

References to Educator Equity in Four State Plans

Oregon's Educator Equity Act (ORS 342.449) states requires an annual Educator Equity Report to report on progress in meeting the following goals:

(1) As a result of this state's commitment to equality for the diverse peoples of this state, the goal of the state is that the percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.

(2) The Department of Education shall use federal reports on educator equity to monitor school district and education service district progress on meeting the goal described in subsection (1) of this section, in relation to the recruitment, hiring and retention of diverse educators.

The Educator Equity Advisory Group oversees the development of the annual report and makes recommendations on needed policies and practices. The group's 2015-16 Work Plan includes a key task of aligning recommendations from the Oregon American Indian / Alaska Native Education State Plan, African American Plan, English Learners State Plan, and Oregon's Federal Plan for Equitable Access to Excellent Educators.

Although some of the plans are still early in the development phase, the Educator Equity Advisory Group is analyzing each of the plans for alignment of activities and plans to diversify Oregon's educator workforce and develop a more culturally responsive learning environments for Oregon students.

English Learners State Plan

(Adopted in 2013 by the State Board of Education)

Goal #7: Oregon provides support to provide all educators the knowledge and skills they need in their positions to better serve English Learners.

Narrative: Research suggests that educators who are culturally and/or linguistically diverse are uniquely positioned to serve students of color (Ingersoll & May, 2011). This is particularly relevant when considering the changing demographics in Oregon. With a primarily White, middle class, female teaching force, which mirrors much of the teaching force across the country, the challenge becomes not only recruiting and retaining a diverse teaching force, but to also better prepare current teachers and administrators in providing English Learners with the highest quality of education and services. To this end, Goal #7 of the English Learner Strategic Plan focuses on how

the Oregon Department of Education, in collaboration with the Teaching Standards and Practicing Commission, can create policy and provide support to Pre-K-20 systems in the knowledge and skills educators need to address the academic, social, and emotional needs of English Learners. The five objectives below specifically address changes in policy that affect both licensed and unlicensed, pre-service educators and administrators. While much of the work to prepare educators in teacher preparation programs is moving forward, there is still major work to do in reaching current, practicing teachers and administrators in basic knowledge of English Learners and language acquisition, culturally responsive pedagogy and practice, and the increased value and importance of dual language programs support and participation. The Equity Unit is committed to highlighting best practice, collaborating with stakeholders in K-12 and post-secondary institutions, as well as providing professional development to school districts on focused, research-based strategies to close achievement and opportunity gaps for English Learners.

Objectives	Status
All new initial licensed teachers prepared in Oregon acquire basic knowledge regarding English Learners and language acquisition that helps them provide students access to academic content regardless of language skills of teacher or students.	<ul style="list-style-type: none"> • Minority Teacher Retention/Pipeline Grant • Bilingual competencies – outreach to PSU’s Bilingual Pathways Program • (1a) New ELL Standards referred to public hearing. Suggested rules will be considered for adoption in July 2014. Programs will submit to TSPC proposals to commission on implementation and systematic assessment of data by December 31, 2015. Assessments and data will be reviewed as part of program review reauthorization process.
All new initial licensed administrators prepared in Oregon acquire basic knowledge regarding English Learners and language acquisition that helps them provide students access to academic content regardless of language skills of teacher or students.	<p>New ELL Standards referred to public hearing. Suggested rules will be considered for adoption in July 2014. Programs will submit to TSPC proposals to commission on implementation and systemic assessment of data by December 31, 2015. Assessments and data will be reviewed as part of program review reauthorization process.</p> <ul style="list-style-type: none"> • MOOC • Education Equity Unit Professional Learning Opportunities
All existing teachers and administrators employed in Oregon acquire knowledge and strategies regarding English Learners and language acquisition helping them provide students access to academic content regardless of language skills of teacher or students.	<ul style="list-style-type: none"> • ELP Standards – Page 5 <ul style="list-style-type: none"> • Mutual, shared responsibility for language development and access to content • Shift from “your students” to “our students” • Minority Education Advisory Group formed and meeting monthly. There is a subgroup

	<p>of the coalition that is moving on this work specifically related to clinical practice and preparation programs.</p> <ul style="list-style-type: none"> • Suggestion to identify one or two large districts to lead this work. • Culturally Responsive Pedagogy and Practices Grant awarded to 8 institutions including post-secondary and K-12.
Oregon increases the number of licensed bilingual teachers available to work in schools.	<ul style="list-style-type: none"> • Culturally Responsive Pedagogy Grant • Minority Teacher Retention/Pipeline Grant • Bilingual competencies – outreach to various bilingual pathways programs offered by Oregon colleges and universities • Collaboration with Visiting Teachers Program from Spanish Consulate
Oregon offers TSPC approved preparation for prospective and current educators focused on Dual Language education.	<ul style="list-style-type: none"> • Program standards adopted at March 5-7, 2014 commission meeting. Anticipation of several programs will seek commission approval to begin implementation

African American/Black Student Success Plan (Under development)

House Bill 2016 directs the Oregon Department of Education (ODE) to develop and implement a statewide education plan for African American/Black students who are in early childhood through post-secondary education programs. The plan will address disparities experienced by African American and Black students in every indicator of academic success; historical practices leading to disproportionate outcomes for the students; and the educational needs of the students from early childhood through post-secondary education by examining culturally appropriate best practices in this state and across the nation. As part of the plan, ODE will be awarding grants to early learning hubs, early learning service providers, school districts, post-secondary institutions, and community-based organizations to implement strategies developed in the plan.

Project Success Measures
<ul style="list-style-type: none"> • support culturally responsive pedagogy and practices from early childhood through post-secondary education; • support the development of culturally responsive curricula from early childhood through post-secondary education;

- increase attendance of plan students in community colleges and professional certification programs; and
- increase attendance of plan students in four-year post-secondary institutions of education

Oregon American Indian / Alaska Native Education State Plan

(Adopted in 2015 by the State Board of Education)

Educators: Every P-12 organization is led by an effective administrator, and every student is taught by an effective teacher.

Objectives	Strategies	Metrics & Milestones
1. Districts will recruit, hire, place and retain a minimum of 5% AI/AN educators (equally distributed among administrators, teachers, & support staff) or a percentage equal to the percentage of AI/ AN students in the district, whichever is greater.	<p>Diversify the hiring pool of AI/AN teacher candidates by:</p> <ol style="list-style-type: none"> 1. ODE encouraging districts to place job postings for teacher, administrative, and classified positions in Native specific media outlets, and 2. Creating an ODE resource page that provides resources, networks, and strategies for recruiting, hiring, and retaining AI/AN teachers, administrators, and classified staff <p>Offer place-based and general Professional Development to district HR offices and/or hiring panels on equitable hiring practices.</p>	<p>Oregon Educator Network (website)– ODE</p> <p>Professional Development offered– ODE</p> <p>Licensed educators data – TSPC</p>

<p>2. Ensure 100% of educators (administrators, teachers, support staff, school boards) receive AI/AN culturally responsive training at least once per academic year.</p>	<p>ODE will support districts in developing Equity Plans which will include providing AI/AN culturally responsive professional development opportunities for all staff at least once per year.</p> <p>ODE will create a list of appropriate AI/AN culturally responsive trainings which districts can access.</p> <p>Explore a partnership with TSPC to offer an Indigenous Educational Sovereignty Certificate that teachers can obtain through continuing education units. The certificate</p>	<p>Promote list of professional development training opportunities on ODE website.</p> <p>Develop IES Certificate – TSPC/ODE</p> <p>Equity Plan development – ODE (Equity Unit)</p> <p>AI/AN Educator data - TSPC</p>
<p>3. 100% of pre- service students completing Oregon Native American Teacher Preparation Programs (UO & PSU) will be recruited by an Oregon school or tribe.</p>	<p>ODE will connect with current Native Teacher prep programs at UO and PSU to assist with current outreach efforts and invite input on additional strategies to meet this objective.</p> <p>Identify funds to create Native American Educator hiring campaign.</p> <p>ODE work with districts to convert cultural absences into credit earning opportunities.</p>	<p>Outreach to PSU & UO – ODE</p> <p>Campaign funding & structure – Chief Education Office</p> <p>Continued work with the Oregon Educator Equity Act – ODE & Chief Education Office</p> <p>Oregon Educator Equity Act Report – Chief Education Office AI/AN Educator data - TSPC</p>

***Oregon's Equitable Access to Educator Federal Plan:
A Plan to Recruit and Retain Excellent Educators***
(Approved by the United States Department of Education in 2015)

Strategy 1: Human Capital Management
Sub-strategy 1: Improve District Recruitment and Hiring Practices by supporting district efforts and use data from the Oregon Educator Equity Report to review overall status of recruitment and hiring.
Sub-strategy 2: Introduce Recruitment Incentives using recruitment campaigns and incentives to attract and

retain educators including scholarships, loan forgiveness, recruitment bonuses in high-need locations and work with selected districts to identify most pressing needs related to staffing.
Sub-strategy 3: Focus on Retention Efforts in one or two districts serving high populations of students of color, English Learners, and students experiencing poverty to identify best practices.
Strategy 2: Ongoing Professional Learning
Sub-strategy 1: Critically Review Alignment of Funding Streams to determine if they can be deployed more effectively in support of our teacher and leader equity goals. Provide ongoing culturally responsive professional development to educators in districts across the state. Seek other funds that can be directed into teacher leader equity-related professional learning.
Sub-strategy 2: Improve and Expand the Induction and Mentoring Program by continuing to provide opportunities for districts to support statewide mentoring and providing best practices for inducting teachers into the profession.
Sub-strategy 3: Improve the Quality and Delivery of Culturally Responsive Professional Development for Educator Across the State and engage ESD as part of the plan to deliver more robust professional development opportunities.
Sub-strategy 4: Require all Districts to Submit Equity Action Plans that will be reviewed, feedback, and technical assistance provided by the ODE Equity Unit.
Strategy 3: Monitor Teacher and Principal Preparation
Sub-strategy 1: Utilize the Educator Equity Advisory Group to suggest recommendations to Oregon Teacher Preparation programs.
Sub-strategy 2: Critically Examine Licensure Requirements that Might Result in Barriers and work to eliminate those barriers.
Sub-strategy 3: Expand School Setting Experiences in Preparation Programs that prepare teachers and leaders who can teach all students by including high-need school settings during preparation.

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