

## Educator Advancement Council

Tuesday, November 26, 2019

11:30am – 1:00pm

Public access via Zoom or dial-in (listen only)

<https://zoom.us/j/620063863?pwd=SGxFWHVZ0ZIMVdoL1BJT0VlcFFUdz09>

Meeting ID: 620 063 863 Passcode: 090026

(669)900-6833 (Pacific Time)

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**Vision:** Oregon educators across the state are supported in engaging and teaching every child to help them realize their dreams.

**Mission:** We empower, support and diversify Oregon's educator workforce through local, educator-led networks and statewide resources to provide the quality teaching and learning Oregonians desire.

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|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <b>11:30</b> | <b>1.0</b> Call to Order                                                                                                                                                                                                                                                                                                                                                                                                      | Chair Koskela            |
|              | 1.1 Roll Call                                                                                                                                                                                                                                                                                                                                                                                                                 | Elizabeth Castillo-Lopez |
|              | 1.2 Opening Remarks                                                                                                                                                                                                                                                                                                                                                                                                           | Chair Koskela            |
| <br>         |                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |
| <b>11:40</b> | <b>2.0</b> Consent Agenda – Action Item                                                                                                                                                                                                                                                                                                                                                                                       | Chair Koskela            |
|              | 2.1 Agenda approval                                                                                                                                                                                                                                                                                                                                                                                                           |                          |
|              | 2.2 Approval of October 22-23, 2019 minutes                                                                                                                                                                                                                                                                                                                                                                                   |                          |
| <br>         |                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |
| <b>11:45</b> | <b>3.0</b> Public Comment                                                                                                                                                                                                                                                                                                                                                                                                     |                          |
|              | <ul style="list-style-type: none"><li>• To provide public testimony, sign in at the meeting or submit written testimony prior to the meeting.</li><li>• Each group may have one speaker; each individual or group spokesperson will have three (3) minutes.</li><li>• The Council welcomes and appreciates public input, but due to time constraints is unable to respond directly to testimony during the meeting.</li></ul> |                          |
| <br>         |                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |
| <b>11:50</b> | <b>4.0</b> Section 48, Student Success Act – Discussion Item                                                                                                                                                                                                                                                                                                                                                                  | Shadiin Garcia           |
| <br>         |                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |
| <b>1:00</b>  | Adjourn                                                                                                                                                                                                                                                                                                                                                                                                                       |                          |



## EDUCATOR ADVANCEMENT COUNCIL RETREAT - DAY ONE

Tuesday, October 22, 2019

1:00 p.m. – 5:00 p.m.

NWEA 121 NW Everett Street, Portland, OR 97209

Conference Call: (877)336-1828, public access code 8478084 (*listen only*)

**Attending in person:** Chair Koskela, Vice-chair Grotting, Ben Cannon, Carmen Xiomara Urbina (Colt Gill surrogate), Melissa Wilk, Martha Richards, Anthony Rosilez (by phone until 1:35 p.m.), Laura Scruggs, Michele Oakes, Matt Yoshioka, Bill Graupp, Martha Richards, Representative McLain, Paul Andrews (by phone until 3:16 p.m.)

**Attending by phone:** Christy Cox, Nick Viles

**Excused:** Marvin Lynn, Mark Girod, Miriam Calderon

**Staffing:** Shadiin Garcia, Executive Director; Cheryl Myers, Operations & Engagement Director; Elizabeth Castillo-Lopez, Council Administrator

### 1.0 Call to Order

Chair Koskela called the meeting to order at 1:06 p.m.

Chair Koskela opened the meeting with a Land Acknowledgement

#### 1.1 Roll Call

Elizabeth Castillo-Lopez took roll call, and determined a quorum was present.

#### 1.2 Opening Remarks

#### 1.3 Agenda Review/Outcomes

Chair Koskela welcomed Directors, reviewed the meeting agenda and outcomes.

### 2.0 Consent Agenda – Action Item

#### 2.1 Agenda Approval

#### 2.2 Approval of September 25, 2019 minutes

Vice-chair Grotting moved to approve the consent agenda as presented, seconded by Director Graupp; motion passed.

### 3.0 Council Engagement and Visioning- Discussion Item

Chair Koskela referenced the vast amount of initial completed to date:: RFI, RFA, IGA, temporary and permanent rules, permanent Executive Director and the near-term launch of the Regional Educator Networks. EAC is now ready to move from technical and operational to revisiting the Council's core content. Chair Koskela mentioned Student Success Act Section 48 as well as SB 182 as a near-term focus of the EAC Council work. EAC work thus far has necessarily been 4/5 technical/operational and about 20% core content. A transitional shift is on the way, where the EAC will begin focusing on bringing teacher voice, leadership and the equity lenses to everything they do and devote more time to the heart of the work. Chair Koskela led an activity on ARCS OF WORK, Council discussion followed the activity. Shadiin introduced a video on Empathy by Brene Brown. Directors paired up and engaged in an activity. This was followed by a Dream Big Activity which touched on:

- Roles of voice and local context.
- Hope for accountability with additional funds.
- What will success look like for the legislature?
- What metrics will be important for the legislature and public?
- Teachers are empowered improvers.
- When budgets are cut, Professional Development is quickly reduced.
- Teachers have a chance to grow and learn from each other.
- Equity - desire more educators who look more like their students.
- Educators want to be proud of the schools they work in, communities want to be proud of the schools they send their children to, children want to be proud of the schools they attend, taxpayers who strongly approve of how their money is invested.
- Ensure a stable, diverse teacher classroom pipeline.

The retreat focused on “Relational Heart Work”.

Representative McLain arrived at 1:13 p.m.

Anthony Rosilez arrived at 1:35 p.m.

Paul Andrews arrived at 3:16 p.m.

Don Grotting left the meeting at 4:10 p.m.

#### **4.0 Public Comment**

No public comment.

#### **5.0 Wrap Up**

**Adjourn at 4:45 p.m.**



## EDUCATOR ADVANCEMENT COUNCIL RETREAT - DAY TWO

Wednesday, October 23, 2019

8:30 a.m. – 3:00 p.m.

NWEA 121 NW Everett St, Portland, OR 97209

Conference Call: (877)336-1828, public access code 8478084 (*listen only*)

**Attending in person:** Chair Koskela, Vice-chair Grotting, Veronica Dujon (Ben Cannon surrogate), Carmen Xiomara Urbina (Colt Gill surrogate), Melissa Wilk, Martha Richards, Christy Cox, Laura Scruggs, Michele Oakes, Matt Yoshioka, Bill Graupp, Martha Richards, Representative McLain

**Attending by phone:** Anthony Rosilez beginning at 8:44am, Nick Viles

**Excused:** Marvin Lynn, Mark Girod, Miriam Calderon

**Staffing:** Shadiin Garcia, Executive Director; Cheryl Myers, Operations & Engagement Director; Elizabeth Castillo-Lopez, Council Administrator

### 1.0 Call to Order

Chair Koskela called the meeting to order at 8:40am. Elizabeth Castillo-Lopez called roll; a quorum was not present.

### 1.1 Honor and Acknowledge Interim Director

Chair Koskela and the Council expressed deep appreciation for Dr. Hilda Rosselli's significant contributions and dedication to the formation and launch of the the EAC while serving as the Interim Executive Director. Lindsey Capps provided a framed copy of the original Senate Bill 182.

Director Rosilez joined the meeting by phone at 8:44am; constituting a quorum.

### 1.2 Re-center the work

### 2.0 Executive Director Update- Discussion item

Shadiin Garcia reviewed her Executive Director report.

### 3.0 Procedural Subcommittee Update- Discussion Item

Subcommittee Chair Scruggs reported the subcommittee met, reviewed draft materials and provided input. Cheryl is redrafting the materials and they will be brought forward for Council consideration.

### 4.0 Council Director Vacancy - Action Item

Four seats are currently vacant: Community-based Organization, K-12 Educator, Early Learning and High School Teacher positions. The Executive Committee was tasked with preliminary vetting of candidates. The

Executive Committee recommended Amanda Squibb Executive Director of Friends of the Children, Klamath Basin to fill the Community-based Organization vacancy, in addition to bring geographic diversity, she also brings an early learning and parent lens. Director Wilk made the subcommittee recommendation; Vice-chair Grotting moved to approve, Director Richards seconded; motion passed unanimously.

Update on remaining vacancies: a rubric and process have been developed, the Executive Committee will be processing the eight K12 Educator submissions. The Early Learning application period closes 11.30.19 and the High School Teacher position closes 12.31.19. Council discussion followed.

**5.0 Continued Work from Day One - Discussion Item**

Executive Director Shadiin Garcia described the ongoing development for Section 48 of the Student Success Act. There are two educator groups to consider: those enrolled in educator preparation programs and existing educators in the K12 Education system and include educators of color. Failure of both systems to successfully work together has caused inconsistent racially-affirming environments. Types of Approaches that will be used to onboard and retain educators of color are: systems-level approach, supporting current Initiatives approach and dismantling barriers approach. The result of these approaches will produce culturally sustaining practices.

Activity and discussion ensued.

**6.0 Public Comment**

No public comment.

**Working Lunch**

**7.0 Regional Educators Networks Coordinators and Council Directors Engagement**

Introductions and group activities.

**8.0 Wrap Up**

**Adjourn at 3:30 p.m.**



## **Public Participation in Educator Advancement Council Meetings**

During each Educator Advancement Council meeting, the agenda includes a “public comment” item. It is during this portion of the agenda the public may comment on an agenda item or an item related to the focus of the Educator Advancement Council.

As a public body, input is welcomed, appreciated and allows the Council an opportunity to listen. Due to agenda time constraints or the need to process the information received, they will not typically discuss or respond to questions immediately. If provided input is related to an action item later in the agenda, the Council may use the input during discussion or deliberation of that specific item.

If you wish to address the Council, please write your name and organization on the sign-in sheet prior to the designated public comment time. There will only be one speaker from each group and each individual speaker or group spokesperson will have three (3) minutes. Additionally, testimony may be submitted via email to [EACinfo@oregonlearning.org](mailto:EACinfo@oregonlearning.org) prior to any meeting or for any virtual meeting.

Thank you for your interest in the work of the Educator Advancement Council.

Unanticipated agenda items may or may not be included. All Educator Advancement Council meetings are open to the public and conform to Oregon public meeting laws. Accommodations requests should be submitted to [EACinfo@OregonLearning.org](mailto:EACinfo@OregonLearning.org) (503) 373-0053 at least 48 hours in advance. To subscribe to meeting notices please register [here](#) or <https://oregon.gov/EAC> to find upcoming meetings and prior meeting materials.

## **DRAFT Proposal for Use of Funds per Section 48 of Student Success Act**

SECTION 48. (1) The Department of Education and the Educator Advancement Council, in consultation with the Teacher Standards and Practices Commission, the Higher Education Coordinating Commission and representatives of school districts and other education stakeholders, shall develop a plan to provide an effective combination of programs and initiatives for the professional development of educators from kindergarten through grade 12 and to be funded by the Statewide Education Initiatives Account. The plan shall be based on consideration of increasing:

- (a) Educator retention;
- (b) Educator diversity;
- (c) Mentoring and coaching of educators;
- (d) Participation in educator preparation programs; and (e) Educator scholarships.

(2) The department shall provide a report, and may include recommendations for legislation, to an interim committee of the Legislative Assembly related to education no later than January 15, 2020.

SECTION 49. Section 48 of this 2019 Act is repealed on June 30, 2020.

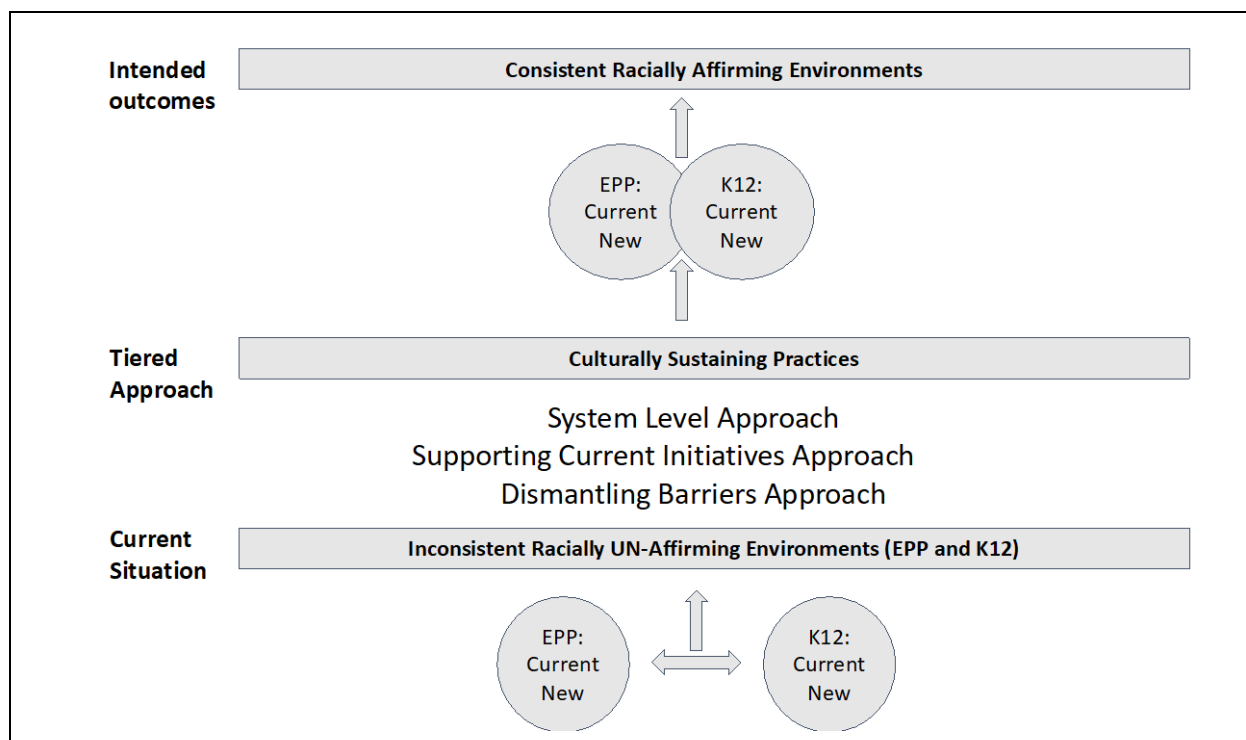
Section 48 of HB 3427 provides an opportunity to develop a comprehensive, statewide approach aimed at redefining teacher preparation, learning, and retention for teachers of color in Oregon<sup>1</sup>.

The aim of the proposed plan is to address the varied dimensions of educator advancement that impact the diversification of the educator workforce while attending to known barriers to systemic change that have consistently inhibited prior efforts and legislative investments. Figure 1 presents the three-pronged approach that aims to:

- (a) dismantle barriers to teaching and administration due to systemic racism,
- (b) support current initiatives through meaningful shifts in practice, and
- (c) implement comprehensive systems that marry educator preparation and K12 support programs that can yield racially/ culturally affirming environments.

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<sup>1</sup> Minority Teacher Act. 1991. ORS 342-433 to 342.449.



*Figure 1.* Theory of action for a comprehensive, statewide approach to grow, develop, and diversify the educator workforce in Oregon.

Many states invest in current initiatives that are reported as useful by way of public discourse but rarely track their efficacy through a racial equity lens and analysis. One example of this type of program is a *grow-your-own* initiative. There is great integrity and intention within initiatives like these, yet there is little analysis of the impact of *grow-your-own* programs in the socio-cultural context of schooling and within the context of existing racism permeating our educational systems.<sup>2</sup> These initiatives also tend to function as a solitary mechanism rather than nested in a larger ecosystem with other complementing initiatives.

The recommendations presented in this proposal work to embrace both the systemic nature of racism while honoring current work.

#### Current situation

The governance structure underlying educator preparation, growth, and retention in Oregon is disconnected. While stakeholders in Oregon refer to these components as a *continuum* in name, they are functionally siloed.<sup>3</sup> The bottom of Figure 1 illustrates two independent governance structures, the educator preparation programs (EPP) and K12 systems or local education agencies. While there are pockets of collaboration between EPPs and K12 systems, they are not widespread nor do they systemically tackle the deep seeded roots of racism. The disconnection

<sup>2</sup> Valenzuela, A. (2016). *Growing critically conscious teachers: A social justice curriculum for educators of Latino/a youth*. New York: Teachers College Press.

<sup>3</sup> Chief Education Office (January 2018). *Educator Advancement Council: Implementation Report*. Salem, OR.



between these two systems perpetuates systemic injustice for diverse educators and historically underserved students in Oregon schools.

There are some EPPs and school districts that do work hard to engage in culturally sustaining practices albeit inconsistently and unfortunately they often work independent of one another. For example, Chemeketa Community College (CCC) Education Program intentionally recruits and hires bilingual staff and focuses on community voice and cultural assets.<sup>4</sup> While, per direction from SB 13, school districts across Oregon are engaging in professional learning on the *Essential Understandings of Oregon Indian* and implementing the first-ever state required curriculum. However, there is not a systemic approach to create the conditions for the leaders of these institutions to pair, dock, exchange and learn in concert on both initiatives. This results in educators and students being forced to function in inconsistent and racially un-affirming environments. Deans, professors, K12 administrators, head start directors, and teacher leaders are not working together regularly to deeply engage in interruptive practices that shift a system but rather they are getting mired in actions that are “responsive” to the immediate need. This is not unique to EPPs and K12 systems. We are operating in systems with leaders who honorably work tirelessly but are not supported in tackling deeper issue of racial inequities like implicit bias and racial microaggressions. As a result, merely responding to the immediate is honorable but has not been proven to dismantle the systemic issues that have led to school systems which have been unable to successfully recruit and retain a diverse workforce.

#### Intended outcomes

The current plan aims to develop a cohesive racially affirming environment across Oregon’s educator workforce continuum. In accordance with this aim and to establish culturally sustaining pedagogical practices across the state, the proposal will first create models of professional learning on race, equity and culturally sustaining pedagogy between EPPs and K12 systems. There is a dearth of culturally sustaining pedagogy in US curriculum and instruction, generally, that magnifies the impact of existing opportunity and learning gaps for students of color.<sup>5</sup> Educators of color are often disconnected from their curriculum and are disempowered to work as instructional leaders who adjust what they teach to meet the needs and strengths of their diverse students.<sup>6</sup> In order to dismantle the injustice inherent in this model of school it is imperative that the educator workforce continuum advance creativity, independence, and instructional leadership by explicitly engaging culturally sustaining practices as a powerful policy lever.

However, applying *ethnic studies* or *multicultural education* curricula requires that educational leaders first clarify the meaning of “culturally responsive practices” by exploring the necessary knowledge, skills, and dispositions related to such practices. This is challenging in the existing systems because culturally sustaining pedagogy fails to permeate bureaucratic relationships between EPPs and LEAs. In response, experts charge our community to redefine policies, structures, and practices across EPPs and LEAs by investing in community-based, professional learning for ethnic studies, multicultural education, and culturally sustaining pedagogy. For this

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<sup>4</sup> Educator Advancement Council (July 2019). *Oregon Educator Equity Report*. Salem, OR.

<sup>5</sup> Valenzuela, A. (2016). *Growing critically conscious teachers: A social justice curriculum for educators of Latino/a youth*. New York: Teachers College Press.

<sup>6</sup> Education Trust (September 2019). *If You Listen, We Will Stay*. Washington, D.C.

reason, the EAC aims to facilitate professional learning on race, equity, and culturally sustaining practices in partnership between EPPs and LEAs.

This work can result in systemic improvement to the culture of our education spaces and our ability to recruit, hire, retain, and grow educators of color and Indigenous educators across Oregon. The Education Trust reported that teachers of color are uneasy working in a system that perpetuates injustice and inequity in society. For example, research reports that Black educators are often called to teaching to improve these injustices, but once serving in schools they are assigned disciplinary instead of leadership roles that do not recognize their content expertise.<sup>7</sup> And in fact, “two qualitative studies recently released by The Education Trust found that Black and Latino teachers feel disrespected and de-professionalized in their jobs, despite often exerting more emotional and actual labor than their colleagues.”<sup>8</sup> Networked and sustained professional learning on race, equity and culturally sustaining pedagogy for effective leadership can improve the working environment for educators of color and white teachers alike. The following proposal applies a tiered approach to address Oregon’s educator workforce continuum so that educators of color no longer feel trapped, but do feel empowered within a consistent racially affirming environment in Oregon.

#### Tiered approach

The current section outlines the recommended proposal and initiatives. Appendix D outlines the aligned budget that details specific investment amounts for each of the initiatives listed in the tiered interventions below.

#### Tier 1: Dismantling barriers

Tuition, supplemental living costs, and standardized measures of teacher performance are a significant barrier to licensure attainment. Teacher candidates equipped with comprehensive preparation and standard licenses are two to three times more likely to stay in teaching than those receiving lesser training.<sup>9</sup> In addition, diverse teacher candidates disproportionately fail the standardized licensure exams and these disparities are historically prompted by the bias innate in the exams. Section 48 of the Student Success Act provides a mechanism by which the Educator Advancement Council, in partnership across the system, can make strategic investments that explicitly counteract and dismantle the barriers diverse teacher candidates face in completing educator preparation programs and transitioning into strong career pathways. The following are recommended investments that support racially and linguistically diverse teaching candidates towards transitioning into long-term careers as educational leaders in Oregon:

- **Oregon Teacher Scholars Program (OTSP).** Following the recommendations of the Oregon Educator Equity Advisory Group, the EAC will mitigate cost barriers to licensure, preparation, job search and employment by investing in the sustainability of the OTSP. These funds may be used for costs like, but not limited to, scholarships,

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<sup>7</sup> Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute.

<sup>8</sup> Shafer, L. (2019, January 7). The Experiences of Teachers of Color. Retrieved from <https://www.gse.harvard.edu/news/uk/18/06/experiences-teachers-color>.

<sup>9</sup> Nguyen, T.D., Pham, L., Springer, M. G., and Crouch, M. (2019). The Factors of Teacher Attrition and Retention: An Updated and Expanded Meta-Analysis of the Literature (EdWorkingPaper: 19-149). Retrieved from Annenberg Institute at Brown University: <https://edworkingpapers.com/ai19-149>

administration, alumni networking activities, and career search and advancement opportunities.

- **Oregon Administrator Scholars Program (OASP).** Working in concert with the Confederation of Oregon School Administrators (COSA), Teacher Standards and Practices Commission (TSPC), and the Higher Education Coordinating Commission (HECC), the EAC will invest start-up funds to launch the OASP. The role of the OASP is to support leadership preparation and pathways for racially, ethnically, and linguistically diverse educators into administration and leadership roles across Oregon.
- **Multiple Measures of Teacher Performance.** In support of Oregon TSPC's new strengths-based approach to measuring teacher candidate performance, the EAC will invest in key assessment policy levers that aim to diversity the teaching profession in Oregon. Specifically, the EAC will invest in a comprehensive program evaluation of the *holistic assessment model*, in which teacher candidates demonstrate competency across content areas within their endorsement areas. This model not only hopes to allow students to show evidence of their expertise by removing exam requirements, which are typically biased to educators of color, but also empowers teacher candidates to leverage their unique experiences that will positively contribute to their students' future success. This would fund a group of stakeholders to:
  - Develop an accreditation and licensure system that is racially affirming, is aligned to Oregon statutes and mandated curriculum and encourages the recruitment of diverse educators to close the diverse educator – student gap
  - Review relevant research on Oregon's current assessment requirements and provide suggestions to ensure equal access to programs
  - Review current OARs to ensure alignment to current Oregon statutes and mandated curriculum
  - Identify ways to support the establishment of non-biased policies within existing systems
- **Mitigate Licensure and Assessment Costs.** Experts across the US recommend that states can support racially/ ethnically and linguistically diverse teacher candidates by underwriting the costs of licensure and assessments. In coordination with the Oregon TSPC, the EAC will fund costs of licensure and assessments for diverse teacher candidates in Oregon (e.g. ORELA and EdTPA).

## Tier 2: Redefine current initiatives

Today, we require educators of color to participate within systems that perpetuate existing structural racism. Many states invest in traditional models in order to strengthen and diversify their educator workforce, like grow-your-own programs. Yet, research shows that predominantly White teacher candidate cohorts across EPPs and K12 systems reify structural racism through deficit-based narratives about diverse students, regardless of their experience studying culturally sustaining pedagogy. In part, these systems are attributed to lack of diversity in teacher education altogether and standardized tests that disproportionately benefit White teacher candidates over those of color. As such, the EAC aims to redefine current initiatives, like grow-your-own pathways, with an explicit focus on excelling educators of color and Indigenous educators in Oregon. The following are recommended investments that strategically shift current initiatives to advance racially and linguistically diverse teacher candidates through Oregon's EPPs:

- **Grow-Your-Own (GYO).** The scope of Section 48 provides the EAC a unique opportunity to set new standards for Oregon’s GYO programs. GYOs are an excellent examples of retaining and fostering the talent and strengths of local potential teachers. They honor the importance of community members working within their own communities. However, while GYOs do actively recruit a diverse population, experts in multicultural education explain that GYO models typically adopt diversity, social justice, and culturally sustaining practices in name only, instead of working in solidarity with the communities that they seek to serve.<sup>10</sup>
  - The EAC will strategically invest funds to alter the fundamental goals of GYO models so their work operationalizes current culturally specific initiatives like, but not limited to, the Tribal History/ Shared History Curriculum, African American/ Black Student Success Plan, Oregon American Indian State Education Plan, and English Language Learners Student Success Plan.
  - Oregon’s early learning workforce is as diverse as Oregon’s K12 student population.<sup>11</sup> The Early Learning Professional Development Consortium<sup>12</sup> works to professionalize the early learning work force by building pathways to credentials and degrees that recruit and retain a diverse early care and education workforce. The EAC will invest funds to offset the cost of college credits that lead toward varied certification programs offered.
- **Pilot two low-residency (on-line) anti-racist graduate level courses for teachers.** There has been a sharp uptick of educators who have begun talking about racism, using antiracist language, and acknowledging their own complicity in the perpetuating racism. And still, many educators are at a loss when it comes to adapting their own actions and pedagogical practices in order to live out the changes that they want to be a part of. There are some EPPs who care deeply about this content but need to see it modeled in a culturally sustaining context for educators currently teaching in the classrooms. This course is for educators who are looking to deepen their learning and take action through connection with and accountability to other educators in a similar place.

### Tier 3: Systemic reform.

The critical change agent in this proposal is a focus on systemic reform and strategic improvements in applied professional learning aimed at achieving culturally and racially affirming environments across our educator preparation continuum. Focused communities of practice (CoP) engaged in professional learning for culturally sustaining pedagogy can address

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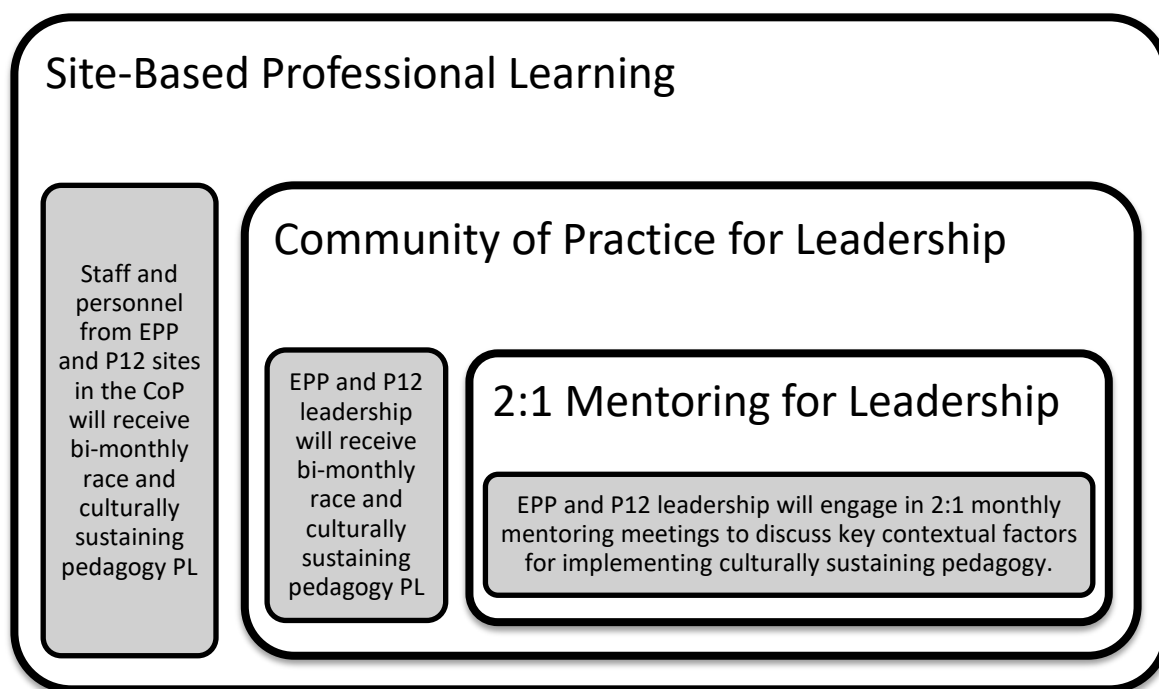
<sup>10</sup> Valenzuela, A. (2016). Growing critically conscious teachers: A social justice curriculum for educators of Latino/a youth. New York: Teachers College Press.

<sup>11</sup> Oregon Child Care Research Partnership. Oregon State University, 2018. Retrieved from <https://health.oregonstate.edu/early-learners/workforce>

<sup>12</sup> Goals of the Consortium are two-fold: Expand and scale up partnerships involving community colleges to create early childhood stackable and portable certificates, credentials, and degree programs that prepare more non-traditional, dual-language educators and Scale up AA degree programs to be flexible in meeting the needs of the existing early learning workforce

and prevent the harm of the existing structural racism in Oregon’s P20 schools. More specifically, these CoPs can identify, support, and create optimal working conditions.

The EAC, in accordance with Section 48 of the Student Success Act, will develop and invest in a system for mentorship, coaching, and professional learning between EPPs and K12 systems. The investment in the Oregon CoP framework follows a nested model in which (a) EPP and K12 leadership (deans, administrators, head start directors, and teacher leaders) will receive two-to-one mentoring, (b) Leaders will engage in professional learning on race equity and culturally sustaining pedagogy, and (c) the staff and personnel at the EPP, K12, and head start sites will also receive/have access to the race equity and culturally sustaining pedagogy professional learning for their community-based needs and strengths (see Figure 2). This nested model intends to achieve a pragmatic organizational culture shift instead of a program for compliance. In addition, these professional learning offerings, consistent with creating conditions educators need to collaborate, improve, and innovate on their practices, are supported by the coaching and technical assistance conditions within the Student Investment Account of the Student Success Act. Funding supports for districts to participate can be braided. These learning spaces will align with culturally sustaining pedagogical approaches, innovative design, and continuous improvement.



*Figure 2.* Implementation framework for systemic reform and strategic improvements to diversify Oregon’s educator workforce and retain racially/ ethnically and linguistically diverse teachers.

Traditional mentorship models aimed at strengthening the diverse educator workforce place the burden of responsibility on teachers of color to grow and stay in systems that perpetuate structural racism and systemic barriers. This is a deficit driven approach to mentoring that falsely assumes racially/ ethnically, and linguistically diverse educators are *incompetent or unskilled* and that is one of the reasons why our educator workforce is made of mostly White individuals. The

CoP model outlined in Figure 2 applies an asset-frame to statewide mentorship by intentionally engaging with leadership across siloed governance structures that span the educator career continuum. Figure 2 illustrates how this implementation model utilizes both individual, community, and site-based professional learning and mentoring approaches to shift the culture of schools so they mirror the racially/ ethnically, culturally, and linguistically diverse educators we aim to support in Oregon.

The CoP model centers on a core group of executive and strategic leaders across EPPs and K12 systems. The CoP may consist of, but is not limited to, deans, academic officers, human resource, assessment and evaluation, federal programs and finance, operations leaders from university and community college EPPs and P12 systems. Appendix C provides more details about the requirements for each governance system included in the CoP and their commitments to the professional learning. Most notably, the K12 school district must be identified as serving high percentages of emerging bilingual students, one of the focal students and family populations in the Student Investment Account<sup>13</sup>. This condition operationalizes linguistically diverse students as key assets in our communities and educator workforce.

Aligned with the broader theory of action presented in Figure 1, the EAC will invest in the CoP model to achieve consistent racially affirming environments across and between EPPs and P12 systems. The goals of the CoP model are to develop environments that affirm diverse educators' race/ ethnicity and culture in which educators of color are (a) able to be their authentic selves, (b) feel empowered as instructional leaders and pedagogical experts, and (c) see their own values mirrored in the values of their schools. Appendix A outlines the proposed implementation schedule for the 2020-2022 biennium, including the expected events for each level of engagement (i.e. mentoring meetings, community of practice, and site-based professional learning). And finally, we will fund the measurement of this leadership approach through a co-constructed research and design methodology grounded in relationship and equity practices.

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<sup>13</sup> OR HB3427 | 2019 | Regular Session. (2019, May 24). *LegiScan*. Retrieved November 26, 2019, from <https://legiscan.com/OR/bill/HB3427/2019>

## Appendix A – Community of Practice Implementation Schedule

The implementation plan outlined below follows an academic year schedule from August 2020 to July 2022. Each member of the Communities of Practice will receive 2:1 mentorship with an equity expert every month, outlined in line 1 below. In total, facilitators will implement 220 total hours of mentoring per Community of Practice over the biennium. Line 2 outlines the professional learning schedule for the CoPs. The CoPs will engage in professional learning together 6 times per year, totaling 12 total PL opportunities across the biennium. Line 3 outlines the implementation schedule for the site-based professional learning occurring across the 3 site-types (i.e. EPPs, K12 school districts, and education service districts). The SBPL will stagger with the CoP PL. There will be 5 SBPL sessions for each site per academic year, for a total of 30 SBPL sessions over the biennium.

Table 1

*Community of Practice Implementation Schedule for the 2020-2022 Biennium*

|           | A  | S  | O  | N  | D | J  | F  | M  | A  | M  | J  | J  | A  | S  | O  | N  | D | J  | F  | M  | A  | M  | J  | J  | Total |
|-----------|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|-------|
| 1. Mentor | 10 | 10 | 10 | 10 | - | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | - | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 220   |
| 2. CoP    | 1  | -  | 1  | -  | - | 1  | -  | 1  | -  | 1  | -  | 1  | 1  | -  | 1  | -  | - | 1  | -  | 1  | -  | 1  | -  | 1  | 12    |
| 3. SBPL   | -  | 3  | -  | 3  | - | -  | 3  | -  | 3  | -  | 3  | -  | -  | 3  | -  | 3  | - | -  | 3  | -  | 3  | -  | 3  | -  | 30    |

## Appendix B – Eligible Community of Practice K12 School Districts

The districts with the largest population of bilingual students:

- Salem-Keizer SD 24J
- Beaverton SD 48J
- Portland SD 1J
- Hillsboro SD 1J
- Reynolds SD 7
- David Douglas SD 40
- Woodburn SD 103
- North Clackamas SD 12
- Tigard-Tualatin SD 23J
- Gresham-Barlow SD 10J
- Centennial SD 28J
- Forest Grove SD 15
- Hermiston SD 8
- Medford SD 549C
- McMinnville SD 40
- Hood River County SD
- Bend-LaPine Administrative SD 1
- Jefferson County SD 509J
- Springfield SD 19
- Canby SD 86
- Greater Albany Public SD 8J
- Eugene SD 4J
- Parkrose SD 3
- Morrow SD 1



## Appendix C – Requirements for Community of Practice Participation

| Who                                                                                                                                                                                                                                                                                                       | How                                                                                                                                                                                                                                                                                                                | What                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• One of each program type (a) educator preparation program, (b) K12 district, and (c) ESD</li> <li>• K12 districts must be on the list of highest percentage of emerging bilingual institutions</li> <li>• Approximately 20 total participants per CoP</li> </ul> | <ul style="list-style-type: none"> <li>• Consistent attendance at site-based, CoP, and mentoring events</li> <li>• Annual equity assessments for strategic improvement</li> <li>• Engagement in evaluation, reflection, and strategic planning for professional development and organizational learning</li> </ul> | <ul style="list-style-type: none"> <li>• Evidence of existing buy-in or needs/strengths assessment outlining the readiness of the CoP to engage in organizational learning around race equity and culturally sustaining pedagogy</li> <li>• Evidence of growth towards cultural and racially affirming environments across and between EPPs, K12, and ESD institutions</li> </ul> |

## Appendix D – Annotated Budget for Section 48 of the SSA

| Initiative                           | Description                                                                                                                                                                                                               | Budget      | %<br>of<br>Tier | %<br>All |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------|----------|
| Tier 1. Dismantling Barriers         |                                                                                                                                                                                                                           |             |                 |          |
| 1.1 OTSP                             | Funds for the OEEAG to mitigate the costs associated with scholarships, administration, alumni networking, and career advancement.                                                                                        | \$1,500,000 | 30              | 10       |
| 1.2 OASP                             | Investment for COSA, TSPC, and HECC to launch a leadership preparation and pathway program for diverse educators.                                                                                                         | \$1,500,000 | 30              | 10       |
| 1.3 Multiple Measures                | Invest in TSPC comprehensive program evaluation of the holistic assessment model.                                                                                                                                         | \$1,000,000 | 20              | 7        |
| 1.4 Licensure and Assessment         | Fund for TSPC costs of licensure and assessments for diverse teacher candidates in Oregon (e.g. ORELA and EdTPA).                                                                                                         | \$1,000,000 | 20              | 7        |
| Tier 2. Redefine Current Initiatives |                                                                                                                                                                                                                           |             |                 |          |
| 2.1 GYO Redefined                    | Invest funds to alter the fundamental goals of GYO models so their work operationalizes current culturally specific initiatives and offset costs for early learning workforce to earn college credits toward credentials. | \$5,000,000 | 83              | 33       |
| 2.2 Pilot anti-racism coursework     | This course is for educators who are looking to deepen their learning and take action through connection with and accountability to other educators in a similar place and earn continued graduate credits                | \$1,000,000 | 2               | 7        |
| Tier 3. Systemic Reform              |                                                                                                                                                                                                                           |             |                 |          |
| 3.1 Mentor Facilitation              | Fund 220 2:1 monthly mentor meeting that can be virtual or in-person for the COP participants at the cost of \$250 per meeting.                                                                                           | \$330,000   | 10              | 2        |
| 3.2 CoP Facilitation                 | Facilitation will be provided by an expert technical assistance provider. The facilitation will not exceed \$6,000 per half-day training for 12 full-day trainings over 2 years.                                          | \$432,000   | 13              | 3        |

|                                      |                                                                                                                                                                                                                         |              |     |    |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----|----|
| 3.3 CoP Travel and Food (12)         | Per diem for travel and food expenses not to exceed \$1,500 per trip, for 12 trips.                                                                                                                                     | \$108,000    | 3   | 1  |
| 3.4 CoP Participant Travel           | The 20 participants will be reimbursed for no more than \$100 each over the 12 half-day trainings.                                                                                                                      | \$144,000    | 4   | 1  |
| 3.5 CoP Catering and Services        | The cost of food and services for each half-day training will not exceed \$1,000 for 12 trainings.                                                                                                                      | \$72,000     | 2   | 0  |
| 3.6 CoP Substitutes                  | The cost of providing substitutes will be covered, not to exceed \$175 per day. Assuming there are not more than 3 in each COP for the 12 trainings.                                                                    | \$37,800     | 1   | 0  |
| 3.7 SBPL Facilitation                | Facilitation will be provided not to exceed \$3,000 per half-day training for 30 half-day trainings.                                                                                                                    | \$540,000    | 16  | 4  |
| 3.8 SBPL Travel and Food             | Per diem for travel and food expenses not to exceed \$1,500 per trip, for 10 trips.                                                                                                                                     | \$90,000     | 3   | 1  |
| 3.9 SBPL Catering and Services       | The cost of food and services for each half-day training will not exceed \$1,000 for 30 trainings.                                                                                                                      | \$180,000    | 5   | 1  |
| 3.10 Research and Evaluation         | Invest in comprehensive research and evaluation plan to investigate the extent to which the CoP model achieves its aims, can inform future policy and practice, and can be scaled and applied across specific contexts. | \$1,000,000  | 29  | 7  |
| 3.11 Strategic Communications        | Invest in strategic communications that will elevate the work of the EAC and CoP across the state and national levels.                                                                                                  | \$500,000    | 15  | 3  |
| <b>Expense Summary</b>               |                                                                                                                                                                                                                         |              |     |    |
| Tier 1. Dismantling Barriers         |                                                                                                                                                                                                                         | \$5,000,000  | 100 | 33 |
| Tier 2. Redefine Current Initiatives |                                                                                                                                                                                                                         | \$5,500,000  | 100 | 37 |
| Tier 3. Systemic Reform              |                                                                                                                                                                                                                         | \$3,433,800  | 100 | 23 |
| State Personnel                      | Invest in 2 full-time strategic leader and policy experts to achieve the paradigm shift outlined in this comprehensive, multitiered, statewide proposal                                                                 | \$1,000,000  | 100 | 6  |
| Total Budget                         |                                                                                                                                                                                                                         | \$14,933,800 |     |    |

