

EDUCATOR ADVANCEMENT COUNCIL AGENDA

Friday, August 23, 2019

9:00 a.m. – 1:00 p.m.

Public Service Building, 255 Capitol St. NE, Salem, OR, 4th floor, ODE Room 430

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

- ✓ Approve draft Permanent Rules, Request State Board of Education undertake EAC rulemaking
- ✓ Review Council Seat status – vacancies, appoint new Procedural Subcommittee members
- ✓ Review and approve Regional Educator Network applications for all regions
- ✓ Review and approve REN Plan Template/Metric Outcomes guidance
- ✓ Approve draft IGA amendment
- ✓ Next steps for hiring permanent EAC Executive Director

9:00	1.0	Call to Order	Chair Koskela
	1.1	Roll Call	Debbie Green
	1.2	Opening Remarks	Chair Koskela
	1.3	Agenda Review/Outcomes	Chair Koskela
9:10	2.0	Consent Agenda – Action Item	Chair Koskela
	2.1	Agenda Approval	
P 5	2.2	Approval of July 24, 2019 minutes	
P 9	3.0	Interim Executive Report (written)	Chair Koskela
9:15	4.0	Public Comment	Chair Koskela
		• <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 time constraints is unable to respond directly to testimony during the meeting.</i>	
9:25	5.0	Permanent Rulemaking – Action Items	Cheryl Myers
P 13	5.1	Approve Permanent Rules draft	
	5.2	Request State Board of Education undertake rulemaking	

9:35	6.0	Council Seats - Action Items	Cheryl Myers
P 15	6.1	Declare Position #15, Early Learning Provider seat vacancy	
	6.2	Add Standing and Rotating Directors to Procedural Subcommittee	
9:50	7.0	Regional Educator Network Sponsoring Organization	Holley Oglesby/
P 17		Application Scoring Results- Action Item	Hilda Rosselli
10:35	8.0	REN Plan Template/Outcome	
P 19		Metrics, Work Group Updates –	Paul Andrews
		Action Item	Melissa Wilk
10:50	Break		
11:00	9.0	IGA Amendment – Action Item	Administrative Agent
P 31			
11:05	10.0	EAC Executive Director Search - Action Item	Executive Committee/
P 32			
12:45	11.0	Wrap Up	Chair Koskela
1:00	Adjourn		

Upcoming meetings:

September 24, 2019	Broadway Commons
October 22-23 Retreat	Broadway Commons
December 11, 2019	Broadway Commons



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, July 24, 2019

9:00 a.m. – 3:00 p.m.

Oregon Department of Veterans' Affairs Building, Grande Ronde Room, Suite 350, 700 Summer St. NE, Salem, OR

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

Attending in person: Chair Koskela, Vice-chair Grotting, Paul Andrews, Miriam Calderon, Ben Cannon, Mark Girod, Bill Graupp, Marvin Lynn, Ken Martinez, Representative McLain, Martha Richards, Tony Rosilez, Laura Scruggs, Carmen Urbina, Nick Viles, Melissa Wilk, Matt Yoshioka

Attending by phone: Lindsey Capps, arrived in person at 12:45 p.m.

Excused: Christy Cox, Michele Oakes, Senator Roblan

Staff: Hilda Rosselli, Interim Executive Director; Cheryl Myers, Operations & Engagement Director; Debbie Green, Council Administrator

1.0 Call to Order

Chair Koskela opened the meeting at 9:10 a.m.

1.1 Roll Call

Debbie Green took roll call and determined a quorum was present.

1.2 Opening Remarks

Chair Koskela welcomed Ben Cannon as a new Standing Director and shared a brief bio. Ben provided comments and introduced Veronica Dujon who will act as his surrogate when he is unable to attend.

1.3 Agenda Review/Outcomes

2.0 Consent Agenda – Action Item

2.1 Agenda Approval

2.2 Approval of June 26, 2019, minutes

Martha Richards moved to approve the consent agenda as presented, seconded by Bill Graupp. The motion passed.

3.0 Reports - Information Item

3.1 Interim Executive Director Update

Hilda Rosselli reviewed the goals and immediate initiatives of the EAC. She reviewed staff engagement and upcoming meetings with a request for Directors to inform staff when they present on behalf of the EAC and staff are able to provide relevant materials. Staff have sent EAC director vacancy seat information to over 2,500 educator and community groups in order to solicit applications for the two open seats (K12 Educator; Community-based Organization). Information is also posted on our website [here](#). Directors have been asked to share information with their networks to further support the reach. The Council confirmed they are specifically looking for representation from coastal and south-central areas of the state. Directors were provided with the 2019 [Educator Equity Report](#) and a brief summary of report highlights were reviewed.

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4.0 Request for Applications Update - Discussion Item

Hilda Rosselli shared 42 distinct entities downloaded the EAC Request for Applications for Educator Networks. Additional entities with existing ORPIN credentials may have also downloaded the RFA. Answers to commonly asked RFA questions have been posted to the EAC website [here](#). A scoring pool of 29 individuals are prepared to do a first read of proposals on July 29, 2019. On August 1 notices of applications meeting minimum qualifications by the ODE Procurement office will be released. An evaluator training webinar will be held August 2 at 1 p.m., directors are invited to participate. RFA (request for application) evaluation ratings are estimated to be completed by Tuesday, August 20, 2019.

5.0 Public Comment

- *Public members wishing to provide public testimony must sign in at the meeting.*
- *There will only be one speaker from each group.*
- *Each individual speaker or group spokesperson will have three (3) minutes.*
- *The Council welcomes and appreciates public input, but due to time constraints is unable to respond directly to testimony during the meeting.*

No public comment.

6.0 Working Groups

- Technical Assistance RFP Draft
- REN Metrics & Outcomes
- REN Plans

Directors participated in breakout sessions for the three working groups on Technical Assistance, REN Plan Template and REN Metrics/Outcomes; some directors previously indicated their group preferences, staff balanced out the groups. Groups summarized their discussion for sharing with Council at 11:30 a.m.

Ben Cannon left at 10:30 a.m. and Veronica Dujon joined us as his surrogate
Nick Viles arrived at 10:45

11:30 Report out

Technical Assistance (TA)

- Recommend 2-year contract with mid-point performance requirements in year 1;
- Pre-application webinar for RFP
- One or multiple providers – depends on provider
- Use resources at EAC and ODE to add potential TA for regions
- Draft 2-year plan of what the work will look like
- Time-line process; Issue RFP in early August, on August 2, 2019, at 1 p.m. keep open for 4 weeks, staff will get legal direction from DOJ regarding scoring to define potential conflicts of interest
- Goal is to have TA starting at the same time as capacity grants
- Ad Hoc committee in the month of September (digital work)
- Directors identified to participate on Ad Hoc committee if approved by Department of Justice (DOJ)

REN Plan Template

- Template goal: “Creating a draft template REN plan for consistency and clarification to show the process has set up a structure, engaged improvement process emphasizing equity, and identified priorities.”
- Initial request for money to implement plans and a way to measure outcomes.
- How does the REN plan ensure it provides and maintains 51% educator voice?

- Alignment issues – early learning to higher education (engage REN in discussing how it will be inclusive of these voices; alignment across continuum of educator)
- Robust discussion on equity
- Willingness to serve on an Ad Hoc committee for further development
- How do we ensure RENs understand the nature of the work – systems change, continuous improvement?

REN Metrics & Outcomes

- Provide a user friendly template which doesn't ask for reporting information we already have statewide
- Request detail of participants
- Request a narrative with limited characters
- Three possible templates to develop (January, May, July)
- Areas to include in template:
 - problems of practice
 - desired outcomes
 - number of people involved
 - financial spending status
 - structure of committee
- Local and statewide survey
- Are we meeting statewide goals?
- Survey to coordinating bodies of each region to get direct feedback. Satisfaction, voice, etc.

LUNCH

7.0 Governor's Office Report/Legislative Update

Lindsey Capps has been appointed as the EAC Ex-officio director from the Governor's Office. As the Governor's senior education policy advisor, his role as an Ex-officio director is to keep the Governor apprised of the work of the Council, represent her through regular engagement with the Council, and to provide oversight, direction and guidance on the Governor's behalf. One of Governor's priorities is growing the diversity and cultural responsiveness of Oregon's educator workforce. The legislature has charged education agencies through HB 3427 to grow their educator workforce diversity. Education Agency directors have met to determine next steps in empowering the EAC in their role to grow the diversity of the educator workforce ([HB 3427](#) / [SB 182](#)). A group of agency staff could report back to the Council in September. Part of their discussion in meeting the legislature charge for the Student Success Act could include providing research, reports, convening's, and identifying existing partnerships and programs around the state for EAC to use in informing their work and goals. Additionally, they can help in developing proposals for how dollars would be invested from a systems approach with the Regional Educator Networks beginning this fall. EAC can be a natural venue for necessary policy evaluation and additional legislative requests.

Representative McLain – both the Legislature and Governor's Office believe EAC is the central work that develops a more supportive way to get behind our educators from recruitment through the continuum. We want the EAC to have this key work and support you with the right partners. The Legislature is asking for a report back on the EAC in February – to ensure funds that have been allotted now and in the future are at the right amount. Working groups today included information about how to gather information for the Legislature that would allow this work to move forward. They believe in the concept of why EAC was created; to trust in the wisdom of teachers – not a top down model, but a model to assist, provide

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leadership, and technical assistance support. This is a systems approach which will take some time. Our responsibility is to continuously improve the system process and ability to give the right resources at the right time, review outcomes and have complete transparency. We have 28 new sources of money with Student Success Act. In order to provide the best use of dollars that are not redundant or competing programs with same outcome, ODE is reviewing this information. EAC can look at all areas of professional development and see where we can do a better job integrating both SB 182 and HB 3427.

8.0 EAC Self-Assessment and Reflection – Discussion Item

This item has been moved to a later meeting due to time.

Colt Gill arrived at 1 p.m.

9.0 EAC Executive Director Search Update - Information

Colt Gill, Director at ODE and Krista Campbell, ODE HR Director along with the EAC Executive Committee reviewed their tasks from the last EAC meeting to:

- realign the timeline based on EAC's decision to delay the hiring process,
- propose a hiring process for EAC consideration; and
- develop a process for refining a set of Executive Director attributes for EAC consideration.

Administrative Agent recommendation is that no more than one EAC member on any interview panel in order to comply with Oregon's Public Meeting Laws.

- Entrust the process of hiring the Executive Committee to the administrative agent who will allow one director to participate on each hiring panel. This will enable us to move forward on the currently proposed timeline.
- Develop consensus on desired attributes. This information will be used by the hiring committee to select a permanent position.
- Multiple additional proposals were recommended and asked about the legal ramifications of in complying with Public Meetings Law.

Matt Yoshioka moved to recommend we trust the hiring process of a permanent Executive Director to ODE, which may include the Administrative Agent convening the EAC Executive Committee and others to advise ODE on this process. A request was made to include as many directors as possible in the process and while providing confidentiality to initial candidates, seconded by Mark Girod. Discussion. Motion passes.

Paul Andrews reminded us the desire to seek direct hiring authority from the Legislature in the upcoming short session, to allow a more traditional hiring process in the future.

Krista Campbell reviewed the proposed EAC Executive Director Attributes. These attributes will be included in the job announcement and directors participated in an activity to further refine and determine edits to the proposed list.

10.0 Wrap Up

The next meeting, currently scheduled for August 21, has been changed to Friday, August 23 from 9 a.m. – 1 p.m. in order to have a quorum present.

Adjourn at 3:15 p.m.

Educator Advancement Council
Interim Executive Director Report
August 23, 2019
Docket Item #3.0



Staff Engagement Report

A copy of this month's Staff Engagement Report is in your packet. Please let Hilda know if you have questions or you plan to be at any of the anticipated events listed. Of particular note is the first annual conference for paraprofessionals being hosted by Western Oregon University. This will be a great opportunity to gather some feedback from the 60+ attendees to help inform RENs on the promising practices to create onramps for paraprofessionals who are contemplating entering the teaching profession.

REN Technical Assistance RFP

I have been informed by Procurement the TA RFP process will need to be facilitated by the Department of Administrative Services (DAS), given the REN Technical Assistance RFP will be a contract, not a grant and the amount exceeds the \$150,000 allowable threshold for ODE to facilitate. We have taken steps to provide DAS with the most updated version of the RFP and it has been transferred into the format used by DAS to simplify the process. The Department of Justice (Jake Hogue) and leadership in ODE's procurement area are in the process of confirming this is the only option available as we are aware this may delay the earlier envisioned timeline of having TA provider/s identified by the time RENs sign their Grant Agreements.

Per discussion at the July EAC meeting, several EAC Council members were recommended as potential RFP reviewers to include in an evaluator pool, namely minimizing potential conflicts of interest from other EAC Council members who have been active recipients of formalized TA provided during earlier Network initiatives or other sponsored activities. Members include Melissa Wilk, Nick Viles, and Bill Graupp. Other reviewers would include one EAC staff member and educators from the pool of volunteers identified earlier this summer to review RFA proposals.

EAC Team is Growing - Program Analyst 3 Search

This is an exciting opportunity to add one additional EAC team member; I have been working with ODE Human Resources to develop a job description, job announcement and search process timeline for the Program Analyst 3 position (Grants Manager) approved in the 2019-21 EAC budget. The position was posted on August 15th and closes on September 22nd. We would appreciate all EAC Directors forwarding this link to potentially interested individuals: https://oregon.wd5.myworkdayjobs.com/en-US/SOR_External_Career_Site/job/Public-Service-Building---ODE/Grants-Coordinator-Program-Analyst-3-REQ-18783

Oregon Teacher Scholars Program

In keeping with the 209-2021 legislatively approved budget, I am in conversations with Procurement staff in ODE and HECC to finalize an Interagency Agreement with HECC to

transfer \$1,000,000 to OSAC to administer the 2019-21 Oregon Teacher Scholars Program. Tentatively, the budget breakdown may be able to support up to 150 \$5,000 teacher candidate scholarships, a Program Coordinator, operational costs for OSAC to manage the scholarship application process, and program costs. I am working with OSAC Executive Director Juan Baez to finalize and post the position this month.

EAC Council Seat Vacancies

The Council has two director vacancies and as noted on the agenda, a new vacancy has occurred. Outreach has occurred for the first two vacancies, through EAC connections as well as partners; the third vacancy outreach will begin upon vacancy declaration:

- Community-based Organization, applications due to close 8.30.19 – several inquiries, one application commitment (Southern Oregon)
- K12 Educator, applications due to close 9.30.19 – significant interest and sharing by partners; two applications currently received
- Early Learning Provider or Professional, applications anticipated to close 11.30.19



Educator Advancement Council

August 23, 2019

Docket Item #3.0

Docket Item: Staff Engagement Report

Date	Event Attended	Sponsoring Organization	EAC Staff Attending	Directors Attending
August 8	Summer Teaching, Learning, and Assessment Team Institute	COSA/ODE	Cheryl Myers	Matt Yoshioka
August 12	TSPC Commission Meeting	TSPC	Hilda Rosselli	Anthony Rosilez
August 21	HECC Equity Roundtable – Hispanic/Latinx	HECC/Warner Pacific University	Hilda Rosselli	Ben Cannon
August 22	WOU Conference on Learning and Instruction for Paraprofessionals	WOU	Hilda Rosselli	Ben Cannon
August 22	HECC Equity Roundtable – Asian American/Pacific Islander	HECC	Cheryl Myers	Ben Cannon

Upcoming Events

Date	Event Scheduled	Sponsoring Organization	EAC Staff Attending	Directors Attending
August 27	HECC Equity Roundtable – Black/African American	HECC	Hilda Rosselli	Ben Cannon
August 28	HECC Equity Roundtable – Native American/Alaskan Native	HECC	Hilda Rosselli	Ben Cannon

**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

August 23, 2019
Docket Item #5.1

Docket Item: EAC Permanent Rulemaking

Summary: Approve Draft Permanent Rules and Request State Board of Education
Undertake EAC Permanent Rulemaking

The State Board of Education (SBE) approved/adopted temporary rules on EAC's behalf in May 2019 and are scheduled to expire on November 15, 2019.

As a reminder, the purpose of rulemaking: Oregon Administrative Rules (OAR) are adopted to carry out laws. Rules may be necessary because a law directs an agency to develop rules, to interpret the agency's governing statutes, prescribe agency procedures or articulate agency policy decisions that have been delegated by the legislature. Rules frequently reference the guiding statutes, but also include further clarity such as definitions, process and expectations.

The attached draft reflects minor adjustments to the Temporary Rules. Once the rules are presented at the September 19 SBE meeting, staff will be able to begin outreach for public comment. Based on public feedback, the Council would be able to modify and adjust prior to the final adoption on October 17.

The following timeline is anticipated:

August 24	EAC approves draft Permanent Rules
September 19	SBE First Reading
October 17	SBE Adoption

Created by EN 8-19-19

581-012-0001

Definitions

The following definitions apply to OAR 581-012-0001 to 581-012-0019

- (1) "Educator Advancement Fund" means the fund established by ORS 342.953.
- (2) "ESD" means education service district as defined in ORS 334.003.
- (3) "Nonprofit organization" means an education-focused organization that:
 - (a) Is established as a nonprofit organization under the laws of Oregon; and
 - (b) Qualifies as an exempt organization under section 501(c)(3) or a social welfare organization under 501(c)(4) of the Internal Revenue Code as defined in ORS 314.011.
- (4) "Oregon equity lens" means the equity lens as defined in OAR 581-018-0010.
- (5) "Postsecondary institution of education" means:
 - (a) A community college operated under ORS Chapter 341;
 - (b) The following public universities:
 - (A) University of Oregon;
 - (B) Oregon State University;
 - (C) Portland State University;
 - (D) Oregon Institute of Technology;
 - (E) Western Oregon University;
 - (F) Southern Oregon University;
 - (G) Eastern Oregon University;
 - (c) Oregon Health and Science University; or
 - (d) An Oregon-based, accredited, not-for-profit institution of higher education.
- (6) "School district" means a common or union high school district.

(7) “Tribe” means any of the federally recognized Native American tribes of this state.

Statutory/Other Authority: ORS 342.940 & ORS 324.943

Statutes/Other Implemented: ORS 342.940 & ORS 324.943

History:

[ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019](#)

581-012-0003

Equity Lens

The Educator Advancement Council, the Oregon Department of Education, and the Regional Educator Networks will apply the Oregon equity lens in all work relating to the Educator Advancement Fund and the Regional Educator Networks.

Statutory/Other Authority: ORS 342.940 & ORS 324.943

Statutes/Other Implemented: ORS 342.940 & ORS 324.943

History:

[ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019](#)

581-012-0005

Educator Advancement Fund

The Educator Advancement Fund may be used for the following purposes:

- (1) Regional Educator Network capacity grants pursuant to OAR 581-012-0013;
- (2) Regional Educator Network formula funding pursuant to OAR 581-012-0015;
- (3) Other investments directed by the Oregon Legislature or the Educator Advancement Council pursuant to OAR 581-012-0017; and
- (4) Educator Advancement Council and ODE administrative costs.

Statutory/Other Authority: ORS 342.940 & ORS 324.943

Statutes/Other Implemented: ORS 342.940 & ORS 324.943

History:

[ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019](#)

581-012-0007

Regional Educator Networks

- (1) The Educator Advancement Council will develop Regional Educator Networks across the state for the purpose of facilitating the work of school districts in their respective regions as they improve systems designed to support educators.

(2) Regional Educator Networks must:

(a) Comply with all requirements of ORS 342.943;

(b) Establish a coordinating body for the regional educator network with membership based on the requirements in statute ORS 342.943(2)(f);

(c) Convene member organizations in their region. ~~Eligible member organizations are school districts, state-sponsored public charter schools, the Oregon School for the Deaf, and an education program under the Youth Corrections Education Program or the Juvenile Detention Education Program;~~

(d) Oversee and monitor Educator Advancement Fund resources allocated to the Regional Educator Network;

(e) Reflect and communicate the nature and intent of the Educator Advancement Fund funding;

(f) Model and reinforce authentic local stakeholder and educator engagement efforts;

(g) Demonstrate a commitment to equity-driven policies and practices including engagement of community stakeholder groups;

(h) Support the member organizations through phases 1-3 of a continuous improvement process as defined by the Regional Educator Network Request for Proposals;

(i) Participate in ongoing Training and Technical Assistance as required by the Educator Advancement Council;

(j) Ensure the Regional Educator Network coordinator is communicating regularly with the Educator Advancement Council;

(k) Develop a local plan in accordance with OAR 581-012-0011;

(l) Host and promote Training and Technical Assistance opportunities offered by the Educator Advancement Council to support the work of governance groups and/or districts;

(m) Participate in best-practice sharing with other Regional Educator Networks, including Educator Advancement Council hosted statewide Regional Educator Network convenings; and

(n) Collaborate with other Regional Educator Networks to meet the identified needs of a district if a priority is not being addressed in their local Regional Educator Network.

(3) The Educator Advancement Council may revoke a Regional Educator Networks status for failure to comply with the requirements of this rule or failure to meet all requirements as

specified in the Regional Educator Network Request for [Proposals Applications](#) issued by the [Oregon Department of Education on behalf of the](#) Educator Advancement Council.

(a) The Educator Advancement Council will provide written notice to a Regional Educator Network of any failure to comply with this rule or the Request for Application.

(b) Within 30 days of receiving written notice under subsection (3)(a) of this rule, the Regional Educator Network must submit proposed corrective action to the Educator Advancement Council.

(c) The Educator Advancement Council will approve the proposed corrective action submitted under subsection (3)(b) of this rule if the proposed corrective action has a substantial likelihood of bringing the Regional Educator Network back into compliance with this rule and the Request for Application.

(d) Within 60 days of approval of the proposed corrective action plan under subsection (3)(c) of this rule, the Regional Educator Network must complete the corrective action. If the Regional Educator Network does not complete the corrective action within the required time, the Educator Advancement Council will revoke the Regional Educator Network's status and immediately cease all funding to the Regional Educator Network.

Statutory/Other Authority: ORS 342.940 & ORS 324.943

Statutes/Other Implemented: ORS 342.940 & ORS 324.943

History:

[ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019](#)

[581-012-0009](#)

Criteria for Selecting Regional Educator Networks

(1) For each biennium, the Educator Advancement Council will establish a request for proposal solicitation and approval process. The Council will notify eligible applicants of the proposal process and the due dates, and make available necessary guidelines and application forms.

(2) All proposals must comply with the requirements of ORS 342.943 and rules adopted to implement those laws.

(3) The Educator Advancement Council will select Regional Educator Networks based on the evaluation of the grant applications and the geographic location of applicants to ensure all areas of the state are represented in a Regional Educator Network.

(4) The following entities are eligible to be a Regional Educator Network:

(a) School districts;

- (b) ESDs;
 - (c) Non-profit organizations;
 - (d) Post-secondary institutions of education;
 - (e) Tribes; and
 - (f) A consortium of any combination thereof of entities described in this subsection.
- (5) Regional Educator Networks must be or partner with an eligible fiscal agent. Eligible fiscal agents are school districts, ESDs, or post-secondary institutions of education.

581-012-0010

Member Organizations

(1) The following entities may join a Regional Network as an eligible member organization:

(a) School districts;

(b) State-sponsored public charter schools;

(c) The Oregon School for the Deaf; and

(d) An education program under the Youth Corrections Education Program or the Juvenile Detention Education Program.

(2) Each Regional Educator Network shall notify and invite eligible member organizations located within the regional geographic boundary to participate in the Regional Educator Network. The notification required by this subsection shall be provided in writing and directed to the chief executive officer or superintendent of the eligible member organization within 30 days of the date the Regional Educator Network receives notice of intent to award from the Department of Education.

(3) An eligible member organization may choose to opt out of the Regional Educator Network by informing the Regional Educator Network in writing no later than 30 days after receiving notice of assignment under subsection (2) of this rule. Within 14 days of receiving such written notice, a Regional Educator Network Coordinator shall forward said notice to the Educator Advancement Council. If an eligible member organization fails to provide written notice within 30 days after receiving notice of assignment, the eligible member organization will become part of the Regional Educator Network.

(4) Beginning on July 1, 2020, an eligible member organization currently participating in a Regional Educator Network may request reassignment to a different Regional Educator Network.

(a) The request for reassignment must be made to the Educator Advancement Council. The request must state the reason for seeking reassignment.

(b) The Educator Advancement Council will assess the request for reassignment based on the following criteria:

(A) Whether a compelling rationale exists relative to alignment of system improvement efforts; and

(B) Whether there are documented requests to transfers from the member organizations constituency.

(c) Upon approval by the Educator Advancement Council, the eligible member organization will be assigned to the new Regional Educator Network. The new Regional Educator Network shall receive 50% of the remaining funding associated with the transferring member organization for the current biennium. The remaining 50% of funding for the current biennium shall remain with the original Regional Educator Network.

Statutory/Other Authority: ORS 342.940 & ORS 342.943

Statutes/Other Implemented: ORS 342.940 & ORS 342.943

History:

ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019

581-012-0011

Regional Educator Network Regional Plan

(1) Regional Educator Networks must develop a regional plan. The regional plan must:

(a) Comply with the requirements of ORS 342.943(3) and (4);

(b) Incorporate the local plans developed by each of the Regional Educator Network's member organizations;

(c) Describe any technical assistance to be provided by the Regional Educator Network;

(d) Identify responsibilities of the required Regional Educator Network coordinator and the amount of assigned FTE;

(e) Identify leveraged resources and additional partner contributions;

(f) Articulate how funding will be used to support the work of the Regional Educator Network and local districts; and

(g) Span a minimum of four years.

(2) Regional Educator Networks must submit the regional plan to the Educator Advancement Council. Each biennium the Educator Advancement Council will announce a deadline for submission of the regional plan.

(3) The Educator Advancement Council must review regional plans submitted by each Regional Educator Network to determine whether the plan should be approved. A regional plan will be approved if the plan meets the requirements of subsection (1) of this rule.

(4) Regional Educator Networks may amend an approved plan so long as the amendment is done in consultation with the Educator Advancement Council and the amended plan is approved by the Council as required under subsection (5) of this rule.

Statutory/Other Authority: ORS 342.940 & ORS 324.943

Statutes/Other Implemented: ORS 342.940 & ORS 324.943

History:

[ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019](#)

581-012-0013

Regional Education Network Capacity Grants

(1) For each biennium, the Educator Advancement Council will determine and communicate the total amount of funds to be made available to the Regional Educator Networks as capacity grants.

(2) The Oregon Department of Education will distribute funds from the Educator Advancement Fund to each Regional Educator Networks according to the direction of the Educator Advancement Council.

(3) Capacity grants can be used for the following purposes:

(a) Staffing, supplies, and travel costs for at least one dedicated Regional Educator Network staff person to work with people and schools in the region;

(b) Costs related to convening the coordinating body or district teams, including costs for travel, and actual costs of hiring substitutes for teachers; and

(c) Contracts for services to provide support with data collection, technical assistance, evaluation, and educator development content expertise.

(4) Regional Educator Networks must separately account for funding received under this section and must submit an expenditure report to the Educator Advancement Council upon request by the Council.

(5) If a Regional Educator Network does not spend all of the allotted funds in the given biennium, the Educator Advancement Council will direct the Department of Education to reallocate the funds to one or more of the other Regional Educator Networks or hold the funds in the Educator Advancement Fund to be distributed in the following biennium.

Statutory/Other Authority: ORS 342.940 & ORS 324.943

Statutes/Other Implemented: ORS 342.940 & ORS 324.943

History:

[ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019](#)

581-012-0015

Regional Educator Network Formula Funding

(1) For each biennium, the Educator Advancement Council will determine the total amount of funds to be made available to the Regional Educator Networks for use by the eligible members within the Regional Educator Network [based on data provided by the Oregon Department of Education](#).

(2) The Oregon Department of Education will distribute funds from the Educator Advancement Fund to each Regional Educator Network according to the direction of the Educator Advancement Council.

(3) The Regional Educator Networks must expend funds received under this section in accordance with the Regional Educator Network Request for Proposals issued by the Educator Advancement Council and the regional plan developed and approved under 581-012-0011.

(4) Regional Educator Networks must separately account for funding received under this section and must submit an expenditure report to the Educator Advancement Council upon request by the Council.

[\(5\) If a Regional Educator Network does not spend all of the allotted funds in the given biennium, the Educator Advancement Council will direct the Oregon Department of Education to hold the funds in the Educator Advancement Fund. The Educator Advancement Council may then allocate those funds for any of the purposes identified in OAR 581-012-0005.](#)

Statutory/Other Authority: ORS 342.940 & ORS 324.943

Statutes/Other Implemented: ORS 342.940 & ORS 324.943

History:

[ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019](#)

581-012-0017

Other Investments

- (1) The Educator Advancement Council may make other investments at the direction of the legislature or at the discretion of the Educator Advancement Council.
- (2) The Oregon Department of Education will distribute funds according to the direction of the Educator Advancement Council.

Statutory/Other Authority: ORS 342.940 & ORS 324.943

Statutes/Other Implemented: ORS 342.940 & ORS 324.943

History:

[ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019](#)

581-012-0019

Reporting

Prior to the end of each fiscal year, a Regional Educator Network receiving funds from the Educator Advancement Fund must submit to the Educator Advancement Council:

- (1) An expenditure report; and
- (2) Audited financial statements.
- (3) A report on progress toward goals and locally identified metrics in the regional plan and other metrics identified by the Educator Advancement Council.

Statutory/Other Authority: ORS 342.940 & ORS 324.943

Statutes/Other Implemented: ORS 342.940 & ORS 324.943

History:

[ODE 19-2019, temporary adopt filed 05/20/2019, effective 05/20/2019 through 11/15/2019](#)



Educator Advancement Council

August 23, 2019

Docket Items #6.1 and #6.2

Docket Item: Council Seats – Action Items

Summary: Due to Council director movement, three actions are recommended:

- We currently accepting applications for the two vacant Rotating Director Council Seats.
 - ✓ Community-based organization applications due by August 30, 2019
 - ✓ K12 educator applications due by September 30, 2019

With the recent resignation from Michelle Homer-Anderson, the Early Learning Provider seat is now vacant.

- The Procedural Subcommittee is comprised of three (3) Standing Directors and (3) Rotating Directors. Due to director changes, one Standing Director and one Rotating Director appointees are currently vacant.

Staff Recommendations:

1. Motion to declare Position #15, the Early Learning Provider seat vacant, with a goal to appoint at the December 11, 2019 EAC meeting.
2. Motion to engage in an appointment process today for the additional Procedural Subcommittee Standing Director.
3. Motion to engage in an appointment process today for the additional Procedural Subcommittee Rotating Director.



Educator Advancement Council

August 23, 2019
Docket Item #7.0

Part 1: Slate of Proposed REN Sponsoring Organizations Regions A, C, D, E, F, G, H, I, J

Only one qualified REN Sponsoring Organization application was received for each of the following regions. A complete slate of these nine (9) regional applications is provided to the Educator Advancement Council for a vote of approval. Any EAC director may propose removing a Region/s from the list for further individual deliberation by the Educator Advancement Council and the remaining regions will be approved by a single vote of the EAC.

- _____Region A: Northwest Regional Educator Service District
- _____Region C: Lane Education Service District REN
- _____Region D: Willamette Education Service District
- _____Region E: Douglas Education Service District
- _____Region F: Southern Oregon Education Service District
- _____Region G: Eastern Oregon Regional Educator Network (Malheur ESD)
- _____Region H: High Desert Education Service District
- _____Region I: Columbia Gorge Education Service District
- _____Region J: Intermountain Education Service District

PART 2: Region B REN Sponsoring Organization

Three (3) qualified REN Sponsoring Organization applications were received from Region B and a summary of the evaluators scoring, comments, and recommendation is provided to the Educator Advancement Council for a vote.

- _____Clackamas Community College Career & Technical Education Regional Educator Network
- _____Clackamas-Multnomah Educator Advancement Partnership
- _____Portland Community College Professional Learning and Leadership Center



Educator Advancement Council

August 23, 2019

Docket Item #8.0

Docket Item: REN Plan Template/Outcome Metrics/Work Group Updates

Summary: The Work Group met August 14 to review a draft REN Plan Template and provide feedback and edits for full Council consideration.

- Plan Template
- Outcome Metrics
- Draft Glossary

Staff Recommendations:

Staff make any suggested edits from the August EAC meeting and work with procurement office to incorporate the REN Plan Template, and the Outcome Metrics guidance document into the contract agreement for each REN sponsoring organization.



REGIONAL EDUCATOR NETWORK (REN) PLAN TEMPLATE

SUBMITTED BY REN (REGION # /REGION NAME)

Contact: _____ / ____/20__
 (name, title) (phone/email)

As Oregon embarks on system changes to transform how we support the public educator continuum, this document is designed to guide the development of a Regional Educator Network (REN) Plan as defined in to [SB182](#), [ORS 342.943\(3\) and \(4\)](#). In order to approve the REN Plan, the EAC seeks assurances each REN has:

- led with equity;
- appointed and convened the required membership;
- thoughtfully created operational structures to support REN activities;
- established the Coordinating Body per SB 182, including shared leadership;
- implemented processes and tools to understand local context;
- collaboratively identified priority problems of practice to address and prioritize goals;
- implemented continuous improvement in furtherance of the SB182 goal of increased student achievement;
- authentically listened/engaged relevant stakeholders;
- detailed appropriate Outcome Metrics;
- identified braiding and leveraging of local resources; and
- provided a detailed budget.

Considerations: Funding is only available on a biennium basis but the REN Plan is expected to incorporate a 4 year timeframe. The EAC recognizes the difficulty of projecting a four-year plan for highly iterative processes at this point; however, thinking of a plan in terms of a four year timeframe allows a longer arc of work to be envisioned with future REN plan amendments contemplated.

EAC staff will regularly convene REN Coordinators and co-produce a FAQ document based on feedback to provide additional guidance.

Plans may be submitted no later than June 30, 2020 and upon EAC approval the Funding Formula will become accessible to the REN. Please limit document length to XX pages.

Pre-Phase Preparation

1. Describe the REN infrastructure design (REN coordinator/s responsibilities and dedicated FTE, fiscal and reporting, communication and convening strategies, etc.):

enter narrative here

2. Describe Coordinating Body implementation, including prioritizing 51% teacher engagement and reflecting SB182 parameters, including authentic teacher and stakeholder engagement:

enter narrative here

3. Detail the continuous improvement process used by the REN emphasizing equity and identified region priorities

enter narrative here

4. Describe REN Plan development process including outreach to schools/districts within the region, particularly detailing listening to and engaging with teachers and partners.

enter narrative here

5. Technical Assistance – Discuss anticipated technical assistance to be provided or required by the REN in this section (include in each Phase where relevant):

enter narrative here

8.15.19 Docket Item #8.o

Phase I Understanding Local Context

6. Describe how each school district's local plan influenced the overall REN Plan; the methodology applied to user groups, including use of empathy data, to determine how a system is working and not working for users. How did the process help the REN better understand needs in the region?

enter narrative here

7. List locally identified goals:

enter narrative here

Phase 2 Prioritizing Goals

8. Describe how local goals were prioritized into the REN Plan and how stakeholder feedback loops informed the process.

enter narrative here

Phase 3 Continuous Improvement

9. List identified each and any professional problems of practice for continuous improvement currently proposed by the REN Coordinating Body and resulting from identified local needs; identify who will benefit; and related outcome metrics to examine impact:

#	Problems of Practice	Targeted Area/s of the Career Continuum	Educators likely impacted	School District/s	Outcome Metrics*	Timeframe
1	Special Education Teacher Attrition	Recruitment, Supports for Novice Educators, and Retention	Special Education teachers	Acme SD, Beta SD, etc.	Increases in the number of experienced SPED teachers retained	☐ near-term ☐ long-term

*See REN Outcome Metrics Guidance document for examples

enter narrative for each identified item

10. Describe processes and results of aggregated educator and stakeholder input; how the REN navigated competing or conflicting needs within the region, e.g. size and other demographic differences; and planned stakeholder feedback loops.

enter narrative here

11. Leveraging existing and new partners is highly encouraged; list associated contributions (attach documentation):

Organization	Financial/Human Capital	In Kind
REN		office space, partial FTE, etc.

12. Additional comments:

enter narrative here

8.15.19 Docket Item #8.0

13. Itemized Budget

#	Item Description	YR 1		YR 2 \$	YR 3 \$	YR 4 \$	Notes
		Initial	Remainder				
	<i>Problem of Practice: xx</i>	\$	\$	\$	\$	\$	
	<i>Problem of Practice: xx</i>	\$	\$	\$	\$	\$	
	<i>Early learning alignment</i>	\$	\$	\$	\$	\$	
	<i>TA – Coordinating Body</i>	\$	\$	\$	\$	\$	☐ EAC sponsored ☐ REN sponsored
	<i>TA – plan implementation</i>	\$	\$	\$	\$	\$	☐ EAC sponsored ☐ REN sponsored
	<i>Staffing (title) x.x FTE</i>	\$	\$	\$	\$	\$	
		\$	\$	\$	\$	\$	

enter narrative to include any braiding/leveraging of resources, as applicable for each line item

8.15.19 Docket Item #8.0

Oregon Equity Lens

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. The equity lens confirms the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon education system.

What is the equity lens?

The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. The result of creating a culture of equity will focus on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcomes will focus on resource allocations, overall investments, hiring and professional learning.

- *Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?*
- *Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?*
- *How does the investment or resource allocation advance the 40/40/20 goal?*
- *What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)*
- *How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation?*
- *How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?*
- *How are you collecting data on race, ethnicity, and native language?*
- *What resources are you allocating for training in cultural responsive instruction?*

References to REN Plans in SB182:

(3) Each educator network shall:

(a) Establish professional educator priorities that reflect local needs for each school and school district served by the educator network based on professional learning plans submitted by educators;

References to REN Plans in Rule:

(1) Regional Educator Networks must develop a regional plan. The regional plan must:

- (a) Comply with the requirements of ORS 342.943(3) and (4);
- (b) Incorporate the local plans developed by each of the Regional Educator Network's member organizations;
- (c) Describe any technical assistance to be provided by the Regional Educator Network;
- (d) Identify responsibilities of the required Regional Educator Network coordinator and the amount of assigned FTE;
- (e) Identify leveraged resources and additional partner contributions;
- (f) Articulate how funding will be used to support the work of the Regional Educator Network and local districts; and
- (g) Span a minimum of four years.

(2) Regional Educator Networks must submit the regional plan to the Educator Advancement Council. Each biennium the Educator Advancement Council will announce a deadline for submission of the regional plan.

(3) The Educator Advancement Council must review regional plans submitted by each Regional Educator Network to determine whether the plan should be approved. A regional plan will be approved if the plan meets the requirements of subsection (1) of this rule.

(4) Regional Educator Networks may amend an approved plan so long as the amendment is done in consultation with the Educator Advancement Council and the amended plan is approved by the Council as required under subsection (5) of this rule.

Revised 8.15.19



REGIONAL EDUCATOR NETWORK (REN) OUTCOME METRICS GUIDANCE

The EAC is responsible for advising the RENs on local and statewide outcome metrics to be reported to the EAC and the Legislature documenting progress and results as a partial measure of accountability for the Educator Advancement Fund. Clearly defined outcome metrics help organizations focus their resources on what's important and improve overall results.

References to REN Outcome Metrics in Rules:

581-012-0019 Reporting

(1) Prior to the end of each fiscal year, a Regional Educator Network receiving funds from the Educator Advancement Fund must submit to the Educator Advancement Council:

- (a) An expenditure report;
- (b) Audited financial statements; and
- (c) A report on progress toward goals and locally identified metrics in the regional plan and other metrics identified by the Educator Advancement Council.

Useful Definitions:

Outcomes—Learning for Action defines “outcomes” as the changes in individuals, systems, or institutions expected to result from your program, such as changes in knowledge, behavior, attitudes, etc. For example, a REN may invest resources into redesigning a system of designing and implementing highly effective professional learning. Changes might include educator engagement in developing and participating in professional learning.

Outcome Metrics—Outcome metrics are the specific data collected to assess the extent to which expected outcomes (e.g. changes in behaviors, attitudes, or knowledge) have been achieved. In the example above, an outcome metric for investments in professional learning system redesign might be survey data from educators indicating levels of satisfaction with professional learning offerings.

Strong Outcome Metrics are SMART:

- **Specific:** Have you **explicitly identified the changes** you expect to see, for whom, by when?
- **Measureable:** **Can the change be seen** (i.e., observed behavior), heard (i.e., participant interview), or read (i.e., client records)?
- **Achievable:** Is it **reasonable that you can collect and analyze data** on the metrics? Do you have the time, resources, and staff capacity to do so?
- **Relevant:** Are the metrics **directly related to the outcome**?
- **Timely:** Will your metrics help you understand progress in the **first third to half** of your program, as well as at the end of the program?

Revised 8.15.19

I. OUTCOME METRICS EXPECTED OF ALL RENS

As the EAC launches a more comprehensive system approach to supporting educators, the Council and the Legislature are interested in a macro view of statewide implementation of the RENS. As such, a template will be provided to guide the data collection as well as potential tools enabling comparable data analysis across RENS. (An ad hoc group of the EAC will approve a final template and tools for use by RENS and provide technical assistance to all REN coordinators.)

Figure 1 Draft Outcome Metrics Expected of all RENS

1. REN Backbone Functions
 - o Evidence of an inclusive, equity-driven, and functioning coordinating body
 - o Coordinating Body satisfaction surveys (tool to be provided from the EAC)
 - o Participation of all school districts within the designed REN
 - o Participation of local stakeholders including teachers, early learning professionals, administrators, families, tribes, and community/business partners in REN activities
 - o Regional satisfaction with access to EAF resources (tool to be provided from the EAC)
 - o Leveraging of additional resources
 - o Earned media
2. Participation of the REN in EAC recommended Technical Assistance and coaching.

II. STATE-LEVEL OUTCOME METRICS

The EAC is also identifying examples of potential state-level outcome metrics in Figure 2. RENS and Coordinating Bodies may find these useful as references, recognizing potential alignment between specific areas of focus in each REN's respective Plan with state level outcome metrics. The EAC is preparing to share historical data by REN region related to the TELL survey results, educator demographics, retention rates, etc. RENS will have opportunities to validate and comment on any state-level data for their respective region and will be invited to provide additional qualitative data.

Figure 2 Potential State-Level Outcome Metrics

1. Teaching and Learning Conditions survey items related to:
 - a. Teacher leadership
 - b. Equity driven practices and Culturally Responsive Teaching Practices
 - c. Professional learning
 - d. Novice educator supports
 - e. School leadership
 - f. Management of Student Conduct
 - g. Use of time and resources
2. Educator data related to:
 - a. Demographics of the educator workforce (both teachers and administrators)
 - i. Racial/linguistic diversity
 - ii. Gender
 - b. Educator workforce supply and demand
 - i. Regional areas

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- ii. Content and specialization areas
- c. Interest in the teaching profession (Enrollment & completion data for Oregon's educator preparation programs)
- d. Retention rates (disaggregated by job title, school level, school title status, and racial identity)
 - i. Novice educators (teachers & administrators)
 - ii. Experienced educators (teachers and administrators)
- 3. Student outcomes (potentially correlated or attributable to REN investments and disaggregated by district and student demographics)
 - a. Student attendance
 - b. Student achievement
 - c. Graduation rates
 - d. Social and emotional factors
 - i. School culture
 - ii. Relationships (students and educators)

III. REN DETERMINED OUTCOME METRICS

Each REN will have its own REN Plan outlining problems of practice they are seeking to improve; thus, each REN will need to identify appropriate localized outcome metrics. The EAC is providing examples of metrics and outcomes in Figure 3 and expects each REN will engage in thoughtful identification of outcome metrics appropriate for the regional context and work being undertaken. When applicable, RENs are encouraged to leverage existing outcome metrics being compiled for other local, state or federal purposes and to address both quantitative and qualitative data.

RENs will be asked to reference anticipated outcome metrics in their REN Plans. Although some outcome metrics are longer term and understandably may require significant implementation time to be effective indicators of change, RENs will be asked to provide an annual status report on identified outcome metrics.

Figure 3 Potential Outcome Metrics (to be determined locally)

- 2. System changes (policies, and practices, system user interview and focus groups data (pre and post empathy data) related to:
 - o Educator recruitment pathways;
 - o Educator preparation;
 - o Supports for novice educators;
 - o Professional growth and development; and/or
 - o Career advancement of educators.
- 3. Impacts on educator outcomes specific to local systems changes, e.g. increased teacher leadership roles, increased diversification in the educator workforce, alignment with early learning systems, culturally responsive practices and pedagogy, improved educator retention measured at varying points and disaggregated, etc.
- 4. Highly-effective professional learning sponsored by the RENs
 - o Participation rates in REN sponsored Culturally Relevant Professional Learning by Topic

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- | |
|--|
| <ul style="list-style-type: none">o Participant reviews of REN sponsored Culturally Relevant Professional Learning by Topic5. Impacts on student outcomes with particular emphasis on changes within systems which historically have put students at risk for dropping out of school or underperforming.6. Other |
|--|

EAC GLOSSARY

Community Engagement: a broad collaboration and participation between multiple sectors of the community for the mutually beneficial exchange of knowledge and resources to identify local needs and contribute to larger conversations on visioning and planning which may include, but is not limited to, parent groups and advocacy groups, city and business partners, student input, and Educators.

Continuous Improvement: a school or instructional-improvement process that unfolds progressively, that does not have a fixed or predetermined end point, and that is sustained over extended periods of time. The concept also encompasses the general belief that improvement is not something that starts and stops, but it's something that requires an organizational or professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth.

Culturally Responsive: the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning more appropriate and effective for them.

Coordinating Body: required by ORS 342.943 and comprised of:

(A) A majority of Educators who are based in schools from different grades and content areas and reflective of the student demographics of the region served by the Educator Network (can include site-based teaching or personnel service licensed Educators); and

(B) Members representing state agencies, school districts, education service districts, early learning providers and professionals, school board members, Educator preparation providers, education-focused nonprofit organizations, education-focused philanthropic organizations, professional education associations, community-based education organizations that represent families and students, post-secondary institutions of education and Tribes.

Educator: a teacher, administrator or other school professional who is licensed, registered or certified by the Oregon Teacher Standards and Practices Commission.

Educator Advancement Fund (“EAF”): the fund continuously appropriated to Agency established by ORS 342.940 in the State Treasury, separate and distinct from the General Fund to be distributed by the EAC.

Educator Network: a collaboration of partners, inclusive of local teachers, administrators, early learning, community members, and stakeholders, organized together in a collaborative learning process that holds teachers at the center of the work in order to improve outcomes for all Oregon students and is committed to supporting diversity, professional learning and experiences of the Educator workforce at each stage of their careers by evaluating and then tailoring systems to meet the needs of local Educators.

Empathy Data:

Equity Lens: the commitment and principles adopted by the Oregon Education Investment Board to address inequities of access, opportunity, interest, and attainment for underserved and underrepresented populations in all current and future strategic investments.

Fiscal Agent: an established organization that may accept state funding on behalf of the REN, retain supervision and control over the funds ensuring they are used strictly for the sponsored network purposes, maintain records proving the funds' use, and provide reports to the EAC on its use.

Local Context: the intentional consideration of data and perspectives surfaced by all who live or work within and are affected by the various systems which function within the geographic region.

Outcomes: Learning for Action defines “outcomes” as the changes in individuals, systems, or institutions expected to result from your program, such as changes in knowledge, behavior, attitudes, etc. For example, a

REN may invest resources into redesigning a system of designing and implementing highly effective professional learning. Changes might include educator engagement in developing and participating in professional learning.

Outcome Metrics: Outcome metrics are the specific data collected to assess the extent to which expected outcomes (e.g. changes in behaviors, attitudes, or knowledge) have been achieved. In the example above, an outcome metric for investments in professional learning system redesign might be survey data from educators indicating levels of satisfaction with professional learning offerings.

Postsecondary Institution:

- A community college operated under ORS chapter 341.
- The following public universities:
 - ✓ University of Oregon
 - ✓ Oregon State University
 - ✓ Portland State University
 - ✓ Oregon Institute of Technology
 - ✓ Western Oregon University
 - ✓ Southern Oregon University
 - ✓ Eastern Oregon University
 - ✓ Oregon Health & Science University
- An Oregon-based, accredited, not-for-profit institution of higher education.

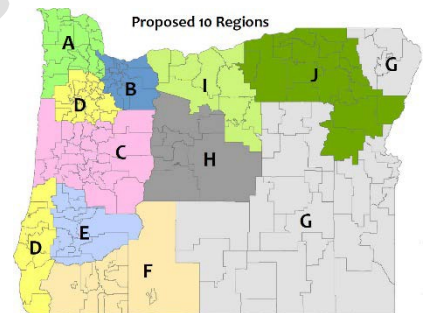
Pre-School: a family child care or an early childhood center-based program in which children between 0 and 5 years of age combine learning with play in a program operated by professionally trained teachers.

Professional Learning Plan:

Regional Educator Network (“REN”): an Educator Network designated for one of the regional areas set forth in the displayed map to the right.

Sponsoring Organization for a Regional Educator Network

(“Sponsoring Organization”): a school district, education service district, nonprofit organization, Postsecondary Institution, Tribe, or a consortia or combination of any of these groups in a designated region of the state that convenes a Coordinating Body and meets the requirements of ORS 342.943(2).”



System Improvement: solutions that are built locally, through a process of deeply understanding system variance and experiences of those being served, with Equity Lens-driven implementation that focuses on adaptive implementation with integrity, not just fidelity.

Teacher Leaders: teachers who may continue to teach students but who also have a role and influence that extending beyond their own classroom to others within the school and elsewhere.

Technical Assistance means facilitated training, tools and processes needed to carry out project activities.

Tribe: any of the federally-recognized Native American tribes of this state.



Educator Advancement Council

August 23, 2019

Docket Item #9.0

Docket Item: IGA Amendment – Action Item

Summary: With the sunset of the Chief Education Office and the addition of HECC as a Standing Director, Administrative Agent is requesting Council directive to move forward with a draft IGA amendment to reflect these changes.

Staff Recommendations:

Request a motion and second to direct the Administrative Agent to draft an IGA amendment to reflect the sunset of the Chief Education Office and addition of HECC as a Standing Director.



Educator Advancement Council
August 23, 2019
Docket Item # 10.0

EAC Executive Committee Recommendations:
EAC Executive Director Hiring Process
August 23, 2019

The EAC Executive Committee worked with the EAC Administrative Agent to develop the process outlined below. ODE, as our Administrative Agent also consulted with Department of Justice (DOJ) attorneys to meet three goals of the EAC in this process:

1. Adhere to all applicable public meeting laws and best practices.
2. To the greatest degree possible, provide confidentiality to EAC Executive Director applicants.
3. Include as many EAC Directors in the hiring process as possible.

The proposal shared below employs Article 3, Section 16, part viii of the EAC Intergovernmental Agreement – which states, “...The Administrative Agent may, in consultation with the Board, establish Advisory Groups to assist Board objectives. Such groups shall report directly to the Administrative Agent.” This provision will allow EAC Directors to participate in first round interview panels and provide confidential input to the administrative agent.

To move forward with this process, the EAC should pass a resolution that disbands the Executive Committee specifically for the function of coordinating the hiring process with the Administrative Agent. The Executive Committee may stay intact and be employed for other purposes as defined by the EAC. This helps to separate the Administrative Agent Advisory Groups from being confused with any subcommittee of the EAC. Proposed resolution language is provided at the end of this document.

Proposed Hiring Process

The Administrative Agent will convene an *advisory group* of three EAC Directors to serve as advisors to the Administrative Agent throughout each step the hiring process, including: Reviewing all information, candidate applications, written documents (if submitted), panel feedback from all three panels, and all individual EAC Director feedback from the full EAC interview.

I. First Round Interviews

The Administrative Agent will convene three (3) separate *advisory group* interview panels to be held concurrently: (September 11 & 12, 2019)

1. **Performance task panel** – Presentation – topic to be determined (two EAC Members)
2. **Community and Educator panel** – Comprised of stakeholders (three EAC Members)
3. **Partner panel** – Comprised of ODE and other state agency personnel that this position will interact with. (two EAC members and Administrative Agent)

Note: EAC members participating on these panels can discuss the candidates within the panel setting. EAC members participating in different interview panels, cannot discuss candidates or

process with other panel members or other EAC members.

II. Final Round Interview

Final Interview of the top 1-3 candidates will be held with the full EAC on Wednesday, September 25, 2019. This will be a public meeting. The Administrative Agent, the Chair and ODE HR will engage with each candidate. EAC Directors would not engage directly with the candidates during the interview nor would they deliberate with one another about the candidates. EAC members will listen to the interview and submit written impressions at the end of the interviews and submit all written comments to ODE HR as the Administrative Agent for consideration by the Administrative Agent and the Administrative Agent's hiring *advisory group*.

Interview Questions and Input

The Administrative Agent invites EAC Director input and assistance in generating ideas for interview questions and the performance task. We are asking that you submit the "Educator Advancement Council Executive Director Interview Ideas and Process Availability" form and to Krista Campbell (krista.campbell@ode.state.or.us) by 5pm Wednesday August 28, 2019.

Additional Guidance to EAC Members during the Executive Director Recruitment and Hiring process:

- All documents generated by ODE and by you as EAC Directors are considered public documents and could be subject to public records requests.
- You may hear information from a candidate related to a protected class status. Protected class status includes: *Race; color; national origin; sex (includes pregnancy- related conditions); religion; age (40 and older); disability; a person who uses leave covered by the Federal Family and Medical Leave Act; a person who uses Military Leave; a person who associates with a protected class; a person who opposes unlawful employment practices, files a complaint or testifies about violations or possible violations; and any other protected class as defined by federal law.*
- Refrain from documenting anything a candidate might share that is related to a protected class status. Please keep impressions to facts (who, what, where, why and how)
- You may be approached by individuals who are interested in applying for the EAC Executive Director position. You may provide a copy of the job announcement and encourage anyone who to apply. Any additional information regarding the job, desired attributes, any information outside of the announcement and any process related questions should be directed to ODE HR. This will ensure that each candidate is provided with the same information and that no candidate is unintentionally given an advantage or disadvantage in the process.
- Conflicts of Interest: If you believe you may have a real or perceived conflict of interest (e.g. related to or a close personal friend of a candidate) please immediately contact Krista Campbell in ODE HR.

Proposed Resolution:

I move that the EAC disband the Executive Committee specifically for the function of coordinating the hiring process with the Administrative Agent, the EAC may still have the Executive Committee meet for other functions as determined by the full EAC. Further, I move to adopt the EAC Executive Director hiring process move forward as described in the recommendations [adjust any aspect as desired] of the EAC Executive Committee.

EAC Executive Director Interview Ideas and Process Availability*August 23, 2019*

Please complete this form and return to Krista Campbell (krista.campbell@ode.state.or.us) by 5pm Wednesday, August 28, 2019.

EAC Director Name: _____

Y I am interested in serving on an Administrative Agent advisory group for the purpose of participating in first round interview panels. I am available September 11 & 12, 2019.

Interview Ideas:

1. Performance Task presentations ideas:

2. Areas of focus you would like to see included in the interview process are:

3. Interview question ideas:



Name: _____(optional)

EAC Meeting Feedback

1. What went well at the meeting?

2. What questions do you still have?

3. Do you have future agenda items for consideration?

4. What might we improve on?