



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

**2019-20 Meeting  
Schedule**

**TBA**

# Educator Equity Advisory Group

June 12, 2019, 1 – 4:00 p.m.

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

75 educational organizations sign onto letter to Betsy DeVos and Congress asking for help in addressing lack of teacher diversity:

<https://www.aeteachers.org/index.php/press-release-pages/052219-2019diversityletter>

New Mexico State University works to recruit, train needed bilingual teachers:

<http://nmindepth.com/2019/05/02/nmsu-works-to-recruit-train-needed-bilingual-teachers/>

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

## AGENDA

- 1) Welcome and brief updates from members—Karen Gray (20 min)**
- 2) Approval of May 15, 2019, meeting minutes—All**
- 3) Update on Oregon Teacher Scholars Program —Hilda Rosselli (5 min)**
- 4) Implications of HB 4327 language—ALL (10 min)**
- 5) Membership status for 2019-2020—ALL (10 min)**
- 6) Election of new chair and vice-chair for 2019-2020—ALL (10 min)**
- 7) Retreat date, location and proposed content—ALL (5 min)**
- 8) Proposed meeting locations for next year—ALL (5 min)**
- 9) Public Comment (10 min)**
  - 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
- 10) Break (10 min)**
- 11) Revised of 2019 Educator Equity Report (90 min)**
  - a. Overview and draft status—Hilda Rosselli
  - b. Formal approval of 2018 Action Steps
  - c. Proposed Action Steps for 2019-2020--All
  - d. Discussion of draft of 2019 report--All

**12) Adjourn**



**Oregon Educator Equity Advisory Group  
May 15, 2019, WOU**

**MINUTES**

**Attending:** Marked with X

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

**Visitors by phone: Amber Ryerson (WESD), Jessica Allen (Chalkboard)**

<b>Agenda Item</b>	<b>Discussion Notes</b>
<b>1) Welcome &amp; brief updates Karen Gray</b>	<p>Meeting was called to order by Chair Gray at 1:05 p.m. Roll call: See chart above</p> <p>Chair Gray asked for participants to share a “thorn and rose” summarizing their feelings about how they are feeling this time of year. Rich discussion of resources available to support our work regarding white alleyship, toolkits, facilitating discussions on white privilege, bullying, etc.</p>
<b>2) Approval of March 19, 2019, meeting minutes</b>	<p>Motion to approve: Koreen Seconded: Cecelia. Motion passed.</p>
<b>3) HB 3427 and Educator Advancement Council Update Hilda Rosselli</b>	<p>Hilda shared a brief overview of HB 3427 and implications for work related to diversification of Oregon’s educator workforce.</p> <p>She shared intent of the EAC work and progress to issue an RFP for Regional Educator Networks in early June.</p>

	<p>She also noted a study underway as part of HB 4044 passed in the 2018 session seeking to identify successful practices that can help us recruit, prepare, hire, and retain effective teachers serving students who are considered to have a higher probability of failing academically or dropping out of school when compared to other student groups. The survey will be open until the end of this month.</p>
<p><b>4) Discussion of blog:</b>  <a href="https://mmt.org/news/teachers-are-telling-us-something-lets-listen">https://mmt.org/news/teachers-are-telling-us-something-lets-listen</a></p>	<p>Hilda summarized findings from Meyer Memorial Trust’s Listening Session which paralleled that of the EAC/OEEAG session.  Teachers of color are mission-driven.  Teacher preparation programs must do a better job of educating emerging, pre-service teachers in culturally affirming pedagogy.  Excellent, culturally matched mentors matter.  Teachers of color need an organization that shares the values and concerns of diverse teachers.  The higher you move up in education leadership in Oregon, the whiter the population becomes.  Meyer will continue to work with this core group of educators to determine meaningful investments toward our outcome of sustaining and increasing Oregon’s education workforce diversity.</p>
<p><b>5) Update on Oregon Teacher Scholars Program (OTSP) Lala Rangel</b></p>	<p>Lala presented an overview of her work this year in coordinating the OTSP and how she enjoys meeting and interacting with the Scholars. Cecelia reported on the last round of Scholar selection which identified 16 more Scholars. Hilda shared statistics on the entire group and applauded Lala’s work this year in standing up the OTSP.  Debbie will send out an updated slide deck on the program for everyone’s reference. Both the W&amp;M and EAC will be presented with recommendations next week to fund the program at \$1M.</p>
<p><b>7) Public Comment</b></p>	<p>None received.</p>
<p><b>8) 2019 Educator Equity Report</b></p>	<p>Hilda shared that it is particularly challenging to write this report during a busy legislative year but the report is slowly shaping up</p>

	<p>Hilda shared some highlights that will be included in the report and requested two additional items:</p> <ul style="list-style-type: none"> <li>• Number of districts with an Equity Director/Coordinator (Cynthia Richarson)</li> <li>• Issues facing rural districts related to a diverse educator workforce (Tawnya)</li> </ul> <p>Hilda will be sending out a draft of the report in early June with directions for reviewing sections</p>
<p><b>9) 2019 Retreat and Advisory Group Membership Chair Karen Gray</b></p>	<p>June meeting agenda proposed item</p> <ul style="list-style-type: none"> <li>• Membership</li> <li>• Retreat date and content</li> <li>• Chair and vice-chair nomination and selection</li> <li>• Review of the Ed Equity Report and formal approval of final action steps</li> </ul>
<p><b>Adjourn</b></p>	<p>Next meeting June 12, 2019. Adjourned at 3:25.</p>

DRAFT

**Oregon Educator Equity Advisory Group  
Review of 2018 Action Agenda**

Name: \_\_\_\_\_  
Best Cell Phone Number: \_\_\_\_\_

Directions:

1. Review each action step from the 2018 report and Hilda’s analysis of the current status
2. Determine if you agree or want to add any additional updates. These will be reported in the body of the 2019 report.
3. Vote on which action steps should be continued for the 2019 Action Steps list.
4. Lastly, suggest any edits for those items you recommend continuing for the 2019 report.
5. Return your completed form to Hilda by Monday June 3rd

Action Step	Current Status (add edits here)	Voting Options K-Keep, K&E-Keep & Edit (add edits here), D-Delete
<p><b>Recruitment</b> 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)</p>	<p><b>TeachinOregon website to be updated this fall.</b>  <b>Will revisit within plan called for in HB 3427 due in Jan 2020.</b>  <b>No other action underway currently.</b></p>	<p><b>Keep: 5</b></p> <ul style="list-style-type: none"> <li>• Try to discuss another action way of promoting this conversation to communities of color, community action collectives, and EPPs. We have struggled with this one and it’s still a good thing to do.</li> </ul>
<p>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)</p>	<p><b>RENs to receive funding Fall 2019 to examine systems of support to include career pathways and test innovations and system changes.</b>  <b>Will revisit within plan called for in HB 3427 due in Jan 2020.</b></p>	<p><b>Keep: 5</b> <b>Edit: 1</b></p> <ul style="list-style-type: none"> <li>• Recruit and support teacher candidates from high schools’ Education Pipeline/Pathway Programs</li> <li>• Add “Work with communities of color, school districts, and other partners to...”</li> <li>• See how it works out. Programs that are Grow Your Own have been started in many parts of Oregon and require funding to continue to expand. Other places need a</li> </ul>

		<p>model to Grow Your Own and need funding to do that. My hope is that the Regional Education Networks for that state wide.</p> <ul style="list-style-type: none"> <li>• Include any new or existing programs</li> </ul>
<p>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. <b>(school, district and state legislator action steps)</b></p>	<p><b>RENs to receive funding Fall 2019 to examine systems of support to include career pathways and test innovations and system changes.</b></p> <p><b>Will revisit within plan called for in HB 3427 due in Jan 2020.</b></p>	<p><b>Keep: 5</b></p> <p>This is part of the new Regional Educator Networks and possibly, funding for the bill from COSA. Once the work group is done in January 2020 on this (EAC and COSA coming together on workforce development funding and strategies) more support staff of linguistic and ethnic diversity can be supported to become teachers.</p>
<p>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. <b>(school, district and educator preparation program level action steps)</b></p>	<p><b>RENs to receive funding Fall 2019 to examine systems of support to include career pathways and test innovations and system changes.</b></p> <p><b>Will revisit within plan called for in HB 3427 due in Jan 2020.</b></p>	<p><b>Keep: 4</b></p> <p><b>Edit: 2</b></p> <ul style="list-style-type: none"> <li>• Support high schools' Education Pipeline / Pathway Programs that focus on recruiting students of color (ethnically and linguistically diverse students)</li> <li>• Add" Work with communities of color, school districts and other partners to..."</li> </ul>
<p><b>Preparation</b></p> <p>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</p>	<p><b>OTSP launched and 69 scholars supported this year. Projected increase to \$1M in EAC budget for OTSP expansion.</b></p> <p><b>RENs to receive funding Fall 2019 to examine systems of support to</b></p>	<p><b>Keep: 5</b></p> <p><b>Edit: 3</b></p> <ul style="list-style-type: none"> <li>• Ensure that OTSP is sustainable as it grows; consider a full time coordinator and/or additional administrative support. Cohort and alumni networking activities are critical.</li> </ul>

<p>employment in Oregon’s educator workforce. Expand the Oregon Teacher Scholars Program to fully fund at least 70 candidates per year. <b>(state legislators and Educator Advancement Council action steps)</b></p>	<p><b>include career pathways and test innovations and system changes.</b></p> <p><b>Will revisit within plan called for in HB 3427 due in Jan 2020.</b></p>	<p>Support alums who want to pursue administrator training and licensure.</p> <ul style="list-style-type: none"> <li>• Include report of successful engagement.</li> </ul>
<p>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. <b>(state legislators and Educator Advancement Council action steps)</b></p>	<p><b>Will revisit within plan called for in HB 3427 due in Jan 2020.</b></p>	<p><b>Keep: 4</b></p> <ul style="list-style-type: none"> <li>• Members of the “OEEAG should seek to be on this work group. I have been told that I am on it. (KG)</li> </ul>
<p><del>Work with the Educator Advancement Council and COSA to develop a state fund for school districts to offer</del> <b>Raise awareness of Residency Programs and encourage the expansion of paid residencies in Oregon</b> 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. <b>(Confederation of Oregon School Administrators OEEAG, EAC, and state legislator action steps)</b></p>	<p><b>RENs to receive funding Fall 2019 to examine systems of support to include career pathways and test innovations and system changes.</b></p> <p><b>Will revisit within plan called for in HB 3427 due in Jan 2020.</b></p>	<p><b>Keep: 5</b></p> <ul style="list-style-type: none"> <li>• It seems like nearly everything on this plan revolves around the EAC and the newly developed RENs. Is this the plan in the state at this point for all these items?</li> <li>• I’m not sure with the new CAEP and TSPC requirements that this is feasible; it needs to be an ongoing discussion.</li> </ul>
<p>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. <b>(Teacher Standards and Practices Commission action steps)</b></p>	<p><b>TSPC has presented a proposal on multiple measures to be voted on by commissioners at June TSPC meeting.</b></p>	<p><b>Keep: 3</b></p> <ul style="list-style-type: none"> <li>• A summary of this June meeting of TSPC and an accounting for Tony’s next steps would be good. I would mention the work groups he put together this year, their work and attach the white paper.</li> </ul>

		<ul style="list-style-type: none"> <li>There has not been much progress with this area. In fact, we are now looking at an increase of licensure testing in order to meet CAEP requirements.</li> </ul>
Develop transparent and streamlined pathways from community to teacher preparation programs including articulation of transferable credit across the institutions leading to licensure. <b>(Higher Education Coordinating Commission action steps)</b>	<p><b>HB 2998 work group working on Major Transfer Map for Education.</b></p> <p><b>RENs to receive funding Fall 2019 to examine systems of support to include career pathways and test innovations and system changes.</b></p> <p><b>Will revisit within plan called for in HB 3427 due in Jan 2020.</b></p>	<p><b>Keep: 6</b></p> <p><b>Edit: 2</b></p> <ul style="list-style-type: none"> <li>Should the first sentence read “from community colleges to teacher preparation programs”?</li> <li>Also include the promising practices of transfer pathways and work through College and Career Readiness (C3).</li> </ul>
Work with the <del>Chief Education Office</del> <b>State Longitudinal Data System at HECC, OACTE,</b> 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. <b>(Chief Education Office, State Longitudinal Data System at HECC, Oregon Association of Colleges for Teacher Education, <del>Department of Education,</del> and Teacher Standards and Practices Commission action steps)</b>	<p><b>Temporary solution provided through a Memorandum of Agreement hosted by CEo between TSPC and ODE to provide EPPs with data.</b></p> <p><b>OACTE and staff from State Longitudinal Data System are meeting to identify best ways to provide data needed for CAEP.</b></p>	<p><b>Keep: 5</b></p> <p><b>Edit: 1</b></p> <ul style="list-style-type: none"> <li>If SLDS comes to HECC than this could be updated to include the HECC office of Research and Data in lieu of CEo.</li> </ul>
<p><b>Employment</b></p> <p>Develop <u>policy strategy</u> with the</p>	<p><b>RENs to receive funding Fall 2019 to examine systems of support to include career pathways and test</b></p>	<p><b>Keep &amp; edit: 5</b></p> <ul style="list-style-type: none"> <li>To encourage school districts’ <u>superintendents and HR directors</u> to work</li> </ul>

<p>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. <b>(school and district level action steps)</b></p>	<p><b>innovations and system changes.</b></p> <p><b>Will revisit within plan called for in HB 3427 due in Jan 2020.</b></p>	<p>closely with local educator preparation programs to...</p> <ul style="list-style-type: none"> <li>• How are we going to include and engage our communities of color in this conversation? Engage more EPPs in this conversation? Action steps pursued to accountability of EPPs engaging in these conversations and actions.</li> </ul>
<p>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. <b>(Office of Equity, Diversity, and Inclusion at ODE, school district, and Oregon School Personnel Association action steps)</b></p>	<p><b>2016 Educator Equity Report provided resources for district use.</b></p> <p><b>No additional actions taken to date.</b></p>	<p><b>Keep &amp; edit: 5</b></p> <ul style="list-style-type: none"> <li>• More effective, <u>culturally responsive and Equity driven recruitment and hiring strategies.</u></li> <li>• Should this read “more diverse human resource teams” ? in place of “interview committee”-the interview is only one aspect of the hiring process.</li> <li>• When the new state director for equity is hired for ODE, how can the OEEAG engage them in this conversation? Right now there is no anti-bias training requirements and no statewide accountability for interview teams to be diverse or even have racial equity as a goal. How will they meet the requirements by Oregon for SB 13 and the Ethnic Studies work?</li> <li>• Much more work needs to be included here and resources provided, I am not sure there has been progress.</li> </ul>

<p>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. <b>(Educator Advancement Council and Oregon Department of Education action steps)</b></p>	<p><b>Listening sessions held this year.</b></p> <p><b>Needs of novice educators of color highlighted.</b></p> <p><b>RENs to receive funding Fall 2019 to examine systems of support to include novice educators and test innovations and system changes.</b></p> <p><b>Still need to recruit more mentors of color.</b></p> <p><b>Will revisit within plan called for in HB 3427 due in Jan 2020.</b></p>	<p><b>Keep &amp; edit: 4</b></p> <ul style="list-style-type: none"> <li>• A well-trained <u>“instructional coaches”</u> and/or mentor skilled</li> <li>• Consider providing mentor when diverse teacher moves schools/districts even if they are no longer considered “new to the profession</li> <li>• Can this be directly related to the funding through the EAC to the new RENs. Design for new mentor program is key.</li> <li>• Report out about these sessions.</li> </ul>
<p><b>Retention</b></p> <p>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. <b>(school and district level and local community associations action steps)</b></p>	<p><b>Highlighted as a need in the core values of the EAC Regional Educator Networks.</b></p> <p><b>RENs to receive funding Fall 2019 to examine systems of support to include career pathways and test innovations and system changes.</b></p> <p><b>Will revisit within plan called for in HB 3427 due in Jan 2020.</b></p>	<p><b>Keep: 6</b> <b>Edit: 3</b></p> <ul style="list-style-type: none"> <li>• Supports may not always be in dollars, it can be that districts/schools recognize this work with paid time/PDUs/other structures for service that recognize affinity groups as professional time (not personal time).</li> <li>• Engage in conversations about accountability for these goals. How can ODE help us make this happen?</li> <li>• Revisit</li> </ul>
<p>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,</p>	<p><b>No immediate plans to carry this further.</b></p>	<p><b>Keep: 3</b></p> <ul style="list-style-type: none"> <li>• It’s a great idea and principal leadership is key. While it probably can’t be made to be required it’s still a good idea to tell people about.</li> </ul>

<p>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. <b>(Oregon Department of Education and Educator Advancement Council action steps)</b></p>		<p><b>Remove: 2</b></p>
<p>Work with the Educator Advancement Council, Teacher Standards and Practices Commission 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. <b>(Educator Advancement Council and Chief Education Office action steps)</b></p>	<p><b>Study will be published in July 2019 and disseminate in 2019-2020 school year.</b></p> <p><b>TSPC is approving a letter to Oregon administrators from Executive Director Tony Rosilez on this topic.</b></p>	<p><b>Keep: 4</b> <b>Edit: 3</b></p> <ul style="list-style-type: none"> <li>• Update to omit CEoO? Is that a one-time report or ongoing?</li> <li>• Did it happen?</li> <li>• Keep as a note, but I think this information and action is already covered in a couple of previously listed areas.</li> </ul>
<p>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. <b>(Educator Advancement Council and Teacher Standards and Practices Commission action steps)</b></p>	<p><b>TSPC work group addressing marketing for funding available through HB 2673 to support costs for teachers to earn NB.</b></p>	<p><b>Keep: 6</b></p> <ul style="list-style-type: none"> <li>• Do solid tracking</li> <li>• This is in action, report progress</li> </ul>