaching 35%. - Highline College in Seattle – looking at an applied BA degree. They are the fifth, most diverse college in the nation.
5) Update on HB 2998 Credit Transfer work and discussion – Veronica Dujon	Veronica Dujon shared that Lala Rangel will meet with HECC staff about the Oregon Scholars Program. Veronica reviewed the major transfer map for elementary education provided in the meeting packet.
6) Break	
7) Chemeketa Community College video and update on program efforts – Cecelia Monto	Cecelia Monto shared two videos on increasing diversity in teacher candidates from Chemeketa Community College and then a follow-up video with four successful students in the Education Program – Bilingual Teacher Graduates.
8) Novice Educators of Color Listening Session Summary a. Think Pair Share	Tony Rosilez facilitated a phone conversation with members of the Supporting New Educators Work Group as they developed a list of recommendations for the Educator Advancement Council on how to use their grant funds to promote and develop diversity. These recommendations are the result of all listening sessions the Work Group participated in and hosted this year. The advisory group worked through feedback on these recommendations using a similar process led by Tony to determine elements for inclusion in this year's equity report.
9) Update on legislative hearings – HB 2742	Koreen Barreras-Brown, Karen Gray, and Teresa Ferrer were each able to speak before the House Education Committee on the COSA sponsored bill. They talked about why it's important to diversify our workforce and how powerful that is to our students.
10) Discussion of OEA 2019 Annual Symposium and anticipated follow up.	Teresa Ferrer reviewed the discussion from the OEA Annual Symposium. An agenda and handout of what attendees shared will be sent out to Equity Advisory Group members.

11) Review of proposed topics of May and June Meetings – Hilda a. Other needs and requests	
12) Adjourn	Next meeting May 15, 2019

DRAFT

Fund for Student Success Distribution and Expenditures
HB 3427 -30

		Millions of Dollars			
		2019-21			
	General Fund	Other Funds	Pos.	FTE	
Fund for Student Success					
Total Available Resources from New Revenue Stream		1,604.00			
Transfer to Dept of Revenue for costs of implementing tax	3.95	(9.52)			
Transfer to State School Fund (SSF) to backfill General Fund loss from tax changes in the bill		(423.00)			
One-time transfer to SSF for distribution to school districts		(200.00)			
Transfer to SSF for High Cost Disability Account		(20.00)			
Amount available for distribution to three accounts		951.48			
Amount available for Early Learning Account		190.30			
Amount available for Statewide Education Initiative Account		285.44			
Amount available for Student Investment Account		475.74			
Early Learning Account					
Total estimated amount available for Early Learning Account		190.30			
Early Intervention/Early Childhood Special Education		37.50			
Relief Nurseries		2.80			
Early Learning Equity Fund		10.00			
Oregon Prekindergarten Program -- new full-day slots & increase of half-day to full-day slots		44.40			
Professional and workforce development for early learning workers -- Budget Note for plan by 2020 Session		12.50			
Early Head Start		22.34			
Preschool Promise		30.80			
Healthy Families Oregon		2.00			
Parenting Engagement		1.00			
Capacity building, provider coaching, needs assessment, evaluation, & start up costs	1.01	5.80			
Staffing for early learning program	0.34	2.03	11	7.73	
Total estimated Early Learning Account spending	1.35	171.17			
Statewide Education Initiative Account					
Total estimated amount available for Statewide Education Initiative Account		285.44			
Statewide Education Initiatives					
High School Graduation & College and Career Readiness Fund (BM 98)		133.20			
Expanded school nutrition programs		41.61			
Re-engagement grants		4.00			
School Safety Task Force recommendations		1.73			
Statewide equity education initiatives		8.00			
K-12 Professional and workforce development		15.00			
Grants to Educational Service District to assist School Districts		24.00			
Summer learning grants for Title I schools		3.00			
Early Warning system for students lagging in academic progress		2.75			
Total Statewide Education Initiatives		233.29	-	-	
Staffing/Program Implementation for Student Investment Grants					
State staffing and contract funding for Student Success Teams	0.29	1.80	3	2.30	
Grants to up to 10 districts		12.00	-	-	
Program leadership, policy planning & grant management & monitoring	0.77	3.50	22	15.71	
Safe & Effective Schools Team	0.14	0.58	4	2.84	
Coaching supports & technical assistance to districts	0.16	5.13	4	2.72	
Total costs for Student Investment Grants	1.36	23.01	33	23.57	
Other state initiative staffing and agency infrastructure staffing & costs	1.21	5.26	23	17.73	
Increased state resources for fiscal accountability	0.04	0.93	5	2.92	
Statewide Longitudinal Data System	1.54	2.65			
Total estimated statewide education initiative spending	4.15	265.14	61	44.22	
Student Investment Account					
Total estimated amount available for Student Investment Account		475.74			

SUGGESTED RECOMMENDATIONS FOR SUPPORTING NOVICE EDUCATORS
Identified by the Educator Advancement Work Group on Supporting Novice Educators

RECRUITMENT	HIRING	INDUCTION AND MENTORING
1. Hiring committees need to include more people of color and be attentive to implicit bias issues. 2. Communities of color can be engaged to provide feedback on candidates for potential leadership roles in schools and districts. 3. Teacher candidates of color need to learn how to navigate	5. Educators being recruited to a district need a reliable source of information on local demographics, school and district strategic initiatives, equity policies, student outcomes, and resources available to support new educators. 6. Novice educators of color new to a community benefit from an orientation to culturally specific community resources in and any histories of marginalization. 7. Contexts into which new teachers are placed are associated with their attendance, effectiveness, development, and retention¹. Teacher placements should be reviewed to ensure novice teachers are not assigned disproportionately to the highest-need students, classes with students exhibiting higher than average discipline issues or to larger class sizes, or classes with larger than average number of students who require special education or English language learning services. 8. School officials can help mitigate issues a less experienced teacher might face by minimizing the number of preps a teacher is given in their first year, providing early access to a dedicated well-stocked classroom, sufficient teaching resources, aligning course assignments with the teacher's areas of licensure, limiting extracurricular duties, and providing a highly qualified mentor. 9. Districts should consider placements for novice teachers where they will have access to experienced and successful	16. Districts should utilize the wide array of resources developed and available through the Oregon Mentor Program website to provide guidance on standards, foundational supports, assurances and practices conducive to quality mentoring. 17. Conducting empathy interviews can help districts gain insight and data better understand issues and make meaningful changes to continuously improve current systems. Engaging new educators, mentors, union leadership and district administration at the same table can help in identifying needed system changes. 18. Careful selection and sustained professional learning for mentors is key to a successful mentoring program. Selection should include attention to: success in the classroom, knowledge of the school and district values and culturally responsive criteria consistent with the roles and responsibilities of mentoring. When possible, districts should hire culturally and linguistically diverse mentors. 19. Opportunities for initial and ongoing professional learning for mentors is essential and should be offered via mechanisms limiting travel costs and time. In addition to basic skills sets for mentoring, mentors need to unpack their understanding and

¹ *Taking their First Steps: The Distribution of New Teachers into School and Classroom Contexts and Implications for Teacher Effectiveness and Growth* Paul Bruno, Sarah Rabovsky, Katharine Strunk CALDER Working Paper No. 212-0119-1 January 2019.

SUGGESTED RECOMMENDATIONS FOR SUPPORTING NOVICE EDUCATORS

Identified by the Educator Advancement Work Group on Supporting Novice Educators

white centered systems prior to entering employment as part of coursework or clinical seminars. 4. Developing effective residency programs may reduce singular reliance on a mentoring program to help a new teacher be successful.	coworkers who can help shape professional norms around effort, attendance, and student performance. 10. Teachers and administrators of color can benefit from placements at schools where they have other colleagues of color. 11. Districts should prioritize professional learning for school administrators on topics such as recognizing and confronting micro-aggressions, working in multi-cultural environments, anti-bias hiring practices, and purposeful incorporation of culture into instruction, policy, and practice. 12. Novice educators of color are in a tenuous stage of their employment and may be hesitant to advocate for their students experiencing micro-aggressions or other forms of institutional racism. Districts need to create safe spaces where all staff can share observations about student experiences without fear of retribution. 13. Districts and school boards should examine a Return on Investment gained by supporting high quality novice educators versus the costs affiliated with educator turnover. 14. Districts engaging higher education partners can effectively streamline a new educator's transition from educator preparation through hiring and first two years of employment. Minimally, data on retention of program graduates should be analyzed for useful refinements in the system and sharing with university staff. 15. Use of confidential exit interviews can provide insights on teacher attrition and help refine systems of support. Currently no consistent set of resources exist to aid districts or the state in tapping into the lived experiences of teachers and administrators who leave the profession.	beliefs about equity and race, and develop skills for working with mentees in conversations about race and equity. 20. Rural communities may need more flexible formats to support educators in low incidence areas and to supplement supports using digital resources, e.g. Oregon Educator Network to connect mentees with educators in other communities. 21. A review of current Oregon rules related to mentoring (329.788 through 320.820) and the Network for Quality Teaching and Learning (581-018-0130 through 581-018-0148) should be undertaken by ODE and EAC staff to identify areas of restrictive policy related to the Oregon Mentoring Project requiring refinement or sunseting. 22. The requirement of at least 79-90 hours of frequent contact between mentors and mentees throughout the school year should consider the potential contributions of other professionals in the school or district who interact with the new educator (e.g. reading specialists, instructional coaches, ELL specialists, etc.). 23. Besides principals and superintendents, districts should consider the needs of novice assistant principals as well as other novice district administrators (e.g. Special Education, Human Resource, and other central office leadership roles). 24. The RENs should leverage resources developed by COSA, OALA, and other districts to redesign supports for novice administrators.
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2018 Oregon Educator Equity Advisory Group Recommendations

The topic of diversifying the educator workforce continues to be prominent in national reports and research. A report published this year by the Learning Policy Institute⁵ entitled *Diversifying the teaching profession: How to recruit and retain teachers of color* offered a rich selection of recommendations reviewed by the Oregon Educator Equity Advisory Group. Some of these recommendations have been refined and adopted to be more relevant to Oregon and appear in each section of the report as well as in Figure 2.

Figure 2: 2018 Oregon Educator Equity Advisory Group Recommended Action Steps.

Recruitment Partner with business and communities of color to develop and launch a statewide marketing campaign elevating the teaching profession and guiding potential educators to the resources needed to enter the profession. (state level action steps) Recruit teacher candidates from high school students, educational assistants and other school/district staff, parents, career changers, and after-school program mentors who reflect local diversity and are more likely to seek teaching positions in their local communities. (school, district and educator preparation program level action steps)	Implement specific recruitment of linguistically and ethnically diverse educational assistants. Include funding sources for these students, since they likely will not qualify for supports such as the Oregon Promise. (school, district and state legislator action steps) Attract more linguistically and ethnically diverse teacher candidates into teaching careers via strong K-12/higher education partnerships supporting high-quality teacher preparation programs with extensive school-based experience, empowering skill-based coursework, and a welcoming collegial and culturally responsive culture also needed to teach in Oregon's classrooms. (school, district and educator preparation program level action steps)
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Preparation

Work with the Educator Advancement Council to help lower the cost of teacher preparation with scholarships like the Oregon Teacher Scholars Program to provide financial assistance and help students navigate the complicated journey through licensure, preparation, job search, and employment in Oregon's educator workforce. Expand the Oregon Teacher Scholars Program to fully fund at least 70 candidates per year. **(state legislators and Educator Advancement Council action steps)**

Work with the Educator Advancement Council and Confederation of Oregon School Administrators (COSA) to develop an Oregon Administrative Scholars Program to support costs for more racially, ethnically and linguistically diverse educators seeking to become administrators. **(state legislators and Educator Advancement Council action steps)**

Work with the Educator Advancement Council and COSA to develop a state fund for school districts to offer paid residencies allowing future teachers to earn an income while they are enrolled in teacher preparation programs. These funds can be matched by districts and can help cover living costs for more career changers while they are studying to become teachers. **(Confederation of Oregon School Administrators and state legislator action steps)**

Work with Oregon Teacher Standards and Practices Commission to adjust Oregon's teacher licensure requirements to permit teacher candidates to demonstrate their competency through multiple performance measures less likely to generate racial and linguistic disparities. **(Teacher Standards and Practices Commission action steps)**

Develop transparent and streamlined pathways from community to teacher preparation programs including articulation of transferable credit across the institutions leading to licensure. **(Higher Education Coordinating Commission action steps)**

Work with the Chief Education Office, Oregon Department of Education and Teacher Standards and Practices Commission to ensure that all educator preparation programs (EPPs) in Oregon are able to track graduates by 2021 through key employment benchmarks and access statewide student performance data (and other teacher performance data) necessary to monitor the effectiveness of graduates and meet Council for the Accreditation of Education Preparation (CAEP) requirements. **(Chief Education Office, Oregon Department of Education, and Teacher Standards and Practices Commission action steps)**

Employment

Develop policy with the Educator Advancement Council to encourage school districts to work closely with local educator preparation programs to coordinate student teaching placements that maximize the assets diverse

candidates bring to schools and create opportunities to interview candidates for hire before they graduate. **(school and district level action steps)**

Provide anti-bias training for staff involved in recruiting and hiring educators. Develop diverse interview committees in which linguistically and ethnically diverse teachers can help shape more effective recruitment and hiring strategies.

(Office of Equity, Diversity, and Inclusion at ODE, school district, and Oregon School Personnel Association action steps)

Work with the Educator Advancement Council, Oregon Department of Education, and partners to redesign the current Oregon Mentor Project to ensure that every teacher and administrator new to the profession receives a well-trained mentor skilled in offering culturally responsive support for all newly employed educators. Develop a plan to recruit and train mentors from diverse backgrounds and to match diverse new teachers and diverse mentors. **(Educator Advancement Council and Oregon Department of Education action steps)**

Retention

Assist school and district administrators in creating collaborative, supportive and culturally responsive work environments for all teachers. Provide access to affinity groups and other professional community-based networking organizations for linguistically and ethnically diverse employed educators. **(school and district level and local community associations action steps)**

Work with the Educator Advancement Council and Oregon Department of Education to prioritize Title II's optional 3 percent leadership set-aside funds to strengthen principal recruitment, preparation, induction, and development focused on supportive and equity-driven school leadership. Consider funding educators' membership in professional associations such as the National Association of Black School Educators as a retention strategy. **(Oregon Department of Education and Educator Advancement Council action steps)**

Work with the Educator Advancement Council and the Chief Education Office to use the results from the HB 4044 study to engage school districts in adopting promising practices that help attract and retain effective, culturally responsive teachers to work in Oregon's most complex schools. **(Educator Advancement Council and Chief Education Office action steps)**

Work with the Teacher Standards and Practices Commission to develop a marketing campaign to publicize financial support for earning National Board certification; thus helping advance the careers of more of Oregon's racially or linguistically diverse teachers. **(Educator Advancement Council and Teacher Standards and Practices Commission action steps)**