



EDUCATOR ADVANCEMENT COUNCIL AGENDA

Wednesday, January 23, 2019

9:00 a.m. – 3:00 p.m.

Broadway Commons Mongolia Room #305, 1300 Broadway Street NE, Salem, OR

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

Meeting Protocols

- ✓ All team members are equals and respected as such.
- ✓ The Chair calls on participants during discussions.
- ✓ Discussions are improved by self-assessing “*am I contributing too much or too little?*”
- ✓ We ask clarifying questions when needed and address issues, not individuals.
- ✓ Topics beyond the current agenda are captured to address in the future.
- ✓ Arrive early to begin on time.

Meeting Outcomes

- ✓ Funding Model and Educator Network clarifying discussion
- ✓ Design Institutes planning
- ✓ RFP first draft discussion
- ✓ Staffing process recommendation

9:00	1.0	Welcome Remarks	
	1.1	Introductions, Agenda Review/Outcomes	Chair Oakes
	1.2	Roll Call	Debbie Green
9:10	2.0	Consent Agenda	Chair Oakes
	2.1	Agenda Approval	
	2.2	Approval of December 19, 2018 meeting minutes	
9:15	3.0	Reports	
	3.1	Administrative Agent Report	Hilda Rosselli
	3.1.1	Staff Engagement Report	
	3.1.2	2019-20 Proposed Meeting Dates	
	3.2	Strategic Planning Updated Draft	Lisa Morawski
9:40	4.0	Fiscal Model Work Group Update	Matt Yoshioka
			Cheryl Myers
10:15	5.0	Network Discussion	Chair Oakes
			Belle Koskela
			Jenna Schadler
			Laura Scruggs
11:15		BREAK	

11:30	6.0	Executive Session per ORS 192.660 (2)(a) To consider the employment of a public officer, employee, staff member or individual agent. http://www.osba.org/Resources/Article/Board_Operations/Board_chair-Executive_Sessions.aspx	Chair Oakes
NOTICE TO MEDIA: In accordance with ORS 192.660(4) matters discussed in Executive Session must remain undisclosed. https://www.oregonlegislature.gov/bills_laws/ors/ors192.html			
12:00	LUNCH		
12:50	7.0	Design Institutes	Hilda Rosselli Julie Smith
1:30	8.0	Design Institutes - Processing Activity	Julie Smith
1:45	9.0	RFP Draft Template	Hilda Rosselli
2:25	10.0	Public Comment • <i>Public members wishing to provide public testimony must sign in at the meeting.</i> • <i>There will only be one speaker from each group.</i> • <i>Each individual speaker or group spokesperson will have three (3) minutes.</i> • <i>The Council welcomes and appreciates public input, but due to agenda constraints is unable to respond directly to testimony during the meeting.</i> • <i>Public comment may also be submitted to EACInfo@OregonLearning.org</i>	Chair Oakes
2:45	11.0	Closing Remarks	Chair Oakes
3:00	Adjourn		

***Upcoming Meeting Dates:**

- **February 27, 2019**
- **March 20, 2019**
- **April 24, 2019**
- **May 22, 2019** (potential retreat; add May 23, 2019)
- **June 19 or 26, 2019**



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.

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 (503) 373-1283 at least 48 hours in advance. To subscribe to meeting notices please register [here](#) or www.education.oregon.gov to find upcoming meetings and prior meeting materials.

EDUCATOR ADVANCEMENT COUNCIL MINUTES

Wednesday, December 19, 2018

9:00 a.m. – 3:00 p.m.

Broadway Commons, 1300 Broadway Street NE, Salem, OR

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

Directors Present: Chair Oakes, Paul Andrews, Miriam Calderon, Lindsey Capps, Christy Cox, Mark Girod, Bill Graupp, Belle Koskela, Marvin Lynn, Ken Martinez, Representative McLain, Martha Richards, Tony Rosilez, Laura Scruggs, Nick Viles, Melissa Wilk, Matt Yoshioka

Directors Present by Phone: Carmen Urbina, surrogate for Colt Gill, Michelle Homer-Anderson

Directors Excused: Vice-Chair Grotting, Ana Gomez, Senator Roblan

Administrative Staff Present: Hilda Rosselli, College & Career Readiness and Educator Advancement Director; Cheryl Myers, EAC Transition Director; Debbie Green, Executive Assistant

1.0 Welcome Remarks

- 1.1 Introductions, Agenda Review/Outcomes
Chair Oakes opened the meeting at 9 a.m. and welcomed Directors.

2.0 Preliminary Business

- 2.1 Roll Call
Debbie Green conducted a roll call and a quorum is not yet present. Approval items will be moved to later in the agenda.
- 2.2 Agenda Approval
Moved 2.2 and 2.3 to after 3.1
Laura Scruggs moved to approve the agenda with changes, seconded by Martha Richards. The motion passed unanimously.
- 2.3 Approval of November 28, 2018, meeting minutes
Tony Rosilez, moved to approve the minutes as presented, seconded by Marvin Lynn. The motion passed unanimously.
- 2.4 Staff Engagement Report
- 2.5 RFI Partners Referenced
Directors requested a list of all partners listed in the submitted RFIs. The RFI was reopened until mid-January. An updated RFI list of respondents will be provided to Directors after it closes.

Nick Viles arrived at 9:20 a.m.

Carmen Urbina arrived by phone at 10:30 a.m.

3.0 Ethics Training

Monica Walker, Trainer / Program Analyst from the Oregon Ethics Commission, discussed a general overview of Oregon Ethics Laws with Directors.

- 3.1 Public Meetings

Cheryl Myers reviewed the requirements for communication and actions between meetings. Deliberations among Directors regarding the group's business must be held in a public forum. This includes deliberations via electronic means such as telephone or e-mail. The guidelines discussed will help ensure the group does not deliberate and/or make decisions outside of a public setting.

10:10 BREAK

10:20 4.0 Design Institutes

Design Institutes may be used to develop a broad understanding of the phases of effective educator networks for potential RFP respondents. Some decisions need to be made in the planning of the Design Institutes which would begin earliest in February 2019. Participants would be engaged in activities to help organizations identify the right solutions to meet their goals.

Directors expressed a few comments about the development:

- Suggested sites to include Bend, Pendleton, two Portland locations, a location between Corvallis and Ashland, and an online option.
- Bottom up, not top down. We need to hear from the panels (teachers, students) – how to meet them where they're at.
- Don't require partnerships or existing networks – we want to reach folks who have not had this opportunity before.
- Need to differentiate the information. Those without previous grant awards will have a different starting point.
- Teacher voice is not enough – we need teacher leadership so they can be involved from the beginning.
- Clearly define what we are requesting.
- Use lots of examples and case studies.
- Identify who should be on teams - 51% teacher driven.
- Coaching/technical assistance to help along the way.
- Open to all (not just RFI responders).
- Use a variety of ways to communicate this information.

10:40 5.0 Network/Fiscal Model Discussion

5.1 Launching New Networks WG + Fiscal Chair Panel

The Launching New Networks Work Group participated in a fishbowl discussion to better define what a network is. Two Fiscal Work Group members, Matt Yoshioka, and Lindsey Capps joined in the discussion. Other Directors listened into the discussion. One suggested definition of a network is "a collaboration of educational stakeholders and educators engaged with a shared issue of personalized professional practice with implications for growth in student learning today and improved systems of learning tomorrow."

5.2 Fiscal Work Group Chair commentary

The work of the Fiscal Group will accelerate once a network is defined and a systems approach identified. They will meet in early January to continue development of a fiscal model.

LUNCH

5.3 EAC Director reflections

Directors spent time discussing different network structures and how to address issues of practice and the need for coordination across networks. Networks could include regional and thematic to address issues of practice. Suggested outcomes for networks include:

- Culture of teacher leadership
- Elevate the teaching profession
- Increase the diversity of the workforce
- Embed continuous improvement models
- Aligned educational system pre-K through college
- Retaining teachers, advancing teachers throughout their careers

6.0 RFP and Design Institutes Initial Thoughts

Hilda Rosselli referred to a document developed at the last EAC meeting which includes ideas the Council wants to include in the RFP. Directors were asked to provide edits and feedback to this list and send to Debbie Green by January 7, 2019. Staff will use this list to create an RFP draft template.

7.0 Procedural Subcommittee

Review document: Substitute Teacher Expense Reimbursement Form

7.1 ACTION ITEM: Policies and Procedures Manual Appendix Item: Substitute Teacher Expense Reimbursement Form approval

Martha Richards moved to approve the substitute teacher expense reimbursement form, seconded by Belle Koskela. The motion passed unanimously.

8.0 Public Comment

Annie Scott, Metro Area Pre-service Preparation

Annie provided a brief overview of the pre-service work with mentor teachers at Beaverton School District. They address recruitment and mentor training of new teachers with a strong emphasis on culturally responsive teaching. They offered to provide information on their work if it would be helpful to the EAC.

Public comment was provided in writing by Melissa Potter, D.Ed. who is a liaison for Beaverton School District in the work referenced above.

9.0 Strategic Planning/Communication

Lisa Morawski reviewed the strategic planning draft. Directors were asked to provide edits and feedback to this working draft which will continue to evolve with the Council's work. Edits are due to Debbie Green by January 7, 2019.

10.0 Future EAC Staffing Proposal

Lindsey Capps, Chief Education Officer, addressed the Council's process responsibilities which include developing a fiscal model, funding distribution, and statewide infrastructure to support networks. The Governor's budget allocated \$60M giving the EAC authority to make recommendations. Priorities include networks, pathway programs, and early learning investments along with technical assistance and other statewide infrastructure supports and programs like the Oregon Teacher's Scholars Program (OTSP).

The Council has position authority to hire an Executive Director who reports directly to the EAC. Lindsey Capps and Cheryl Myers will work on developing a hiring process for the Executive Director position and bring back a proposal to the EAC at their January meeting. Other positions include a program analyst (to be defined), research position, and board administrator who would all report to the Executive Director. There may be other stand-alone staff positions within ODE to help allocate resources. Next steps are to develop a concrete staffing proposal to discuss at the next Fiscal Model Work Group and then bring their recommendation to the full Council in January with a final decision in February.

11.0 Closing Remarks

Chair Oakes provided closing remarks and adjourned the meeting at 3 p.m.



Educator Advancement Council

January 23, 2019

Docket Item #3.1.1

Docket Item: Staff Engagement Report

Date	Event Attended	Sponsoring Organization	EAC Staff Attending	Directors Attending
1/9-11	TAWS – Ted Andrews Winter Symposium	NASDTEC (National Association of State Directors of Teacher Education & Certification)	Hilda Rosselli	Marvin Lynn Tony Rosilez
1/11	Legislative Summit	Oregon Association of Colleges of Teachers Education	Cheryl Myers	Lindsey Capps Mark Girod Marvin Lynn Rep. McLain Tony Rosilez
1/16	Educator Equity Advisory Group	Chief Education Office	Hilda Rosselli Debbie Green	Tony Rosilez Marvin Lynn
1/17	Listening Session for Novice Educators of Color	EAC,PPS, other SDs, Educator Equity Advisory Group	Hilda Rosselli	TBA

Upcoming Events

Date	Event Scheduled	Sponsoring Organization	EAC Staff Attending	Directors Attending
1/24-25	COSA Winter Conference	COSA	Hilda Rosselli	Lindsey Capps Jenna Schadler Melissa Wilk
TBA (2/6, 2/8, 2/11, 2/20 2/25, 2/28)	Design Institute Sites: E. Portland W. Portland Albany/Corvallis/Lane County Medford Roseburg Bend Pendleton	Chief Education Office	Julie Smith Hilda Rosselli Cheryl Myers	TBA

****Content will continue to be updated and may not reflect the most current information by the time the Educator Advancement Council meets***



Educator Advancement Council

January 23, 2019
Docket Item #3.1.2

Proposed Meeting Schedule 2019-20

<u>Date</u>	<u>Time</u>
July 24	9 a.m. – 3 p.m.
August 21	9 a.m. – 3 p.m.
September 25	9 a.m. – 3 p.m.
October 22 (Retreat)	1 – 5 p.m.
October 23 (Retreat)	9 a.m. – 3 p.m.
November 27	9 a.m. – 3 p.m.
December 18	9 a.m. – 3 p.m.
January 22	9 a.m. – 3 p.m.
February 26	9 a.m. – 3 p.m.
March 18	9 a.m. – 3 p.m.
April 22	9 a.m. – 3 p.m.
May 20	9 a.m. – 3 p.m.
June 17	9 a.m. – 3 p.m.



Three-Year STRATEGIC IMPERATIVES—AREAS OF FOCUS		
Establish and implement educator networks	Develop an equitable funding model reaching all areas of the state	Build awareness of the EAC and networks
Three-Year GOALS		
• Increase in the retention rates of new and experienced teachers and administrators • Increased number of new educators coming into the field • Increase in the number of ethnically and linguistically diverse teachers and administrators • Improvements in teaching and learning conditions survey results (e.g., questions on school and teacher leadership and professional learning)	• Increase in the percentage of districts receiving EAC funding • Increase in percentage of novice teachers and administrators who receive support • EAC funding reaches every region of the state • Trend data supports system changes	• Classroom teachers and community are involved in network development and implementation • Legislators view EAC as the central program for addressing educator workforce issues • Enhanced visibility (e.g., earned media, social media followers, and website visits)
INITIATIVES		
How will we prioritize our work? To be completed at the end of strategic planning or in subsequent planning as the strategic plan is operationalized.		
STRATEGIC ANCHORS		
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.		
CORE VALUES		
• Great teaching and learning is dependent on great educators. • Teachers know what they need to help students succeed. • The educator workforce should reflect the diversity of the PreK to 12 student population. • Professional learning is a seamless system, beginning with early learning. • Professional learning should be educator-led, community-driven, and equity-focused. • Investments made in educator development should be systematic and sustainable over time.		
ROLE OF VALUE		
We rely on teacher experience and wisdom and work across geography and traditional silos to deliver improved support and professional learning to educators.		
REPUTATION		
TBD		



Educator Advancement Council

January 23, 2019

Docket Item # 3.3

Education Legislative Committees: 2019 Legislative Session

House Committee on Education

Meets Monday and Wednesday, 3 p.m.

Membership

Chair: Representative Margaret Doherty

Vice Chair: Representative Teresa Alonso Leon

Vice Chair: Representative Cheri Helt

Representative Diego Hernandez

Representative Courtney Neron

Representative Jeff Reardon

Representative E. Werner Reschke

Representative Janeen Sollman

Representative Kim Wallan

Senate Committee on Education

Meets Monday and Wednesday, 1 p.m.

Membership

Chair: Senator Rob Wagner

Vice Chair: Senator Chuck Thomsen

Senator Sara Gelser

Senator Mark Hass

Senator Dallas Heard

Joint Committee on Ways and Means Subcommittee on Education

Meets Monday, Tuesday, Wednesday, Thursday, 8:30 a.m.

Membership

Co-Chair: Senator Lew Frederick

Co-Chair: Representative Susan McLain

Senator Arnie Roblan

Senator Chuck Thomsen

Representative Teresa Alonso Leon

Representative Christine Drazan
Representative Mark Meek
Representative Mike Nearman

Joint Committee on Student Success

Meets Tuesday and Thursday, 5 p.m.

Membership

Co-Chair: Senator Arnie Roblan
Co-Chair: Representative Barbara Smith Warner
Co-Vice Chair: Senator Tim Knopp
Co-Vice Chair: Representative Greg Smith
Senator Lew Frederick
Senator Mark Hass
Senator Kathleen Taylor
Senator Kim Thatcher
Senator Chuck Thomsen
Representative Brian Clem
Representative Julie Fahey
Representative Cheri Helt
Representative Diego Hernandez
Representative John Lively
Representative Nancy Nathanson
Representative Sherrie Sprenger

LINKS

Watch hearings and floor sessions:

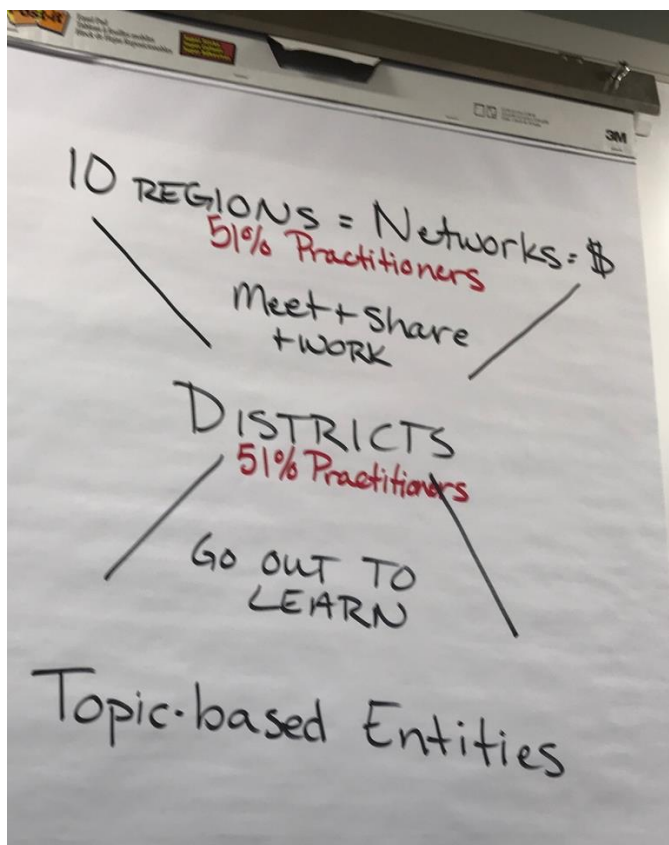
https://www.oregonlegislature.gov/citizen_engagement/Pages/Legislative-Video.aspx

Legislative website: <https://www.oregonlegislature.gov/>

Reference Document on EAC Discussions of Networks

From December EAC meeting: A network is “a collaboration of individual educators engaged with a shared issue of professional or personal practice with implications for growth in student learning today and improved systems of learning tomorrow.” Tony Rosilez

Charts from December 2018 EAC meeting



Belle's Reflection following Dec EAC Meeting

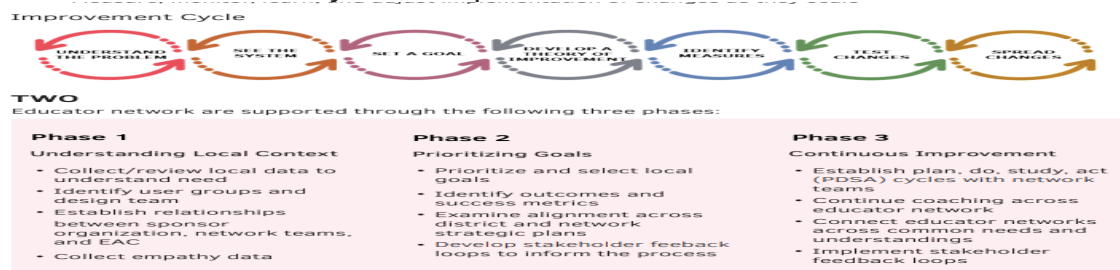
After listening to the fishbowl, Jenna's share out, Melissa and Laura's posters, and rereading the networks report, I understood the following.

Level 1 Networks: Geographic Regional Networks

There is one Level 1 network in each geographic region. These networks are comprised of and sponsored by everyone listed in the legislation in that region. Ideally, participating networks members have teams that represent them in the network who are empowered to engage in improvement work back at their home organizations. These teams should be inclusive and include members from throughout the hierarchy of the organization. In a school district, for example, there should be district and building level leaders and classroom teachers. While a district team of 8 might include only 4 teachers, teacher voice would be amplified back in the district through empathy interviews, surveys, focus groups, building level leadership teams. This network would do their work by coming together with a smaller team to then bring it back to the larger team.

Members of Level 1 Networks work together to learn about, share about, and implement:

- Continuous systems improvement:



- The educator advancement continuum:



- Equity
- Empowering teacher voice and leadership
- A seamless system
- Effective professional learning
- Current and future statewide educational challenges
- Current and future challenges of individual educators

Level 1 networks engage in the three phases:

Improvement Cycle



TWO

Educator network are supported through the following three phases:

Phase 1	Phase 2	Phase 3
Understanding Local Context	Prioritizing Goals	Continuous Improvement
- Collect/review local data to understand need - Identify user groups and design team - Establish relationships between sponsor organization, network teams, and EAC - Collect empathy data	- Prioritize and select local goals - Identify outcomes and success metrics - Examine alignment across district and network strategic plans - Develop stakeholder feedback loops to inform the process	- Establish plan, do, study, act (PDSA) cycles with network teams - Continue coaching across educator network - Connect educator networks across common needs and understandings - Implement stakeholder feedback loops

Through phase two, Level 1 Network member teams prioritize their own, local problem of practice/goal they want to prioritize. Network 1 member organizations do not have to all choose the same priorities. For example, all within one regional network:

- A few districts and the union and a university identify that they need to deepen and expand existing collaboration to improve student teacher preparation and new teacher supports.
- Three different districts see a need to improving the effectiveness of their professional learning.
- An early childhood nonprofit, some culturally specific CBOs, and a district with Pre-K choose to collaborate on defining and implementing culturally sustaining and equitable early childhood education.

Level 2 Networks: Thematic Network Collaboration

Once local networks are through Phase 2, network sponsors throughout the state identify common problems of practice to potentially create statewide networking for teams from different Level 1 Networks who all share a similar priority. These networks should also include content experts related to the priority problem of practice.



WORKING DRAFT: NETWORKS — DEFINITIONS AND CRITERIA

For review by the Launching New Networks EAC
Work Group
July 18, 2018

What are Networks?

Educator networks set their goals based on a deep understanding of how the current system is operating from the viewpoint of those it aims to serve. Networks do not organize around a solution, a program, or an initiative, but around improving specific systems of support for educators along the educator advancement continuum.

Educator networks improve systems along the educator advancement continuum (below) and are designed for all pre-K and K-12 teachers in all districts.

- Educator Recruitment
- Educator Preparation
- Educator Mentoring
- Professional Growth and Development
- Educator Evaluation and Ongoing Growth
- Developing Leadership



By focusing on system improvement, networks will sustain changes and expand the current investment because often the existing system is already fully resourced.

What are Common Characteristics of Successful Networks?

Networks are adaptive and flexible.

Successful networks

- Promote shared learning
- Use a process of continuous improvement
- Are Informed by local needs and set within local systems/context
- Hold Equity as a foundational value
- Leverage financial and human capital resources
- Support learning and implementation
- Encourage Teacher voice and shared leadership
- Develop clear measures and accountability

Educator Networks are developed and supported through the following three phases:

Phase 1: Understanding local context

- Collect/review local data to understand need
- Identify user groups and design team
- Establish relationships between sponsor organization, network teams and EAC
- Collect empathy data

Phase 2: Prioritizing Goals

- Prioritize and select local goals
- Identify outcomes and success metrics
- Examine alignment across district and network strategic plans
- Develop stakeholder feedback loops to inform strategic process

Phase 3: Continuous Improvement

- Establish plan, do, study, act (PDSA) cycles with network teams
- Continue coaching across educator network
- Connect educator networks across common needs and understandings
- Implement stakeholder feedback loops

Network Processing Activity for Jan EAC Meeting

An Educator Network is....