



Educator Advancement Council

Special Meeting

AGENDA

Wednesday, September 25, 2019

9:00 a.m. – 1:30 p.m.

Broadway Commons - Peru Room 306, 1300 Broadway NE, Salem, OR 97301

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

- ✓ Conduct Executive Director Final Interviews

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	Chair Koskela
9:10	2.0	Executive Director Interview Process Guidance - Information	Admin Agent
9:30		BREAK	
9:40	3.0	Executive Director Final Interviews	All
	3.1	Candidate Interview (5 min. introduction, 20 min. presentation, 45 min. interview)	
	3.2	Break (20 min.)	
	3.3	Candidate Interview (5 min. introduction, 20 min. presentation, 45 min. interview)	
12:20	4.0	Instructions – Individual Written Feedback	Admin Agent
12:30		Working Lunch – Individual Written Feedback	All

1:15 5.0 **Executive Director Hiring Next Steps - Information**

Admin Agent

1:30 **Adjourn**

Upcoming meetings:

- September 25 Regular Meeting at 2:00pm @ Broadway Commons - Peru Room 306
- October 22-23 Retreat or Regular Meeting at Broadway Commons
- November - no meeting
- December 11, 2019, at 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.

Hilda C. Rosselli
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August 29, 2019

Dear Search Committee Members,

The Educator Advancement Council (EAC) Executive Director search comes at a pivotal time when an experienced leader possessing a personal and professional commitment to its continued prosperity will be crucial to continued growth and prosperity; someone with in-depth, firsthand knowledge of the history, context and vision would be of substantial benefit. In this letter of application, I will address how my background, experiences and skill sets are matched with the desired qualifications for the Executive Director position.

My Personal Journey as an Educator

My career in education began in a daycare setting working with 14 four-year-old children encouraged by an amazing teacher next to me who brought science to life for her class. A desire to provide engaging learning experiences for students inspired my pursuit of a Master's Degree followed by employment as a middle-grades Language Arts teacher where I used a project-based approach to teaching.

Driven by a deep interest in educator preparation, I earned my PhD at the University of South Florida (USF), a Research I University, where I worked first as a Graduate Student and then as an Adjunct Professor before being offered a tenure line position. While at USF, I taught both graduate and undergraduate courses, initiated the first online graduate teacher licensure program at USF, directed a Governor's Residential Leadership Program for secondary level students for 11 years, and conducted research on intelligence and the under-identification of students of color in gifted education.

I initiated, launched, and worked in USF's first Professional Development School (PDS) and later coordinated the launch of 12 additional PDSs in four school districts. For five years, I worked several days a week with middle school teachers at the PDS developing a strong clinical preparation program while supporting teacher-led research and PDSA cycles focused on improved student outcomes. During the remainder of the week I coordinated USF's Gifted Education Master's Program, taught classes, and conducted research on university-school partnerships. Following that work, I was selected as Director of the College's Education Honors Program offering intensive training for cooperating teachers and teacher candidates to enhance clinical experiences of teacher candidates in the university's four county region.

Executive-level administrative experience in an education setting

After earning tenure, I served first as Assistant and then Associate Dean for the College of Education, in charge of annual clinical placements for 800-900 teacher candidates, curriculum development and approval, student grievances, **program review and accreditation**. During that time, I collaborated with five Department Chairs to coordinate 19 undergraduate teacher licensure programs enrolling over 3,000 students, approved revised and new course proposals, helped add ESOL endorsements to five programs and **developed new policies** pertaining to field experience requirements in partnership with school districts.

This work prepared me for pursuing deanships nationally and brought me to Oregon in 2002 as Dean of the College of Education at Western Oregon University. I successfully advocated for university funds to recruit and retain bilingual candidates in teacher preparation and doubled the number of faculty of color in the College. I led new college-wide approaches to assessment of student learning and created a relational database with faculty to use for continuous program quality improvement. I oversaw successful program accreditations with NCATE, CCIE, CORE, and TSPC, helped attract \$4 million in external grants, and brought national visibility to the University resulting in recognition by the Carnegie Foundation, Teachers for a New Era, and the 2010 national Christa McAuliffe Excellence in Teacher Education Award.

Budget planning and fiscal management

During my tenure at WOU I played a key leadership role at the university level in strategic planning, academic affairs, cross college collaboration, enrollment management, **budget development, fiscal management**, fundraising, affirmative action, personnel recruitment and advancement, NWCCU accreditation, collective bargaining, and facilities planning. I planned and oversaw an annual budget of \$7 million and led the College of Education through severe budget constraints without eroding the College's mission. Through faculty collaboration, we reduced empty seats, optimized course offerings, enhanced advising models promoting timely progression to degree, and more effectively allocated faculty resources. Despite fiscal constraints, we added new tenure lines, garnered additional enrollments, launched new degrees in strategic areas, and cemented partnerships with local communities, e.g. a partnership with Salem-Keizer School District and Corban University - a precursor to the Teach Oregon program.

Building strong and collaborative partnerships across diverse groups

In 2012, I received an invitation to help launch the Oregon Education Investment Board (OEIB) and made the decision to leave WOU. The OEIB was charged with developing a more seamless education system, investing in proven strategies to raise student outcomes and close disparity gaps, and building statewide systems of support and accountability, all efforts I valued. Having assisted in the creation and launch of the Oregon Equity Lens, my work at the OEIB and then Chief Education Office (CEdO) reaffirmed the importance of equity-driven, cross-sector collaboration as I convened key leaders across agencies to forge new relationships, bridge differences, bust barriers, and maximize collective impact to improve conditions for all students to succeed.

Knowledge of Oregon Educational systems and educator workforce trends

In 2008, I sent a letter to Governor Ted Kulongoski, Superintendent Susan Castillo, OUS Executive Director George Pernsteiner, and TSPC Executive Director Vickie Chamberlain focused on potential policy decisions to develop and strengthen Oregon's educator workforce needs. The letter explored the status of system alignment between PK-12 education and educator preparation. My suggestions, some of which are in Figure 1, were 'imperfect and definitely incomplete' but served as a precursor for my work over the past seven years as I moved from a -year career in educator preparation to state-level policy work beginning in 2012.

My senior leadership position as a Policy Director at OEIB/CEdO afforded me a unique state-level view of Oregon's Pre-K through college educational systems, where we were failing students and continuing to support inequities in student outcomes.

Figure 1. Sample Educator Workforce Policy Needs*

- A flexible but dependable source of funding is needed for teacher preparation programs to fund faculty FTE to work in partnership with schools on their needs....
- Funding should be made available for each teacher preparation program to establish at least one clinical site similar to a teaching hospital dedicated to the preparation of new teachers, faculty development, inquiry directed at the improvement of practice, and enhanced student achievement.
- Funding is needed to offer inter-institutional coursework, certificates and degrees to address the state's need for teachers in hard to fill areas such as Special Education, Career Technical, Math and Science, and Speech Pathology.
- Licensure requirements should be modified placing all new teachers on a probationary status tied to successful teaching and complimented by two years of mentoring.

*(2008) H. Rosselli, letter to state leaders

Navigating and assessing executive, legislative, politician and institutional environments

Oregon Education Investment Board I was responsible for specific OEIB process measures monitored and reported regularly to a thirteen-member board. I co-planned and facilitated monthly *OEIB Best Practices and Student Transitions Subcommittee* meetings to make recommendations to the full OEIB board, a number of which received full board support and resulted in policy and/or strategic investments.

Higher Education Coordinating Commission (HECC) For the first year of its existence, I staffed the Higher Education Coordinating Commission and oversaw legislative reports on Textbook Affordability, Credit for Prior Learning, Common Course Numbering, and the State Authorization Reciprocity Agreement.

College and Career Readiness For nearly six years at OEIB/CEdO, I regularly engaged community leaders, educators and researchers across the state to identify and promote **short and long term goals and plans** for increasing college access and completion for historically-underserved students. A major area of my work focused on ensuring equitable access to Accelerated Learning program offerings for students regardless of zip code, race, financial status or level of education attained by family members. Program visits to a wide

variety of Oregon communities and other states helped me formulate policy recommendations more attuned to the needs of **small, rural and remote communities** and gave me a heightened appreciation for how K-12 schools and community colleges enhance the quality of life for rural Oregonians. After co-creating and launching a statewide definition for College and Career Readiness, I continued to facilitate a 24-member cross-sector group to develop an integrated Oregon policy and strategic plan for removing barriers impacting students' transitions between Oregon's K-12 system, community college, four-year institutions and workforce.

State Legislative Experience—Over the past seven years, I have developed strong working relationships with key legislators on each of the Education Committees, the Joint Ways and Means Subcommittee on Education, and the Joint Student Success Committee. I am very familiar with the legislative process and significant players, frequently testifying and advising legislators on educational policies, convening work groups (Accelerated Learning and the Governor's Council on Educator Advancement), and drafting legislation, including HB 3233 (the original Network for Quality Teaching and Learning), SB 755 revamping the Minority Teacher Act, HB 2263 on Accelerated Learning, and HB SB 182 which resulted in the creation of the Educator Advancement Council.

Knowledge of Diversity, Equity and Inclusion and application of the equity lens.

Having grown up in the South, I have come to acknowledge my own privileged status as a white, middle class woman while continuing to self-reflect and learn valuable lessons from those whose race, religion, class, gender, ability, or sexual orientation have experienced discrimination and oppression. Over the years, I have been fortunate to have a number of colleagues including Doris McEwen, Geneva Gay, April Campbell, Markisha Smith, Donna Beagle, and Daphne Thomas who have helped me on my own journey to understand critical race theory, engage in difficult dialogues and reflect on how predominant versions of history and policy levers have continued to perpetrate inequities. However, true personal transformation should translate into meaningful actions, two of which I outline below.

Oregon Educator Equity Reports When I was first assigned responsibility for an obscure legislative report on educator workforce diversity, I imagined not just a report; but a vehicle to analyze disaggregated data, identify promising practices, and galvanize diverse stakeholders to identify needed policy changes. Six years ago, I established the 20-member Oregon Educator Equity Advisory Group committed to diversifying the educator workforce and improving cultural responsiveness in our schools. Together, we document Oregon's progress in diversifying the educator workforce, engaging with the public to identify needed policy changes, and recommending new statewide investments. The annual legislative report and accompanying presentations have come to represent a strident call to action and an annual benchmark for the state related to each stage of the talent development educator pathway to more closely mirror the demographics of our Pre-K-12 student population. Presentations on the findings of the report by the Oregon Educator Advisory Group at multiple meetings and conferences each year have notably helped elevate collective interest and momentum in allocating resources to support a more diverse educator workforce.

This year the report was referenced in the 2019 Chief State School Officers Report entitled, *Diverse and Learner-Ready Teachers Initiative Vision and Guidance Paper*, and cited by numerous researchers in Oregon and other states. In addition, the 2018 Oregon Educator Equity Report received an unsolicited national acknowledgement, the **2019 Diversified Teaching Workforce Research Award** from the American Association of Colleges for Teacher Education (AACTE) presented by a Diversified Teacher Workforce (DTW) Topical Action Group (TAG) of AACTE for outstanding research and advocacy related to various policies, practices, programs, pedagogies, systems, and/or institutions for the purpose of advancing teacher diversity.

Oregon Teacher Scholars Program

Initially recommended in previous Oregon Educator Equity Reports, I worked with the Advisory Group to propose a new scholarship and networking program. As a result of SB 182, the Oregon Teacher Scholars Program (OTSP) was launched in 2018 in partnership with the Oregon Higher Education Coordinating Commission's Office of Student Access and Completion to provide scholarships for linguistically or racially diverse teacher candidates.

Unlike most scholarship programs, I wanted to ensure the OTSP created a strong sense of community to connect and support Scholars across institutions and link them with resources and future employment opportunities. Therefore, the funding includes a salary for a bilingual Scholars Program Coordinator, hired to track Scholars' progress through educator preparation and into employment, interact regularly with candidates regarding scholarships, and provide culturally responsive navigation pertaining to licensure and employment, resume development, and networking at professional learning events. With strong advocacy from the Educator Equity Advisory Group, Oregon Teacher Scholars, and the Educator Advancement Council, funding for the OTSP was doubled for the 2019-21 biennium, with an anticipated 150 scholarships and continued robust networking and professional learning opportunities facilitated by a full-time coordinator.

Planning, setting agendas, convening and facilitating diverse groups of stakeholders

In 2012, I was a co-drafter of HB 3233 which initiated a carve out of the state school fund intended to create a comprehensive system of support for educators to create a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across the P-20 system. When the bill passed, the Network for Quality Teaching and Learning (NQTL) was launched and for three biennia, I served as a liaison from CEdO working with ODE to oversee and implement a wide array of funded initiatives. I was a lead on developing the TeachinOregon website and the TELL Survey each biennium and I helped inform the creation of the Oregon Educator Network. When Governor Brown issued an Executive Order requesting the CEdO to convene an advisory group to bring her recommendations on refining NQTL, I worked with the Advisory Group chair to plan, set agendas, and help facilitate two years of meetings resulting in SB 182 and the launch of the permanent Educator Advancement Council. I was responsible for coordinating complex and

numerous moving parts needed to balance political and community contexts and move forward critical legislation.

Supervising and supporting staff and planning for use of resources

Since the inception of the EAC in April 2018, I have provided supports for the Council members and supervised staff affiliated with the EAC. This includes developing work plans, setting benchmarks, balancing workloads, addressing professional learning needs and motivating staff. During the transition from CEEdO to ODE as the new EAC Administrative Agent, I have collaborated with Director Colt Gill and his staff to ensure a smooth transition, and continued access to needed resources including staff expertise, equipment, finances, and other shared services. I have often drawn upon my experience as a university dean but refined my skills to align with state agency constructs and policies.

Energy and commitment to the EAC vision

My letter and resume clearly outline the **progressive levels of responsibility and leadership** I have held. Throughout my career, I have eagerly tackled new challenges helping me hone skills of collaboration and consensus building. I continue to retain a sense of **intellectual curiosity**, seeking opportunities to learn and take on new challenges. I bring creativity and vision to all of my work and I am **highly ethical**. Those who know me can attest to my work ethic and the enthusiasm I bring to any task I undertake. If selected to serve as Executive Director, I would bring a high **energy** level and commitment to the work and ensure EAC staff enable the Educator Advancement Council to remain nimble and responsive to changing environments with actions guided by equity-driven values. In my mind, effective **leaders serve** their constituents and hold themselves and the people who report to them accountable for results. As Executive Director for the EAC, I would initiate self-reporting and **accountability** processes to help the Council evaluate my performance on a regular basis.

It has been an honor and privilege to serve the Educator Advancement Council to-date and continuing to co-navigate alongside the Council through implementation of its vision and goals is an exciting prospect. I am willing and ready to bring my unique skills, vast experience and passion to ensure a successful launch and implementation of the work envisioned by the EAC on behalf of Oregon's educators.

Respectfully yours,

A handwritten signature in cursive script, reading "Hilda C. Rosselli". The signature is written in dark ink and is positioned above the printed name.

Hilda C. Rosselli, PhD

References available upon request.

DR. HILDA CATHERINE ROSSELLI

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(Abbreviated Curriculum Vitae)

EDUCATION

Certificate	Harvard Graduate School of Education	Institute for Management and Leadership in Education
Ph.D.	University of South Florida	Curriculum and Instruction Major: Special Education Cognate: Administration Supervision
M.A.	University of South Florida	Gifted Education
B.S.	Florida Southern College	Elementary Education, Special Education, and Early Childhood Education

ADMINISTRATIVE APPOINTMENTS AND SELECTED ACCOMPLISHMENTS

March 2018 – Present

Interim Executive Director, Educator Advancement Council

- Serve as the official point of contact on EAC matters and oversee all EAC communications, reports, and messaging
- Represent and communicate the vision and progress of the EAC to multiple stakeholders and other state agencies to ensure alignment across system needs related to educators
- Oversee collaborative agreements for shared services between the EAC and other state agencies and partners including educator preparation programs
- Oversee development, implementation, and execution of grant agreements and contracts necessary to implement the work of the EAC
- Coordinate and provide testimony on EAC matters for the Legislature
- Support and help facilitate the work of EAC subcommittees/work groups, providing data, documents and materials as needed
- Develop, implement and supervise the implementation of the EAC vision, strategic plan, distribution of EAC funding, and identification of Regional Educator Networks
- Direct overall inclusion of the Oregon Equity Lens in EAC endeavors
- Provide EAC staff leadership and management to ensure effective and collaborative work processes to support the EAC
- Coordinate alignment of EAC with activities reflected in the Oregon Educator Equity Act and oversee development of the annual Oregon Educator Equity Report.

- Provide analysis and recommendations for statutory or policy action to the Educator Advancement Council and the State School Board on the development of policy guidelines, development of Oregon administrative rules and implementation
- Oversee and ensure EAC compliance with state or federal laws or regulations, policies, or manuals (ODE Procurement, Department of Justice, ODE Leadership Team)

2016-2018

Policy Director, Chief Education Office

- Oversaw formation and launch of the Oregon Educator Advancement Council and co-planned and staffed EAC meetings
- Worked with EAC staff, ODE leadership team, ODE Procurement, Department of Justice, and other partners to develop an IGA for the EAC, rules, procedures, data, communications, and resource materials
- Co-planned and supported the Governor's Council on Educator Advancement
- Developed and vetted state level legislation related to supporting a highly effective educator workforce in Oregon (SB 182, HB 4044), more seamless and equitable pathways to postsecondary education/Accelerated Learning (HB 2263)
- Led the Oregon Educator Equity Advisory Group to develop annual legislative report and recommend policy to diversify Oregon's educator workforce
- Oversaw implementation and dissemination of TELL survey results in 2016 and 2018
- Served as the Legislative Policy Director for the Chief Education Office
- CEdO liaison to Oregon Department of Education Strategic Investment Leadership Team to guide accountability for HB 3233 investments
- Served as Oregon Commissioner on Western Interstate Commission on Higher Education and helped establish higher education policies
- Served on the national AACTE edTPA advisory group providing feedback on implementation

2012-2016

Policy Director, Oregon Education Investment Board

- Provided leadership for the Oregon Education Investment Board and committees related to Educator Quality and College and Career Readiness governance and policy, best practices, and innovation, equity and partnerships.
- Co-facilitated OEIB's Best Practices and Student Transitions Subcommittee to identify strategic investment and policy/action recommendations for OEIB Board
- Initiated a Statewide College & Career Readiness Cross Sector Planning Group and created Oregon's CCR definition and action plan being implemented across sectors
- OEIB legislative policy lead during 2013 legislation resulting in \$45 M for a Network of Quality Teaching and Learning
- Oversaw the planning, launch, implementation and dissemination of results from the initial TELL survey in 2014
- Developed and vetted state level legislation creating more seamless and equitable pathways to postsecondary education and Accelerated Learning programs
- Served as Oregon Commissioner on Western Interstate Commission on Higher Education and helped establish policies including the *WICHE Passport*, the *Multistate Longitudinal Data Exchange*, and the *State Authorization and Reciprocity Agreement*
- Led the Oregon Educator Equity Advisory Group to recommend policy to OEIB, legislators and Governor's Office to diversify Oregon's educator workforce

- State Lead for Council of Chief State School Officers Innovation Leadership Network
- OEIB lead on proposal for use of Smarter Balanced test score alignment with college placement practices
- Provided frequent legislative testimony at Oregon Legislative Education Committees
- Invited member of Education Commission of the States Think Tank on College Admissions for future development
- OEIB lead on Oregon Department of Education Strategic Investment Leadership Team to guide accountability for \$75 M in state projects funded by HB 3233 and HB 3232
- Staffed the original Higher Education Coordinating Commission and oversaw legislative reports on Textbook Affordability, Credit for Prior Learning, Common Course Numbering, and the State Authorization Reciprocity Agreement

2002-2012 Dean, College of Education, Western Oregon University

Chief academic officer for the College, oversaw three departments (Health and Physical Education, Special Education, and Teacher Education) and one national center, oversight for approximately 150 faculty and staff and an annual budget in excess of \$7 million.

Academic Growth and Development

- Sustained and enhanced WOU role as a major producer of teachers in Oregon
- Collaborated with faculty to develop or revamp degree programs: Bachelor of Arts in American Sign Language Studies, Master of Arts in Interpreting Studies, Master of Science in Information Technology, Master of Science in Curriculum and Instruction, Special Education and Rehabilitation Minor
- Increased student credit hours by 14% (7,428 SCH) with a 28% increase in the number of COE majors between 2005 and 2012
- Established and carried out strategic planning goals and annual assessment of outcomes
- Supported faculty efforts to create an Autism specialist recognized by state licensing commission and helped design a proficiency-based pilot
- Brokered approval of separate degrees for Community Health Education and Exercise Science through the Oregon University System
- Supported Teacher Education redesign of undergraduate and graduate initial teacher licensure programs
- Collaborated with Division of Extended Programs and Teaching Research Institute to offer online coursework in Career Technical Education and in Literacy (ReadOregon)
- Supported faculty efforts to establish WOU as a Registry for Interpreters of the Deaf (RID) Supersite
- Initial support for faculty to develop new Early Childhood Studies degree, Instructional Design Graduate Certificate, and Elementary Math Specialization

Academic Excellence

- Established a relational database system to track program and outcome data and initiated college wide annual Data Analysis Review Events and Assessment Committee meetings to document, monitor, and improve student outcomes in every academic program
- Helped write, support, and advocate for over 20 grants resulting in \$4 M
- Engaged College Consortium in clinical preparation self-study leading to stronger district partnerships and readiness for funding eligibility from Chalkboard Project

- Established COE Licensure and Clinical Experiences Council to promote high quality field experiences and assure compliance with accreditation guidelines
- Successfully shepherded the College's teacher education programs through regional accreditation (NWCCU) and national accreditation for WOU's teacher licensure programs with NCATE
- Supported faculty in a first-time national accreditation of the ASL English Interpreting program by the Commission on Collegiate Interpreter Education and national accreditation of the WOU Master's in Science in Rehabilitation and Mental Health Counseling by the Council on Rehabilitation Education (CORE)
- Helped promote state and national visibility of the College and University (Regional Resource Center on Deafness, Teachers for a New Era Network, Christa McAuliffe Award, Teacher Work Sample Methodology)
- Collaborated with Graduate Studies Program to strengthen visibility, recruitment, and retention efforts to support graduate student enrollment

Campus Enrichment and Student Support

- Enlarged classroom space, revamped lecture room, added student lounge, enhanced student access for individuals who are deaf/hard of hearing, created welcoming signage and parking lot entrance
- Involved in early viability proposal and recruitment of funders for new COE building
- Supported faculty driven efforts to add or improve Exercise Science Lab, Rehabilitative Counselor Education clinical facilities, Educational Technology Lab, ASL Language Lab
- Garnered funding to support a faculty developed Bilingual Teacher Initiative to support student navigation, test prep supports, internationally based language immersion programs, and job recruitment networks
- Initiated and led a College Diversity Committee
- Worked with WOU Financial Aid office to enhance awareness of federal TEACH grants
- Supported efforts to strengthen student organizations and fundraising efforts (Seabeck, ASCD Chapter, Silent Weekend, WOU Tutors)
- Served on planning committee for Health and Wellness Center and initial planning committee for Richard Woodcock Education Center
- Helped broker Pre-Education advising services within the College
- Reorganized COE Student Petition Review Committee process
- Regularly participated in Preview Days, SOAR Days, Recruitment events

Faculty Development

- Acquired four additional tenure lines during economic recession
- Hired 25 tenure line faculty (74% of the COE in 2012)
- Doubled the number of tenure line faculty of color
- Worked with collective bargaining team to restructure tenure and promotion processes to promote excellence in teaching and scholarship
- Supported faculty in development of a faculty mentoring and induction system
- Supported a process to enhance mentoring for non-tenure earning faculty
- Conducted faculty performance reviews with individual one hour consultations
- Initiated faculty lunch seminars for sharing research and best practices
- Hosted Summer Institutes for Cooperating Teacher training
- Advocated for institutional improvements in faculty immigration visa process

- Worked with faculty to revamp COE Policy Manual
- Supported faculty efforts to initiate Educational Technology Training
- Initiated Program Coordinator Annual Reviews

University Level Responsibilities

- Resolved student and/or faculty grievances
- Member of collective bargaining management team for three negotiations
- Provided ongoing stewardship and engagement with key university donors
- Active board member and fundraiser for WOU Smith Fine Arts Series
- Member of WOU Strategic Priorities and Options Committee
- Helped develop Key Performance Indicators/ University Achievement Compacts
- Developed Annual Enrollment Projections
- Contributed to the WOU Affirmative Action Report
- Participated in three rounds of WOU Strategic Planning processes
- Planned for regional accreditation (lead writer responsible for Standard 2),
- Helped redesign WOU Faculty Handbook
- Founding member of the WOU Diversity Committee-
- Helped draft WOU Diversity Action Plan
- Reviewer for Lottery Scholarship Committee
- Service as an interim provost (2007-08)
- Helped redesign WOU New Faculty Orientation
- Led search committee chair for Provost
- Search committee member for College of Liberal Arts and Sciences Dean

1998-2002 Assistant-Associate Dean, College of Education, University of South Florida

Collaborated with Department Chairs to coordinate 19 Undergraduate Programs enrolling over 3,000 students annually including course revisions, new course proposals, and policy revisions; oversaw a successful College of Education NCATE accreditation; supervised the Office of Student Services and all clinical experiences; coordinated college admission standards; developed district partnerships; ensured alignment of programs on five campuses; and reviewed student infractions of the Student Code of Conduct.

- Established a network of 13 Professional Development Schools in 4 counties
- Oversaw a successful accreditation review from NCATE, Florida Department of Education, and the Florida Board of Regents
- Created an endowment with Bank of America to provide scholarships and faculty research awards for Professional Development Schools
- Coordinated with College of Arts and Sciences and community colleges of new general education requirements
- Oversaw the addition of ESOL endorsements to five programs and negotiation of new field experience requirements with school districts
- Coordinated internship placement procedures with 10 public school districts
- Revised internship application process, orientation, evaluation forms, and accountability measures
- Developed web-based resources for interns and cooperating teachers
- Developed an annual College data profile brochure for legislators and district officials
- Strengthened college relationships with school districts, state department, and legislators

Selected Faculty Accomplishments in Higher Education

- Planned, refined and taught 10 different undergraduate courses
- Planned, refined and taught 11 different graduate courses
- Served on 11 dissertation defense committees
- Conducted international training in three countries
- Published 25 refereed articles, chapters and edited books
- Over 80 invited or refereed national/international presentations
- Over 150 invited or refereed regional, state, and local presentations
- Principal or Co-Investigator on over \$2.2 M in grants and contracts

ACADEMIC APPOINTMENTS

- Full Professor, Department of Special Education, College of Education, Western Oregon University
- Associate Professor, Department of Special Education, College of Education, University of South Florida
- Director, SunCoast Area Teacher Training Program, University of South Florida (Highly recognized Honors Program for College of Education with line item in the state budget)
- Assistant Professor, Department of Special Education, College of Education, University of South Florida
- Clinical Professor, Departments of Special Education and Secondary Education, College of Education, University of South Florida
- Visiting Assistant Professor and Acting Coordinator, Department of Special Education, College of Education, University of South Florida
- Adjunct Assistant Professor, Department of Special Education, College of Education, University of South Florida
- Graduate Assistant, Department of Special Education, College of Education, University of South Florida
- Instructor, College of Education, Florida Southern College, Lakeland, Florida (My Alma Mater)
- Classroom Teacher, Seminole Middle School, Pinellas County Public Schools, Seminole, Florida

AWARDS, ELECTED OFFICES, AND SPECIAL DISTINCTIONS

- **2019 Diversified Teaching Workforce Research Award** American Association of College for Teacher Education Diversified Teacher Workforce (DTW) Topical Action Group (TAG)
- **Appointed Member** of National edTPA Advisory Committee--American Association of Colleges for Teacher Education (2014-present)
- **Governor Appointed Commissioner**-- Western Interstate Commission for Higher Education (2013 – present)
- **Elected Board Member**—American Association of Colleges for Teacher Education (2011-2013)
- **COE Award**—2010 Christa McAuliffe Excellence in Teacher Preparation Award from the American Association of State Colleges and Universities
- **Appointed Member**—AACTE Representative on the NCATE State Partnership Board (2010-2012)
- **Founding Member**—Oregon NCTAF Coalition for Teaching and Learning (2009-present)
- **Chair**—AACTE Committee on Professional Preparation and Accountability (2009-2010)

- **Appointed Member**--AACTE Committee on Professional Preparation and Accountability (2007-2010)
- **Business Education Compact**—Board Member (2008-2013)
- **Inducted Member**—Phi Kappa Phi (2006)
- **Appointed Member**—The Chalkboard Project-Early think tank involving 16 Oregon education leaders (2006-08)
- **Nominee**, Mario and Alma Pastega Staff Excellence Award (2005)
- **Award of Distinction**—awarded by the Oregon State Superintendent of Instruction for the Collaborative Reading Endorsement and Distance Education program (2004)
- **Sunburst Award**—awarded by Young Audiences of Oregon and SW Washington (2004)
- **Best Practice Award for Women's Leadership Development and Gender Equity**--awarded by the American Association of Colleges for Teacher Education (1999)
- **EXCEL Fellow**--awarded by the USF leadership and mentoring program for women and minorities (1997-98)
- **Teaching Incentive Award**, awarded by the University of South Florida (1997)
- **Special Leadership Award for Professional Development Schools**, awarded by the Pasco County School Board (1995)
- **Eddie Initiative Award**, awarded by the Hillsborough County Public Schools (1994)
- **Business Partner of the Year**, awarded by the Hillsborough County Public Schools (1994)
- **Graduate Made Good**, awarded by The Alumni Association in Conjunction with Omicron Delta Kappa, Florida Southern College (1989)
- **USF Executive Fellows**, Department of Public Administration, University of South Florida
- **Kappa Delta Pi Award**, Florida Southern College
- **Miss Southern Candidate**, Florida Southern College
- **President**, Kappa Delta Pi, Florida Southern College
- **Vice-President**, Student Council for Exceptional Children, Florida Southern College

SELECTED PROFESSIONAL COMMITTEES AND TASK FORCES

Oregon

Central School District Superintendent Search (2005)
 Education Pathways to Teaching, Sub-Committee Co-Chair (2005-2008)
 COSA Educator Workforce Work Group
 Oregon Association of Colleges for Teacher Education (2002-2012) President 2009-10
 Oregon Chalkboard Project Workgroup (2005-06)
 Oregon Collaborative Research Initiative, Chair (2005-2008)
 Oregon High School Diploma Advisory Committee (2007-2010)
 Oregon Milken Outstanding Educator Awards (2003)
 Oregon National Coalition on Teaching and America's Future (2009-2018)
 Oregon Site Review Team Member for TSPC (2002-Present)
 Oregon Small Schools Association Board (2004-2007)
 Oregon Task Force on Education Career Preparation and Development (2009-2010)
 Oregon Teacher Mentoring Advisory Committee (2007-2012)
 Oregon University System Provosts Council (2007-08)
 Oregon University System Student Participation and Retention Committee (2007-10)
 Oregon University System Learning Outcomes and Assessment Taskforce (2007-08)
 Oregon Unified Education Enterprise (2007-08)

Joint Board Articulation Sub-Committee (2007-08)
OQAT II Interagency Management Team (2005-2008)
Salem-Keizer Crystal Apple Awards Planning Committee (2003-2012)
Western Interstate Commission on Higher Education—Oregon Commissioner (2012 – present)

Western Oregon University

WOU Diversity Committee (2011-2012)
WOU Strategic Priorities and Options Committee (2011-2012)
WOU Advisory Council (2010-2012)
WOU Academic Affairs Council (2009-2012)
WOU President's Council (2007-2012)
WOU Admissions and Retention Committee (2006-2012)
WOU Windows of Opportunity Committee (2010-2012)
WOU Finances Committee (2006-2012)
WOU Smith Fine Arts Council Board Member (2008-2012) Secretary (2010- 2012)
WOU Strategic Planning Council (2004-2005)
WOU Master Planning Committee (2006-2012)
WOU NWAA Self Study Steering Committee (2005-2012) Standard 2
WOU Bargaining Team (2002-2012)
WOU President's Club (2003-2012)
WOU Provost Search Committee, Chair (2004)
WOU LAS Dean Search Committee (2005)
WOU COE Technology Committee (2002-2004)
WOU COE Diversity Committee (2002-2010)
WOU COE Consortium, Executive Secretary (2002-2012)

ADDITIONAL PROFESSIONAL COMMITTEES AND TASK FORCES AVAILABLE UPON REQUEST

SELECTED PUBLICATIONS

- Rosselli, H.,** Girod, M. Brodsky, M. (Eds.) (2011). *Connecting Teaching and Learning: History, evolution and case studies of Teacher Work Sample Methodology*. Lanham, MD: Rowman and Littlefield.
- Rosselli, H.** (Eds.) (2011). "Introduction." In **Rosselli, H.,** Girod, M. Brodsky, M. (Eds.) *Connecting Teaching and Learning: History, evolution and case studies of Teacher Work Sample Methodology*. Lanham, MD: Rowman and Littlefield.
- Rosselli, H.** (2008). "Assessments that Connect Teaching and Learning in Teacher Preparation: Origins, Challenges, and Future Directions." In A. Wise, Pamela Ehrenberg, Jane Leibbrand (Eds.) *It's All About Student Learning: Assessing Teachers Candidates' Ability to Impact P-12 Students*. Washington DC, NCATE.
- Brindley, R., Daniel, P., **Rosselli, H.,** Campbell, C., Vizcain, D. (2008). *Eleven Years and Counting: The Lasting Impact of PDS Experience on Teaching Careers*. I. Guadarrama, J. Ramsey, & J. Nath (Eds.). University and School Connections: Research Studies in Professional Development Schools. Charlotte, NC: Information Age Publishing.
- Freitas, D., Skarbek, D., Taylor, E., and **Rosselli, H.** (2005). Unleashing the legal imperative: Legal and policy implications. In R. L. Smith, D. Skarbek, & J. Hurst (Eds.) *The passion of teaching: Disposition in the Schools*. Lanham, MD: Scarecrow Education

- Rosselli, H.** (2001). "Differing perspectives, common ground: The middle school and gifted education relationship." *Middle School Journal*, 32 (3), 57-62.
- Daniel, P.L., Brindley, R.N., & **Rosselli, H.** (2000). "The goodness of fit between the voices in the field and the NCATE PDS Draft Standards." *Teaching and Change*, 7 (4), 372-391.
- Moon, S.& **Rosselli, H.** (2000). "Developing gifted programs." In K. Heller, F. Monks, R. Sternberg, & R. Subotnik (Eds.) *International handbook of research and development of giftedness and talent*. Oxford, UK: Pergamon Press
- Paul, J., Epanchin, B., **Rosselli, H.**, Duchnowski, A., Cranston-Gingras, A. (1999) "Developing and nurturing a collaborative culture for change: Reforming a department of special education." In W. Sailor & D. Sontag (Eds.). *Inclusive Education and School/Community Partnerships*. NY: Teachers College Press
- Rosselli, H.** (1998). From Passow to Gardner: Curriculum for talent development. *Gifted Children Quarterly*. 42 (4), p.245-252.
- Rosselli, H.** (1998). "Selection and identification of students with promise: In favor of fluidness" In R. Williamson & H. Johnston (Eds.), *Addressing the Needs of High Achieving Students in the Middle Level School*. Reston, VA: National Association of Secondary School Principals.
- Rodriguez, C., **Rosselli, H.**, Taylor, E. L. & Thomas, D. (1997). Feminist and womanist constructions of care. In Paul, J., Berger, N., Osnes, P., Martinez, Y., Morse, W. (Eds.). *Ethical policy making in local schools*. Pacific Grove, CA: Brooks/Cole.
- Rosselli, H.** (1997). "Differing Perspectives, Common Ground: The Middle School and Gifted Education Relationship" in J.L. Irvin (Ed.) What Current Research Says to the Middle Level Practitioner. Columbus, OH: National Middle School Association.
- Christensen, L., Epanchin, B., Harris, D., **Rosselli, H.**, Smith, L., & Stoddard, K. (1996). "Anatomy of six public school-university partnerships." *Teacher Education and Special Education*, 19, 169-179.
- Cranston-Gingras, A., Raines, S., Paul, J., Epanchin, B., & **Rosselli, H.** (1996). "Changing the content and process of teacher education in special education: Developing and using teaching cases in a partnership environment." *Teacher Education and Special Education*, 19, 158-168.
- Kromrey, J., Hines, C., Paul, J., & **Rosselli, H.** (1996). "Creating and using a knowledge base for restructuring teacher education in special education: Technical and philosophical issues." *Teacher Education and Special Education*, 19, 87-101.
- Morse, W., Paul, J., & **Rosselli, H.** (1996). "Beneath special education: Approaches to knowledge, values, and practice." In Paul, J., Churton, M., Rosselli, H., Morse, W., Marfo, K., Lavelly, C., & Thomas, D. (Eds.) *Foundations of special education: Some of the basic knowledge informing research and practice*. Pacific Grove, CA: Brooks/Cole.
- Paul, J., Epanchin, B., **Rosselli, H.**, & Duchnowski, A. (1996). "The transformation of teacher education and special education: Work in progress." *Remedial and Special Education*.
- Paul, J. Epanchin, B., **Rosselli, H.**, Townsend, B., Cranston-Gingras, A. Thomas, D. (1996) "Addressing the inevitable conflicts in reforming teacher education: One department's story." In Poplin, M. (Ed.). *Alternative Views of Learning Disabilities: Issues for the 21st Century*. Austin, TX: ProEd.
- King, J., **Rosselli, H.**, Arhar, J., Danforth, S., & Perez, S. (1995). "Understanding our collaborative work with schools: Reading and interpreting the stories." In Paul, J., Rosselli, J., & Evans, D. (Eds.) *Integrating school restructuring and special education reform*. Fort Worth, TX: Harcourt Brace & Co.

- Paul, J., Epanchin, B., **Rosselli, H.**, Townsend, B., Cranston-Gingras, A., Thomas, D. (1995). "Addressing the inevitable conflicts in reforming teacher education: One department's story." *Journal of Learning Disabilities*.
- Paul, J., & **Rosselli, H.** (Eds.) (1995). *Integrating school restructuring and special education reform*. Fort Worth, TX: Harcourt Brace & Co.
- Paul, J., & **Rosselli, H.** (1995). "Integrating the parallel reforms in general and special education." In Paul, J., Rosselli, J., & Evans, D. (Eds.) *Integrating school restructuring and special education reform*. Fort Worth, TX: Harcourt Brace & Co.
- Rosselli, H.**, Perez, S., & Claggett, K. (1995). "Becoming a teacher for all children in a professional development school." In Paul, J., Rosselli, J., & Evans, D. (Eds.) *Integrating School Restructuring and Special Education Reform*. Fort Worth, TX: Harcourt Brace & Co.
- Rosselli, H.**, Perez, S., Piersall, K., & Pantridge, O. (1993). "Evolution of a professional development school: The story of a partnership." *Teacher Education and Special Education*. 16, 2, p. 124-136.
- Rosselli, H.** (1993). "Process differentiation for gifted learners in the regular classroom: teaching to everyone's needs" In Maker, C.J. (Ed.). *Critical Issues in Education of the Gifted*. Austin, TX: Pro-Ed Publications.
- Rosselli, H.** (1992) "Minds meeting minds." *Gifted Child Today*. 15 (1), p. 54-56.
- Rosselli, H.** (1988). "Leadership training: In league with the future." *Gifted Child Today*. 11(6), p. 13-17.
- Sisk, D. & **Rosselli, H.** (1988). *Leadership: A special type of giftedness*. Monroe, NY: Trillium Press.

SELECTED GRANTS ACTIVITY

\$195,240	With Tanya Frisenhahl, OEA Choice Trust: <i>Integration of a Culture of Wellness into the Oregon Mentoring Program</i>
\$36,000	With Salem-Keizer School District, Corban University, Western Oregon University and Willamette University, <i>Teacher Preparation Pilot Project</i> , Chalkboard (2012)
\$172,984	With Maria Dantas-Whitney, <i>Project LUISA</i> (Oregon University/School Partnership Program)
\$106,350	ODE Talented and Gifted Regional Planning Center Grant (2008-2009)
\$10,000	Teachers for a New Era Learning Network Mini-Grant (2006-2007)
\$25,000	Principal Investigator—Lumina Foundation Award for Model Teacher Preparation Initiative through American Association of College for Teacher Education (2005)
\$170,448	Oregon Teacher Recruitment and Mentoring—subcontract (2004)
\$47,368	Oregon Quality Assurance in Teaching II—subcontract (2004)
\$134,824	Oregon Teacher Recruitment and Mentoring—subcontract (2003)
\$25,992	Oregon Quality Assurance in Teaching II—subcontract (2003)
	Collaborative Reading Endorsement and Distance Education--subcontract
\$42,000	Principal Investigator--WOU Student Technology Fee
\$200,000	Principal Investigator--Project PASS (Performance Assessment System for Students) A Florida Department of Education grant through Eisenhower funds. (2000)

\$65,000	Principal Investigator--Project PASS: Phase II. A Florida Department of Education grant. (2000)
\$25,000	Principal Investigator--Florida Governor's Summer Leadership Program on the Holocaust and Ethical Leadership. Florida Department of Education. (2000)
\$20,000	USF Summer Leadership Program for Young Women. Florida Department of Education. (1998)
\$20,000	USF Summer Leadership Program for Young Women. Florida Department of Education. (1997)
\$20,000	USF Summer Leadership Program for Young Women. Florida Department of Education. (1996)
\$4,000	Three Studies on Multiple Intelligences. A USF Research Council and Division of Sponsored Research Grant Award. (1995)
\$20,000	USF Summer Leadership Program for Young Women funded by the USF Sponsored Research Division. (1995)
\$4,000	Consultant--Future Think. Florida Department of Education (1994-1995)
\$20,000	Principal Investigator--Florida Governor's Summer Leadership Program. Florida Department of Education. (1993)
\$45,500	Principal Investigator--The Multiple Intelligence Planning Project. The Edyth Bush Charitable Foundation.(1993)
\$20,000	Principal Investigator--Florida Governor's Summer Leadership Program. Florida Department of Education. (1992)
\$70,900	Senior Consultant--Creativity Development Project. Florida Department of Education Challenge Grant. (1992)
\$10,000	Consultant--Project GATES (Gifted Accountability through Educational Strategies) Florida Department of Education (1992-94)
\$15,000	Principal Investigator--Training for the Early Discovery of Twice Exceptional Children. I'm Special Interactive Shared Videodisc Project (1992)
\$45,000	Principal Investigator--The Edyth Bush Symposium on Intelligence. The Edyth Bush Charitable Foundation (1992)
\$59,963	Principal Investigator--The PRISM Study. Children's Board of Hillsborough County (1990)
\$20,000	Principal Investigator--Florida Governor's Summer Leadership Program. Florida Department of Education (1990)
\$20,000	Principal Investigator--Florida Governor's Summer Liberal Arts Program. Florida Department of Education (1990)
\$750,000	Co-Investigator--Florida Able Learner Project. The Edyth Bush Charitable Foundation 1986- 1990.
\$60,000	Co-Investigator--Florida Governor's Summer Leadership Program. Florida Department of Education 1986, 1988, 1989 (Approximately \$20,000 @)

SELECTED REFERREED AND INVITED PRESENTATIONS

"NCATE Alliance on Clinically Based Teacher Education" Panel presentation. NCATE State Partnership Board meeting. Washington DC (Oct 2011)

"Assessment Literacy for the 21st Century" Invited Pre-Conference American Association of Colleges for Teacher Education, Co-presented with K. Buchanan, N. Davidson, C. Garvis, L. Grant, K. Lake, M. Seimears. Atlanta (Feb 2010)

"On the Firing Line: State Teacher Preparation Standards Under Siege" Invited Major Forum ACSR. American Association of Colleges for Teacher Education, Atlanta (Feb 2010)

Keynote Speaker "It's All About Student Learning" AACTE/NCATE Accreditation, Accountability, & Quality Conference, Washington DC (April 2009)

"Impact of NCATE Standards on Student Learning" AACTE/NCATE Accreditation, Accountability, & Quality Conference, Washington DC (April 2009)

"Connecting Teaching and Learning in Teacher Preparation: A Closer Look at Teacher Work Samples" AACTE/NCATE Accreditation, Accountability, & Quality Conference, Washington DC (April 2009)

"Using Evidence for Program Improvement" Teachers for a New Era Learning Network Invited Panelist, American Association of Colleges for Teacher Education, Chicago (Feb 2009)

"A Closer Look at Teacher Work Samples" An invited presentation for a NBPTS Taskforce (January 2009)

Keynote Panel "It's All About Student Learning" AACTE/NCATE Accreditation, Accountability, & Quality Conference, Washington DC (September 2008)

"Connecting Teaching and Learning in Teacher Preparation: A Closer Look at Teacher Work Samples" AACTE/NCATE Accreditation, Accountability, & Quality Conference, Washington DC (September 2008)

"It's All About Student Learning" National Panel convened by NCATE, Washington DC (April 2008)

"Connecting Teaching and Learning in Teacher Preparation: A Closer Look at Teacher Work Samples" AACTE/NCATE Institutional Orientation, Washington DC (April 2008)

"Assessment Systems as Learning Communities" AACTE/NCATE Institutional Orientation, Washington DC (April 2008)

Keynote Panel "It's All About Student Learning" AACTE/NCATE Institutional Orientation, Washington DC (April 2008)

"Accreditation, Accountability and Assessment in Arts and Sciences: Working Together to Prepare Quality Educators. American Association of Colleges for Teacher Education, New Orleans, Panel member. (February 2008).

"Teacher Work Sample Effects, Experiences, and Evolution: Results from The Oregon Collaborative Research Initiative" American Association of Colleges for Teacher Education, New Orleans, Convened symposium and presented. (February 2008).

"Educator Quality in the Public Eye" American Association of Colleges for Teacher Education, New York City, Panel member with Samek, L. & Casbon, J. (February 2007).

"The Oregon Collaborative Research Initiative: Investigating the efficacy of teacher work methodology in teacher preparation" American Association of Colleges for Teacher Education, New York City, Convened symposium and presented. (February 2007).

"The Oregon Collaborative Research Project." Teacher Work Sample Methodology Conference. AACTE, ECS and WOU-Sponsors, Portland, OR. (July, 2006)

"Benefits and Challenges of a Mandated Practice: Teacher Work Sample Methodology and State Teacher Licensure." American Association of Colleges for Teacher Education, San Diego, CA. Convened symposium and presented with Samek, L, Mack, C., & Greene, T. (January 2006).

“Expected and Unexpected Uses of Teacher Work Samples: Results of a Survey and Case Studies.” American Association of Colleges for Teacher Education, San Diego, CA. Co-presenter with V. Robinson. (January 2006)

“Best Practices in Curriculum and Strategies for Developing Culturally Competent Educators.” American Association of Colleges for Teacher Education, San Diego, CA. Co-presented with Thompson, S., Myers, C., Dantas-Whitney, M., Gatimu, W. (January 2006)

“Developing and Operating Data-Management Systems for Evidence-Based Teacher Preparation: The Underlying Construct and Process—a Preconference Workshop” Co-presenter with Del Schalock. American Association of College for Teacher Education Annual Meeting, Chicago (February 2004)

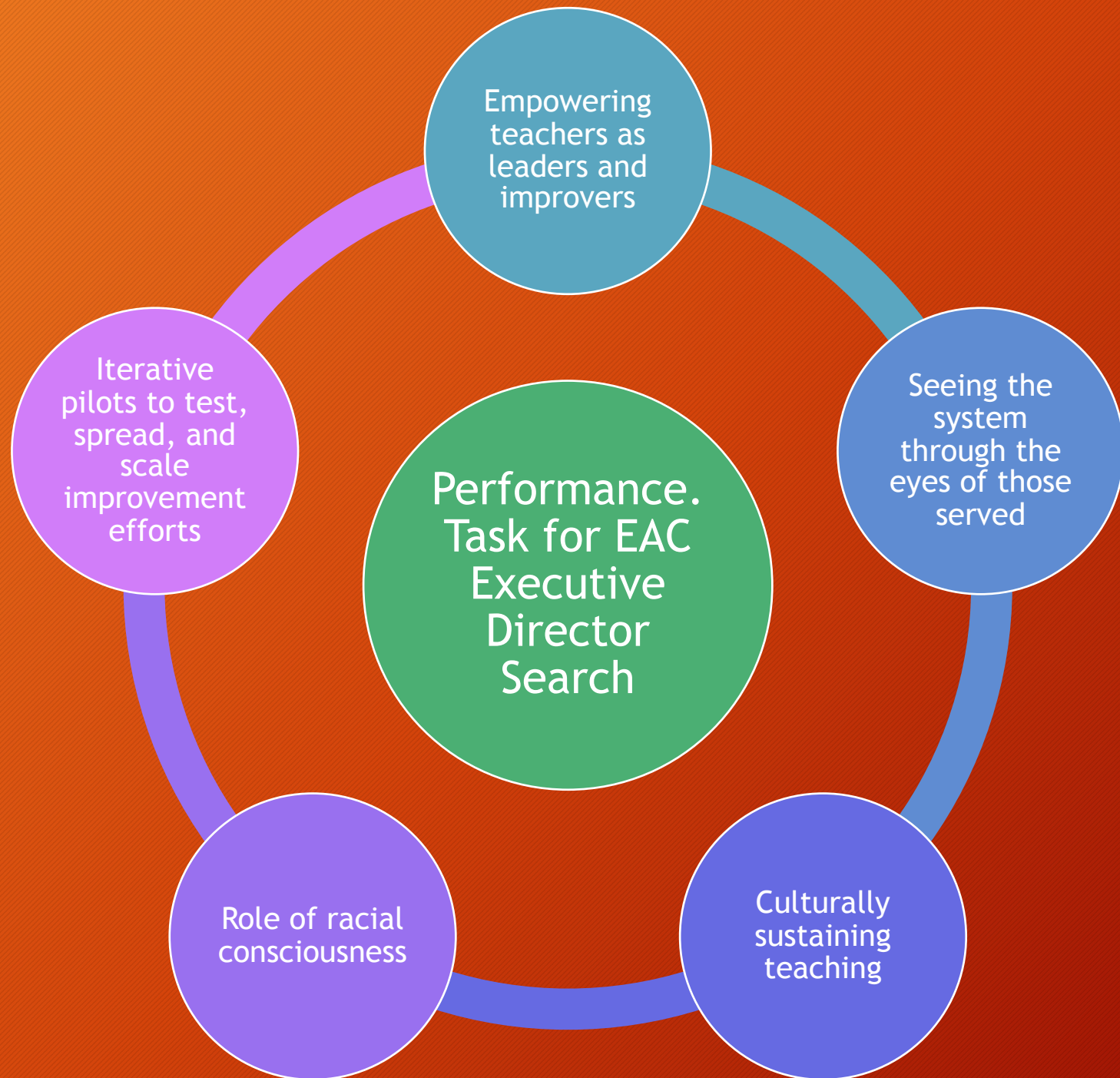
NOTE: Additional National and International as well as Regional, State and Local Presentation List Available Upon Request Dating Back to the 80s.

Before we start...

Please use a sticky note to let your presenter know what types of accommodations you may need for today's workshop.

Complete today's Pre-Assessment.

Review the Feedback Forms you will complete after this session.





Iterative
pilots to test,
spread, and
scale
improvement
efforts

Introductory Session on Understanding the Role of Iterative Pilots to Test, Spread and Scale Improvement Efforts

Dr. Hilda Rosselli

Performance Assessment #2

EAC Executive Director Search

September 25, 2019

Also known as:
About those rapid cycles
of improvement...

Dr. Hilda Rosselli
Performance Assessment #2
EAC Executive Director Search
September 25, 2019

Today's Outcomes

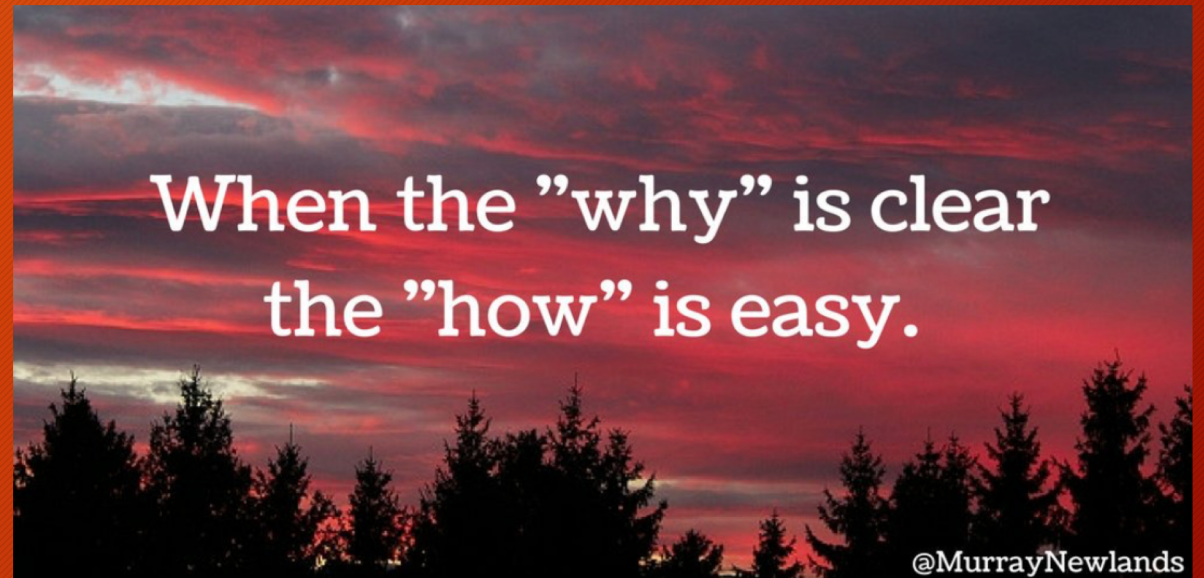
1. Pre-assess your knowledge of today's topic.
2. Determine the importance of this topic for you as an EAC Director.
3. Begin developing an understanding of the difference between Usability Testing and Pilot Testing phases of System Improvement.
4. Identify challenges RENO may experience when selecting which process is most applicable in a context.
5. For a deeper dive: Further assess your own level of systems thinking.



Why is this important for you as an EAC Director?

30 second
share with a
partner

EAC Directors help to set the vision for RENO; thus, they need to be well-versed in methods used to test, analyze, and refine changes for improvement.



Quick Check

1. How would you describe your experience with planning for and implementing pilot testing prior to a large scale implementation of a new intervention or program?
 - No experience at all (Pink Card)
 - Some experience (Yellow Card)
 - A lot of experience (Green Card)

Six Core Principles of Improvement

1. Make the work problem-specific and user-centered.
2. Focus on what works, for whom and under what set of conditions.
3. It is hard to improve what you do not fully understand—See what local conditions shape work processes.
4. We cannot improve at scale what we cannot measure.
5. Engage rapid cycles of Plan, Do, Study, Act (PDSA) to learn fast, fail fast and improve quickly.
6. Accelerate improvement through networked communities.

Carnegie Foundation for the Advancement of Teaching

A Critical Reminder

Improvement science provides opportunities to move equity from a theoretical discussion to “a moment for action.” But to successfully advance improvement, efforts should be grounded in the knowledge that the work is done “with communities, not to communities.”

Sonja Brookins Santelises
Baltimore City Public Schools CEO



Applying Oregon's Equity Lens to This Work

- Who are the racial/ethnic and underserved groups affected and how have you intentionally involved stakeholders in the improvement process?
- What steps are you taking to develop a more thorough understanding of users' experiences, especially those for whom the current system fails?
- How are you collecting specific data on race, ethnicity, and native language?
- How will you modify or enhance results of PDSA cycles to ensure each communities' individual and cultural needs are addressed?
- How will you ensure decisions being made improve existing disparities and avoid other unintended consequences?

“Focusing on variation in results is key to understanding how systems produce inequality. Academic research focuses largely on finding "program" effects. But even strong programs have a distribution of effects: the program doesn't work well all the time, and it's important to understand why it doesn't work and for which individuals or groups.



”

Charles Taylor Kerchner on April 6, 2017
Professor, Claremont Graduate University

Let's start with...

Educator network are 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 the 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

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Remember this?

“Tested and Refined” refers to when teams begin small scale implementation once locally developed solutions are designed through an inclusive process. They **run rapid, measured implementation cycles** to collect data on the results prior to further testing out across the entire district. This allows solutions to be adapted to meet the local context of the district and school communities.

Glossary, Feb 2019, EAC Regional Educator Network Sponsoring
Organization Request for Application

What is meant by rapid-cycle improvement?

A "quality improvement method that identifies, implements and measures changes made to improve a process or a system."¹

Rapid-cycle improvement implies changes are made and tested over periods of three or months or less, rather than the standard eight to twelve months.

HealthIT.gov

Remember this?

Working with private philanthropic partners can help secure: “glue funding” that supports collaborative cross-sector work, “seed funding” to stimulate readiness planning and “innovation funding” to test out new directions through **rapid cycles of Plan, Do, Study, Act (PDSA) to learn fast, fail fast, and improve quickly.**

- Senate Bill 182 Legislative Report, January 2018

Plan, Do, Study, Act Pilots

A PDSA is a 4 step piloting process.

Do

What actually happened

DO

Study

Inferences about next steps

STUDY

Plan

Change ideas & predictions

PLAN

Act

Next steps

ACT



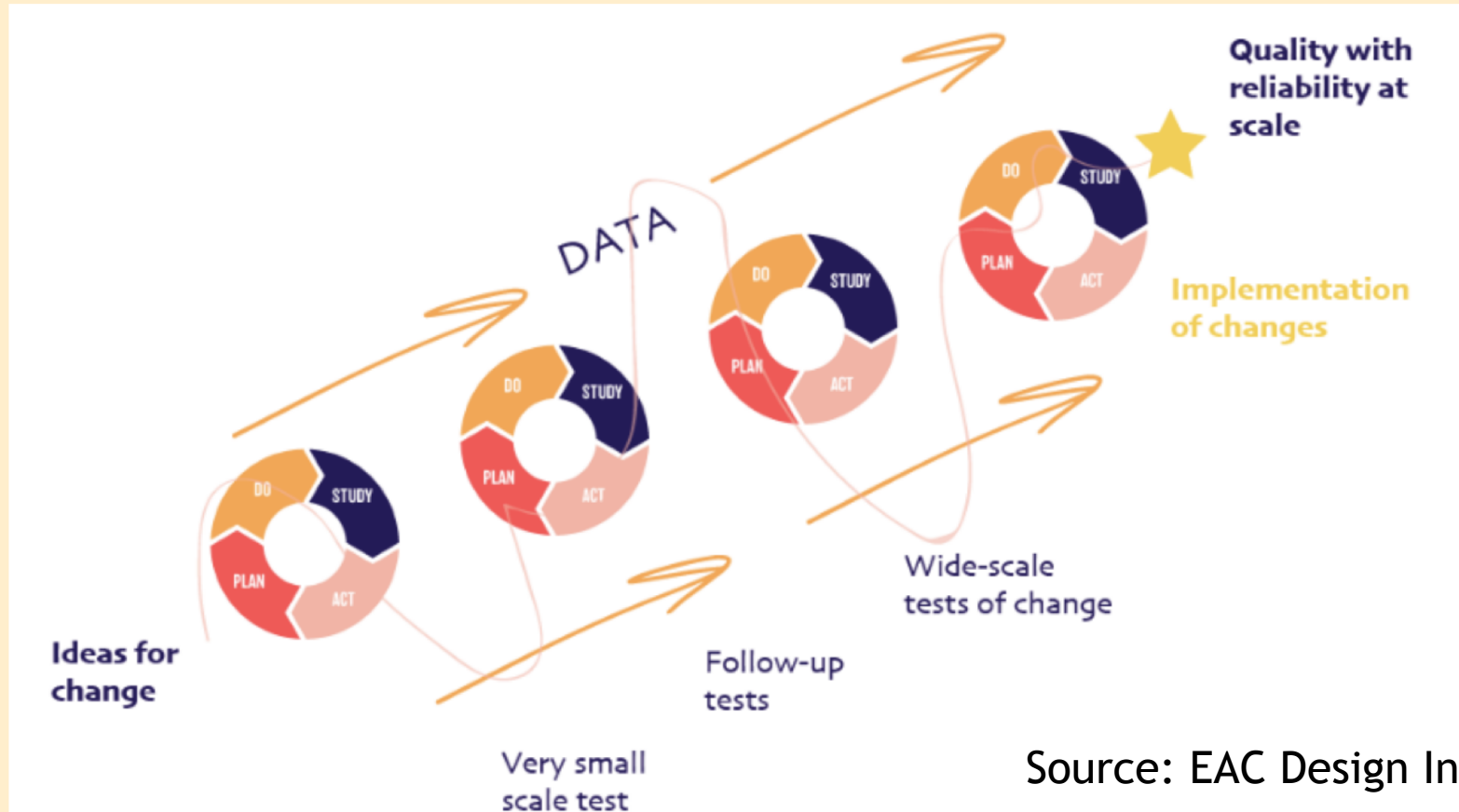
Source: EAC Design Institute

Plan, Do, Study, Act Pilots

PDSAs are often done in scaling cycles.

Ah Ha!

PDSAs usually last less than 6 weeks to allow for cycles of continuous learning and improvement informing a decision to adopt, adapt or abandon.



Engage rapid cycles of Plan, Do, Study, Act (PDSA) to learn fast, fail fast, and improve quickly.



Rapid
Cycles
of
Testing

- Bryk et al. argue for leaders to begin with very-small-scale experiments before gradually testing their improvement on a larger scale as a means of building capacity, refining the intervention, and garnering buy-in.



RIGHT?

Taking a Closer Look

The following slides are used with permission from the Child Welfare Capacity Building Collaborative and should be acknowledged as:

Capacity Building Center for States. (2019). *Change and implementation in practice: Intervention testing, piloting, and staging webinar*. Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services.

Usability Testing and Pilot Testing

Usability Testing



Quick and targeted; focused on a specific aspect, such as a process or tool.



Does the process or tool work? Does it make sense to staff and participants? Is it being used as anticipated?

Pilot Testing



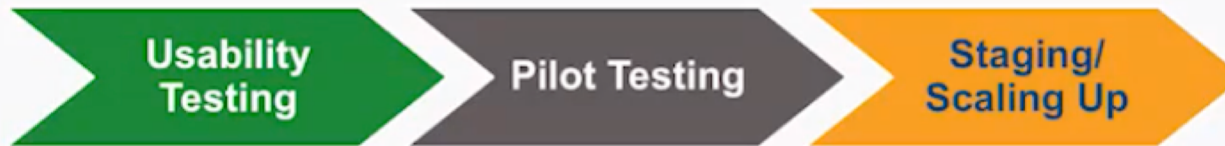
More comprehensive and longer in duration; involves implementation of an entire intervention or its major components.



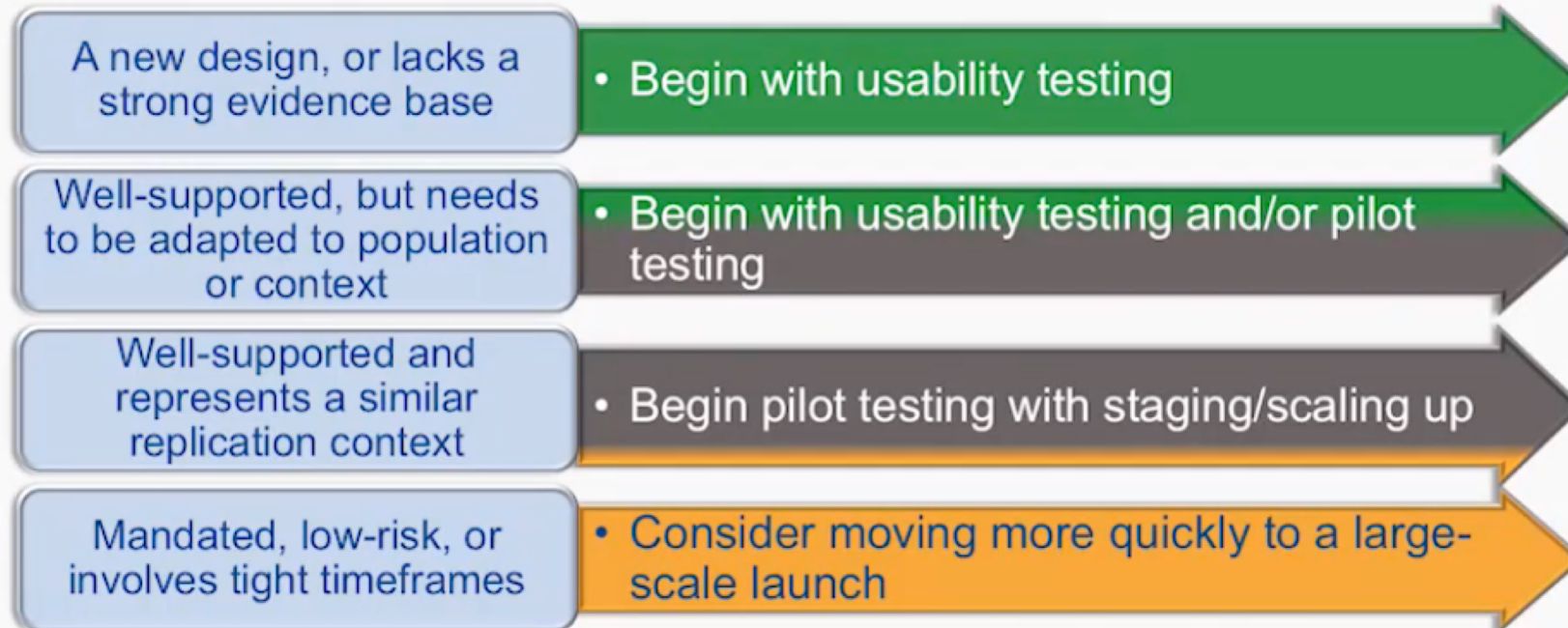
Is it successful? What was the effect on short-term outcomes? What conditions or supports are needed to replicate or stage full implementation?

Source: Capacity Building Center for States. (2019). *Change and implementation in practice: Intervention testing, piloting, and staging webinar*. Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services

Choosing Where to Begin



If the intervention is . . . The recommended path is to . . .



Source: Capacity Building Center for States. (2019). *Change and implementation in practice: Intervention testing, piloting, and staging webinar*. Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services

Scenario 1. The Dance Card

The Teacher Pathway affinity group from the Regional Educator Network had just about exhausted their ideas generated over the past three months for hiring and retaining more teachers of color, when a future teacher candidate suggested during a focus group, “Why don’t school districts just sign up to interview candidates like a dance card, beginning when they start their first experience as a volunteer or teacher cadet. Then by the time I’m ready for a job, I have a customized list of potential employers to research and interview before I make an employment decision. That way I’ll be more likely to stay in the job I get.”

SCENARIO 1. The Dance Card

Usability Testing

OR

Pilot Testing

Scenario 2. Paid Residencies

The Teacher Pathway affinity group from the Regional Educator Network reflected on the panel on Paid Residencies they attended at the recent EAC Education Pathways Summit. What they learned paralleled what they had read before their last meeting on studies from Oakland, Boston and Chicago. Two school districts indicated interest and support for testing four paid residencies for Para-Professionals working towards teacher licensure and a list of short-term outcomes were identified to track and document.

SCENARIO 2. The Paid Residencies

Usability Testing

OR

Pilot Testing

Post Assessment—Turn to a partner and share

- List two differences between Usability Testing and Pilot Testing?
- How will RENO know when to use which approach first?

For next time we meet:

- Develop a list of ideas discussed in your own meetings and identify which ones are ripe for:
 - Usability testing
 - Or
 - Pilot testing
- Go to <https://waterscenterst.org/systems-thinking-tools-and-strategies/habits-of-a-systems-thinker/> and review the digital Habits cards to reflect on your own habits related to systems thinking. Come prepared to share and discuss at our next meeting.

Remember!

Thanks!



SHADIIN GARCIA

PO BOX 5214
Eugene Oregon 97405
541-525-1099
shadiin@gmail.com

August 29, 2019

Dear Hiring Committee,

Please accept this cover letter for the position of Executive Director for the Educator Advancement Council. The state is launching an untested and unique regional solution that will require intentional strategy and deep design thinking to build incredible, unprecedented teams and groups to dream big and work differently. My experience in P-20 education, philanthropy, advocacy, racial equity, policy, and transformational leadership have prepared me to understand the opportunity of the EAC and given me the skill set and relationships to lead the work.

While I believe that I possess a unique skill set that can serve Oregon Department of Education, let me be explicit about what both your organization and my résumé only hint at: I believe the path to equity and sovereignty depends on building and sustaining deep, meaningful relationships with each other. After 24 years in this field, relationships (with families, committed educators, community, and in the political arena) are the only thing that I have ever seen have an impact that is simultaneously sustainable and revolutionary. And, I use *revolutionary* in both the radical (to some) example of directly challenging systems of whiteness and heteronormativity, and in the most mundane example of requiring translation of all critical messaging into home languages. The spectrum within these examples creates the bulk of the work necessary for transformative leadership and true sovereignty grounded in healing and compassion – exploring sound practices nationally and globally; amplifying educator strengths; studying impacts of legislative policies on Indigenous nations; developing authentic leadership programs; listening to and creating space for multiple perspectives; centering story; implementing new initiatives; designing new and innovative measures and research methodologies; developing critical consciousness; co-constructing solutions with community and more -- and that is exactly the type of work to which I am committed.

I believe deeply in the strength of our public education system and I am steadfast in this mission. I have been a teacher, a building administrator, a policy and research developer, an educator preparation analyst, and an Indigenous education specialist. I am now a national social justice consultant with a focus on diversifying the educator workforce; supporting leadership to create sustaining professional development; decolonizing philanthropic spaces; centering Indigenous and tribal sovereignty; and organizing for authentic community engagement. I have worked for two governors, high level state officials, in non-profits and school districts, and I present at national and local conferences and convene multi-sized gatherings of professionals. My work in every professional setting has centered on culturally sustaining practices and operationalizing equity systemically for Indigenous communities, for communities most impacted by structural racism, and for communities committed to dismantling inequities. As a Laguna Pueblo, Chicana social justice professional, I hail from all three communities.

The requisite skillset for the Executive Director of the EAC is understandably vast. I've highlighted examples of three skills listed in the job description that I believe are paramount for this position:

1. Professional acumen in equity, race, power and privilege across a statewide policy initiative

In 2014, I joined a state advisory committee in an effort to serve Indian Country. I helped author the previous and current Oregon American Indian/Alaska Native State Education Plan in hopes to impact both Indigenous and non-Indigenous students and families. I immediately realized that a systemic approach was necessary, so while at the Chief Education Office, I served on the Tribal Government to Government Education Cluster for all 9 federally recognized tribes in Oregon. I helped draft, pass, and lead the implementation of Senate Bill 13: Tribal History/Shared History. I lead professional development of this bill with the ODE, across 4 Oregon Indian Nations, and 5 Oregon districts, rural and urban, with more requesting my support. The most rewarding and difficult part of that endeavor was [REDACTED]

[REDACTED]. This work required more patience, grace, and compassion and Indigenous knowledge that I anticipated and while it was bumpy at times, we practiced integrity and remained committed to the goal. This work also required staring confidently in the face of ignorance surrounding Indian nations, sovereignty, power and privilege. With the help of community coalitions (Confederations of Oregon School Administrators, Oregon Education Association, University of Oregon's College of Education, Portland Community College, various Education School Districts, and more), we have been able to face head-on the unintentional but vast erasure of Oregon's Indigenous peoples. This statewide lift is gaining momentum because we weren't afraid to name the root cause and instead build coalitions over time, with intentionality, purpose, and resolve.

2. Experience implementing professional development across networks with a thorough understanding of the educator pathways

The four experiences that have given me deep knowledge of the educator continuum were: my time as the Student Support Coordinator for the first cohort University of Oregon's Sapsikwala Native American Teacher Preparation Program; 8 years as an administrator leading professional development for across all levels; current coaching of the team leading culturally sustaining professional development for teachers at [REDACTED] and in [REDACTED] Public Schools in Vermont; and the creation of the state's first American Indian/Alaska Native Professional Learning Community. In an effort to center educator voice and to fill a gap, I secured funding (through partnering with Meyer Memorial Trust) to lead Oregon's first statewide American Indian/Alaska Native Professional Learning Community modeled on a Pacific Northwest Community of Practice that I led for Directors of Indian Education in Alaska, Oregon, Montana, Washington, and Idaho. In addition to learning all the beauty of the educator continuum and examining the cracks/barriers in the pathways, I learned how to establish and maintain effective relationships with agency peers, other state agencies such as the Teacher Standards and Practices Commission, the Higher Education Coordinating Commission and stakeholders such as the Confederation of Oregon School Administrators, Oregon School Board Association, Oregon Education Association, Oregon Education Service Districts, and more. Those relationships were critical in centering educator strengths toward lasting paradigm shifts in practice.

3. Strategic- and design-level approaches via deep community engagement of both the educators and the community

In my consulting work, I have led efforts in the facilitation and development of the strategic pathways for [REDACTED] Foundation, [REDACTED] largest funder of K12 education; for the [REDACTED] Foundation of Colorado; two year-long equity assessments for Vermont Foodbank and

the University of Vermont's Leadership for Sustainability, Rubenstein School of Environmental and Natural Resources; and am currently implementing a similar approach with Foundations for a Better Oregon. This work requires authentic community engagement, synthesizing qualitative and quantitative data, and leveraging the strengths of a system (centering communities most impacted by inequity) to create lasting change. This type of strategic approach requires working with the boards of non-profits, higher education senates/committee structures, employees in the organizations, and the communities they serve. We have been able to center systems level thinking, iterative design, and coalition building, all of which required trust, risk, and discomfort, but yielded lasting change. I have been able to use tools I helped create and/or implement in Oregon (Oregon Equity Lens, OEIB Community Engagement Framework, and Asset Based Communication Lens) across the nation.

As a result of these experiences, I have vast legislative, managerial, budget, measurement, educational, community engagement, and leadership experience. And while these examples do not reveal the behind the scenes work, the necessary strategic navigations, the course corrections, the advice seeking, and the iterative analysis, I think it is experience necessary for this unprecedented statewide endeavor.

On a personal note, as a Chicana and Laguna Pueblo women I clawed my way through an underfunded Bureau of Indian Affairs school to Choate Rosemary Hall to Yale to eventually becoming the first in my family of over 62 first cousins to have a PhD. I work extremely hard, am resourceful, and am tirelessly dedicated to authentic relationships and lasting change; and I am committed to listening to and learning from those who share the same dedication. Thank you for this opportunity to introduce you to a tiny window of both my work and my values. I look forward to talking with you about a potential future at the Oregon Department of Education.

Sincerely,

A handwritten signature in black ink, appearing to read "Shadiin", written in a cursive style.

Shadiin

SHADIIN GARCIA

PO Box 5214
Eugene, OR 97405
541-525-1099
shadiin@gmail.com

- Highly skilled in operationalizing equity and culturally sustaining practices in P-20 systems, educator preparation, and both profit and non-profit organizations and foundations through authentic relationships, transparency, and collaboration
 - Over 20 years of experience in education as a teacher, administrator, researcher, and consultant
 - Deep knowledge and understanding of both tribal nations and urban Indigenous communities
-

FORMAL EDUCATION

University of Oregon, Eugene, Oregon	2009 – 2017
Ph.D. Critical and Socio-Cultural Studies in Education	

University of Oregon, Eugene, Oregon	2004 – 2005
M.Ed. Educational Leadership	

Yale University, New Haven, Connecticut	1993 – 1997
BA English; Concentration in American Indian Literature	
Certification in Teacher Preparation Program	1995 – 1997

EXPERIENCE

Shoreline Consulting, Owner	2016 – present
Shoreline Consulting provide support to K-12 schools, higher education, non-profits, community organizing efforts, sovereign Nations/Tribes, city government, elected officials, rural leaders, philanthropy, state government systems, and cross-sector systems.	

Current Relevant Shoreline Projects

Foundations for a Better Oregon Community Engagement – Responsible for statewide authentic community engagement across Indigenous professionals and educator stakeholders; Coaching internal team on conducting, analyzing, and synthesizing qualitative and quantitative data to inform strategic directions.

American Indian/Alaska Native Professional Learning Community (PLC) - Responsible for securing funding and implementing a PLC comprised of Title VI Indian Education Directors,

Oregon Tribal Education Directors, Indigenous K-12 practitioners, and Indigenous education preparation professors. Responsible for facilitating a connected network of Indigenous educators, co-creating a resource bank with critical articles/books, providing facilitation protocols, developing K-12 curricular content, and delivering professional development.

Northwest Regional ESD Coach – Provide coaching to NWRESA's Professional Learning Network Team. Responsible for supporting the development of the skills necessary to achieve team outcomes of supporting educators in culturally sustaining pedagogies and deeper learning frameworks.

Tribal History/Shared History Consultant – Lead consultant for the implementation of Oregon Senate Bill 13 which requires the development and implementation of a statewide curriculum relating to the Native American experience in Oregon, including tribal history, tribal sovereignty, culture, treaty rights, government, socioeconomic experiences, and current events. Responsible for writing curriculum, leading professional development, building educator networks, and securing future funding for more professional learning opportunities.

Leader – Indian Education, Education Northwest, Portland, Oregon 06/17 – present
American Indian/Alaska Native Leader:

- Responsible for facilitating content development for the implementation of Oregon Senate Bill 13: Tribal History/Shared History including the facilitation of creation of the Essential Understandings of Oregon Indians and all of the respective curricular units
- Responsible for facilitating curriculum development of tribally specific content

Equity Leader: Provide professional development for schools in the context of equity, access, inclusion and belonging.

Director of TeachOregon at the Chalkboard Project, Portland Oregon 03/16 – 01/17

Responsible for sunsetting a 5.8-million-dollar project and creating the next iteration in Oregon to diversify the educator workforce and improve teacher educator systems

Accomplishments:

- Convened statewide educator network forums with Oregon Equity Lens
- Coordinated the development of new educator pathway initiative between community colleges and educator preparation programs
- Created first legislative straw man concept for teacher residencies in Oregon
- Led the restructuring of organization grounded in equity
- Obtained funding for Oregon's first Native American professional learning community

Deputy Director of Research and Policy, Oregon Chief Education Office 07/14 – 03/16
(Formerly Oregon Education Investment Board) Salem, Oregon

Position Description: Work included collaboration with the Research and Policy Director and Chief Education Officer to develop a research agenda driven by promising practices and evidence-based models for improving key education outcomes.

Accomplishments:

Staffed the Equity and Partnerships Subcommittee

- Increased community participation with all state level education leaders
- Created an Asset Based Community Engagement tool for all state agencies
- Successfully created High School Equivalency policy proposal funded in the 2015 legislative session
- Developed a special education policy work group and drafted legislative policy proposal
- Developed an Asset-Based Communications tool for all state agencies

Staffed the Outcomes and Investments Subcommittee

- Developed strength based methodology for all Chief Education Office strategic investment recommendations for former Governor Kitzhaber's budget
- Developed a conceptual framework for the budget recommendations
- Coordinated with Governor's office to establish budget recommendation methodology

Development of Research and Policy Team

- Designed infrastructure for state level research and policy teams to foster efficiency
- Operationalized culturally responsive protocols including individual/team coaching

Development and Analysis of Policy Proposals

- Responded successfully to all legislative requests including fiscal impact statements, on-demand research, and testimony to the House Education and Higher Education and Innovation committees, the Senate Education committee, the Information Technology and Education sub-committees of Joint Ways and Means
- Intensive and extensive review of all of the statutes relating to the Oregon Education Investment Board
- Co-developed an Assessment Literacy Plan that was funded by the 2015 Oregon legislature

Educational Equity Coach/Consultant/Agency Liaison

- Supported Advisor to Deputy State Superintendent on Indian Education
- Agency Representative to the Government to Government Education Cluster for Oregon's Nine Federally Recognized Tribes
- Equity consultant for educational agencies/institutional leaders and related educational organizations
- Conducted presentations and trainings at all major Oregon venues including but not limited to numerous school districts, Confederation of Oregon School Administrators, Education Agency Board meetings, National Indian Education Association, Univ. of OR

Administrator, Springfield High School, Springfield, Oregon

08/13 – 07/14

Typical duties included: instructional leadership, teacher supervision and evaluation, system-wide class scheduling, budget management and reports, establish school wide goals and objectives and day to day school operations

Accomplishments:

- Developed and implemented a new special education service delivery for two comprehensive high schools
- Advised and implemented new district Near-Peer Grant Program
- Coordinated district wide common core implementation with an equity focus
- Consultant for leadership in equity based policies in all programs
- Developed and led new model for 9th grade teaming aimed at critical transition support

Administrator, Arts & Technology Academy/Family School, Eugene, Oregon 07/06 – 07/13

Typical duties included: instructional leadership, teacher supervision and evaluation, system-wide class scheduling, budget management and reports, establish school wide goals and objectives and day to day school operations

Accomplishments:

- Co-facilitated political school closure process of two schools
- Co-led the opening of a new school called Arts and Technology Academy
- Facilitated in the Family School move process from Chavez Elementary
- Assisted in the development, implementation and assessment of inclusive instructional programs that meet the needs of all students.
- Assisted teachers of pedagogy, inclusive practices, and classroom management
- Developed guidelines for conduct and appropriate disciplinary procedures to ensure a safe, inclusive and culturally appropriate learning/teaching environment.

Coordinator of Student Support Services, Eugene, Oregon

06/03 – 06/05

Sapsik'walá Teacher Program University of Oregon, College of Education Accomplishments:

- Successfully assumed primary responsibility for monitoring the academic progress of indigenous graduate students in Teacher Education, College of Education
- Coordinated and taught weekly seminar on pertinent curriculum and opportunities in the field of Native Alaskan/American Indian education
- Consulted with College of Education faculty in the integration of Native Alaskan/American Indian cultural content, pedagogy and epistemologies
- Provided avenues of cultural support to address student isolation

Teacher and Program Coordinator, Okemos, Michigan

11/02 – 03/03

- Nokomis Learning Center Teacher
- Developed curriculum for and coordinated Native American Education program
- Instructed all classes on Michigan Indian History and Canada's First Nations peoples
- Assisted in organizing major events and general office management

Language Arts Teacher, Highland High School, Albuquerque, New Mexico

08/99 – 06/02

- Instructed Language Arts in grades 9-12
- Created a state recognized athlete tutoring program for boys' athletic department
- Conducted workshops for English Department on Native Alaskan/American

Language Arts Teacher, Minneapolis, Minnesota

08/98 – 06/99

PEASE (Peers Enjoying A Sober Education) Academy

- Instructed Language Arts in grades 9-12
- Researched, restructured, and developed Language Arts curriculum to integrate a commitment to equity and social justice
- Human Rights Partnership in Minneapolis Liaison
- Created and implemented human rights unit spanning all disciplines
- School Board Member
- Director of new summer school program.

Language Arts Teacher, Minneapolis, Minnesota

08/97 – 06/98

Heart of the Earth Survival School Minneapolis, Minnesota

- Instructed grades 7-12 in English, Math, Health, and Native American literature
- School Board Member
- Guidance Counselor. Managed records and advised on college applications.
- Created and coordinated a new after school tutoring program
- Created and coordinated weekly support group for girls

RELEVANT COMMUNITY ACTIVITIES AND MEMBERSHIP

2019 – pres Women's Foundation of Oregon Board Member

2019 – pres Carry it Forward Board Member

2018 – pres College Possible Board Member

2015 – 2016 Teacher Standards and Practices Commission Subcommittee Member

2015 – 2016 Higher Education Coordinating Committee Equity Member

2014 – 2018 Oregon Dept. of Education American Indian/Alaska Native Advisory Panel

2014 – 2016 Kaiser Permanente Community Fund Board Member

2005 – 2018 Oregon Association of Latino Administrators

2004 – 2019 Oregon Indian Education Association

2003 – 2019 National Indian Education Association

2003 – 2015 Educación Y Justicia Para La Raza, Eugene, Oregon

2005 – 2007 Diversity Steering Committee, College of Education, University of Oregon

2003 – 2005 Faculty/Staff of Color Coalition Steering Committee, University of Oregon

2003 – 2004 Centro Latinoamericano Volunteer, Eugene, Oregon

2002 – 2003 Parent of Color Advocacy Group, Lansing, Michigan

1997 – 1999 Human Rights Partnership in Minneapolis, Minnesota

1995 – 1997 Movimiento Estudiantil Chicano de Aztlán, Yale University

1993 – 1997 Association of Native Americans at Yale University

RECENT SPEAKING ENGAGEMENTS

2019 Featured Speaker, Education Funder Strategy Group, Washington, DC
2019 Guest Speaker, Bay and Paul Foundations, New York
2019 Graduation Speaker, Salem Keizer Eagle Feather Ceremony
2018 Featured Speaker, Shelburne Farms Board Retreat
2018 Featured Speaker, Vermont Indigenous Education Advocates
2017 Keynote Speaker, Reach Higher Summer, Lane Education Service District
2017 Graduation Speaker, Three Lakes/Riverside High Schools
2016 Panelist, Closing the Amer. Indian Opportunity Gap, ESSA/CSSO Symposium
2016 Graduation Speaker, Salem Keizer Eagle Feather Ceremony
2016 Graduation Speaker, Three Lakes/Riverside High School
2016 Presentation for Eugene 4j SD on Special Education Equity Practices
2016 Panelist, University of Oregon's Empowering Women Conference
2015 Keynote Address, Salem Keizer Coalition for Equality
2015 Address, Foundations for a Better Oregon Annual Affiliate Meeting
2015 Keynote Address, American Assoc. of Women in Community Colleges Annual Meeting
2015 Panel Participant, Oregon Education Association ESSA Symposium
2014 Research Presentation OR Ed. Investment Board Equity and Partnership Subcommittee

REFERENCES

April Campbell	Indian Education Director Oregon Department of Education
Whitney Grubbs	Executive Director Chalkboard Project
Matt Kolan	Director University of Vermont's Leadership for Sustainability, Rubenstein School of Environmental and Natural Resources



Federally Recognized Tribe in Oregon



Indigenous Community
(Nez Perce, Umatilla, Warm Springs, and Yakama have a long history of interaction)



Federally Recognized Tribe in Nevada,
but crosses Oregon border

Created in collaboration with Shoreline Consulting and Oregon Department of Education

These arrows only represent the Tribal Headquarters location and not all of the tribes' aboriginal/ceded lands.



Federally Recognized Tribe in Oregon



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Federally Recognized Tribe in Nevada,
but crosses Oregon border

Created in collaboration with Shoreline Consulting and Oregon Department of Education

These arrows only represent the Tribal Headquarters location and not all of the tribes' aboriginal/ceded lands.





Connecting and Committing



HEAD: Where has my thinking shifted —

HEART: How am I feeling —

HANDS: What I am going to do about it —



Educator Advancement Council

Regular Meeting

AGENDA

Wednesday, September 25, 2019

2:00 – 3:00 p.m.

Broadway Commons - Peru Room 306, 1300 Broadway NE, Salem, OR 97301

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

- ✓ Receive Procedural Subcommittee Update
- ✓ Review Intergovernmental Agreement Update Draft

2:00	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
2:10	2.0	Consent Agenda – Action Items	Chair Koskela
	2.1	Agenda Approval	
	2.2	Approval of August 23, 2019, minutes	P. 1
	2.3	Declare Position #7, High School Teacher seat vacancy	
2:15	3.0	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>	
2:20	4.0	Interim Executive Director Report (Written)	P. 5

2:25 5.0 Procedural Subcommittee – Update

Subcommittee
Chair Scruggs

2:35 6.0 Intergovernmental Agreement Update - First Reading

Cheryl Myers P. 11

2:45 7.0 Wrap Up

Chair Koskela

3:00 Adjourn

Upcoming meetings:

October 22-23	Broadway Commons
November	no meeting
December 11, 2019	Broadway Commons

EDUCATOR ADVANCEMENT COUNCIL MINUTES



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*)

Attending in person: Chair Koskela, Paul Andrews, Veronica Dujon (s Ben Cannon surrogate), Sara Mickelson (Miriam Calderon surrogate), Carmen Urbina Colt Gill surrogate), Mark Girod, Martha Richards, Anthony Rosilez, Nick Viles

Attending by phone: Lindsey Capps, Bill Graupp, Christy Cox, Vice-Chair Grotting, Marvin Lynn, Representative McLain, Michele Oakes, Melissa Wilk

Excused: Ken Martinez, Senator Roblan, Laura Scruggs, Matt Yoshioka

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

Presenters: Holley Oglesby, Krista Campbell

1.0 Call to Order

Chair Koskela called the meeting to order at 9:06 a.m.

1.1 Roll Call

Roll call was taken a quorum was confirmed.

1.2 Opening Remarks

1.3 Agenda Review/Outcomes

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

2.0 Consent Agenda – Action Item

2.1 Agenda Approval

2.2 Approval of July 24, 2019 minutes

Mark Girod moved to approve the consent agenda as presented, seconded by Martha Richards; motion carried.

3.0 Interim Executive Director Report (written)

A written Interim Executive Director Report was provided due to an abbreviated meeting schedule.

4.0 Public Comment

No public comment.

5.0 Permanent Rulemaking – Action Items

5.1 Approve Permanent Rules draft

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

The EAC previously requested and the State Board of Education approved EAC Temporary Rules on May 16, 2019, which are in effect for six months. The Council will be able to make adjustments prior to the State Board of Education taking final action on the permanent rules on October 17, 2019.

Martha Richards moved to approve the draft Permanent Rules for discussion, seconded by Anthony Rosilez. Cheryl Myers led discussion to review the changes from the temporary rules with Directors who then provided further input. Consensus was sought on areas of change; motion was revised to approve the draft EAC permanent rules and direct staff to incorporate the changes discussed along with any clarifications, seconded by Anthony Rosilez; motion carried.

- 5.2 Request State Board of Education undertake rulemaking
Paul Andrews moved the State Board of Education undertake permanent rulemaking on the EAC's behalf, seconded by Marvin Lynn; motion carried.

6.0 Council Seats - Action Items

- 6.1 Declare Position #15, Early Learning Provider seat vacancy
Michelle Homer-Anderson regrettably resigned her Council seat effective August 24, 2019, and the Council thanked her for her service.
Bill Graupp moved to declare position #15, Early Learning Provider seat vacant, seconded by Mark Girod; motion carried.

Minimal applications have been received for the Community-based Organization vacancy. Mark Girod moved to extend the vacancy application deadline for one month, seconded by Melissa Wilk; motion carried.

Marvin Lynn moved to delegate the vetting of new Council Director Applicants to the Executive Committee to bring a recommendation to the full Council, seconded by Bill Graupp; motion carried.

- 6.2 Add Standing and Rotating Directors to Procedural Subcommittee
Due to the sunset of the Chief Education Office and a Director resignation, there are two openings (one Rotating, one Standing Director) on the Procedural Subcommittee. A brief explanation of past and current Subcommittee work was provided by Cheryl Myers. Director Koskela opened up nominations or self-nominations. Anthony Rosilez moved to nominate Ben Cannon to fill the Standing Director on the Procedural Subcommittee. No further nominations. Veronica Dujon accepted the nomination as his surrogate. After a vote of the Standing Directors, motion carried.

Nominations were opened for the Rotating Director position. Martha Richards moved to nominate Ken Martinez to serve as Rotating Director on Procedural Subcommittee, seconded by Michele Oakes. No further nominations, closed. Ken accepted the nomination by phone. After a vote of the Rotating Directors, motion carried.

Sara Mickelson left the meeting at 10:30 a.m. and joined by phone.

Colt Gill arrived at 11 a.m.

Carmen Urbina left the meeting at 11:20 a.m.

Anthony Rosilez left the meeting 11:20 a.m. and joined by phone.

7.0 Regional Educator Network Sponsoring Organization

Application Scoring Results – Action Item

Holley Oglesby, the RFA procurement representative from ODE, reviewed the scoring process and applications received for Regions A and C-J. A single application for each of these regions was received; all met the needed qualifications and were each evaluated appropriately. Staff recommended considering

these applications for Regional Education Networks as a single slate. The standard evaluation process used was clearly outlined in the RFA: four teams of three evaluators each read three evaluations. Each evaluator received training and independently scored their applications. Scores were sent to ODE, reviewed by procurement, then a follow up meeting was held to discuss strengths and weaknesses and review scores. Slight scoring changes were made at the final meeting, but did not affect the original results. Summary scores were provided to Directors review. Upon EAC approval, ODE will send each applicant for these regions a letter of intent to award.

Three applications were received for Region B and Hilda Rosselli reviewed a summary of the applications and partner engagement. 1) Multnomah Education Service District/Clackamas Education Service District, 2) Portland Public Schools, and 3) Clackamas Community College, Career and Technical Education. Council discussion included evaluator selection was based upon no perceived or real conflict of interest in the region. Region B evaluators also had the opportunity to discuss and review their scores, no changes were made.

Mark Girod, moved to approve the submitted applications for Regions A, C-J, seconded by Martha Richards. Paul Andrews declared a conflict of interest and recused himself from the vote. Motion carried with one abstention.

Mark Girod moved to approve staff recommendation to recognize the highest scoring proposal from Region B, seconded by Bill Graupp. After a vote, motion carried with one abstention.

8.0 REN Plan Template/Outcome Metrics, Work Group Updates – Action Item

The combined work groups met last Wednesday to review and edit the draft REN Plan Template and an Outcome Metrics guidance document, provided in the Council packet. Paul Andrews reviewed the REN Plan Template with Directors and Melissa Wilk reviewed the Outcome Metrics guidance document.

Martha Richards moved to approve the REN Plan Template, and Outcome Metrics guidance documents with staff to incorporate suggested revisions for use in the grant agreement for each REN sponsoring organization seconded by Mark Girod. No further discussion; motion carried.

After suggested edits are compiled, staff will work with the ODE procurement office to incorporate the REN Plan Template and the Outcome Metrics guidance documents into the grant agreement for each REN sponsoring organization.

9.0 IGA Amendment – Action Item

Martha Richards moved to direct the Administrative Agent to draft an IGA amendment to reflect the sunset of the Chief Education Office and the addition of HECC as a Standing Director. No discussion, motion carried.

10.0 EAC Executive Director Search – Action Item

After reviewing the Executive Committee hiring recommendations there were no questions or comments regarding the hiring plan proposal. First round of interview panels will be September 11 and 12 depending on the number of applicants. Directors were asked to complete the form on page 34 of the packet indicating their availability, including remote participation, for participating in interview panels and return to Krista Campbell. One to three finalists will have a public interview at the September 25 Council meeting where all Directors may be present.

Martha Richards moved to discontinue delegation of hiring oversight from the EAC Executive Committee in connection with Administrative Agent's hiring process for the permanent Executive Director; the full EAC may consider delegating future items to the Executive Committee. Further, she moved to adopt the EAC Executive Director hiring process and move forward as described in the recommendations of the EAC Executive Committee. The motion was seconded by Paul Andrews. After a vote, the motion carried with one abstention.

11.0 Wrap Up

Adjourn at 12:30 p.m.



Staff Engagement Report

Please let Hilda know if you have questions or you plan to be at any of the anticipated events listed. Of particular note was the State Board of Education's 1st reading to move the EAC temporary rules to permanent rule status. Board members were complimentary and appreciative of the work being accomplished and anticipate approving the proposed permanent rules following the 30-day period for public comment. EAC Directors are encouraged to share this [link](#) with the proposed permanent rules to invite public comment.

REN Technical Assistance RFP

The Interim Executive Director has been meeting weekly with Dion Kerlee, the Department of Administrative Services (DAS) staff member assigned to review the REN Technical Assistance RFP. The EAC staff and ODE Procurement staff have provided swift responses to questions raised and continue to advocate for an expedited process.

Program Analyst 3 Search

Twenty-seven individuals submitted application materials for the Program Analyst 3 (PA 3) position (Grants Manager) approved in the 2019-21 EAC budget. Nine applicants participated in phone interviews with the search committee. Five were invited to participate in face-to-face interviews held last week and the interview team anticipates making a recommendation to ODE HR within the next week.

Council Administrator

We are sad to announce that Debbie Green who has served so capably as the Council administrator and executive support for the EAC staff, has accepted a permanent position serving as the Executive Assistant to the ODE Chief of Staff. We are excited for this new leadership opportunity for Debbie and will always be grateful for the many contributions she has made to launch the EAC's work. We are in conversations with the ODE Human Resources staff to identify an individual who may fill the position on an interim basis until a formal search is completed.

Oregon Teacher Scholars Program

The ODE and HECC are working to complete the Interagency Agreement to transfer \$1M from the Educator Advancement Fund to the Office of Student Access and Completion to cover scholarships, a program coordinator, and supports for Scholars. The Oregon Teacher Scholars Program Coordinator position was posted and the interview team will be deliberating on the selection of an individual to fill the permanent position.

Educator Equity Advisory Group

At the recent Educator Equity Advisory Group retreat, the 20-member advisory group outlined their work plan for the coming year identifying the need to focus on the role of

Human Resources offices and culturally responsive hiring practices known to be effective in recruiting and hiring educators of color.

EAC Council Seat Vacancies

Extensive outreach has and will continue to be parlayed through education agency news channels, tribal liaisons, education associations, and of course, word of mouth by staff and the Council itself.

Both the Community-based Organization and a K12 Educator are due to close on 9.30.19. Significant outreach has been extended, with particular attention to coastal regions and Southern Oregon and an emphasis on continued race/ethnic diversity. There are currently 4 applications pending for the K12 educator seat and one for the CBO (from Klamath Falls area).

Applications for the Early Learning Provider/Professional vacancy will be accepted through 11.30.19; in addition to planned outreach, Miriam Calderon is personally extending the search through her networks. Anticipating a vacancy declaration of the High School representative today, applications will be accepted through December 31, 2019.

REN Coordinators

We have been in communication with each REN applicant regarding the final grant agreement formalizing the establishment of all ten RENs and initiating access to the Capacity Grant funds. A formal press release is waiting in the wings to announce the RENs and eight of the 10 RENs have already identified their REN Coordinators. The EAC staff are planning a virtual check in to provide the REN Coordinators with some “just in time” resource documents and begin building the optimum learning and sharing community to support their work and relationship with the EAC. We have also asked REN Coordinators to save the date of October 23rd to meet the EAC directors and participate in a face-to-face orientation the following day.

Coordinating Body Representatives

We anticipate some RENs may find it challenging to identify a state agency representative willing to serve on the REN Coordinating Body. We have verified with our attorney that state-appointed board/commission/council members meets the intent of a state agency representative. Thus, RENs could consider tapping individuals from their region serving on groups such as:

- [TSPC Commission](#)
- [Early Learning Council](#)
- [Local Workforce Development Boards](#)
- [Higher Ed Coordinating Commission](#)
- [STEM Investment Council](#)
- [Workforce and Talent Development Board](#)
- [Oregon Youth Development Council](#)
- [Oregon Advocacy Commission](#)



Educator Advancement Council

September 25, 2019

Docket Item #4.0

Docket Item: Interim Executive Director Staff Engagement Report

Date	Event Attended	Sponsoring Organization	EAC Staff Attending	Directors Attending
8/30/19	Educator Preparation Program Legislative Work Group	University of Oregon	Hilda Rosselli	Mark Girod Marvin Lynn Senator Roblan Tony Rosilez
9/11/19	State Diversity Conference	State of Oregon	Cheryl Myers Debbie Green	
9/12/19	WICHE Legislative Advisory Committee	Western Interstate Commission for Higher Education	Hilda Rosselli	Ben Cannon
9/13/19	Educator Equity Advisory Group Retreat	EAC	Hilda Rosselli	Tony Rosilez
9/17/19	Representative Bynum Representative Hernandez Representative Sollman	EAC to review HB 4044 report w/bill co-sponsors	Hilda Rosselli	
9/18/19	OEA leadership to discuss EAC/REN messaging	EAC	Hilda Rosselli	
9/19/19	Senator Dembrow to discuss Educator Equity Report	EAC	Hilda Rosselli	
9/19/19	State Board of Education: 1 st reading EAC permanent rules	Oregon Department of Education	Cheryl Myers Hilda Rosselli	Colt Gill
9/20/19	Government to Government Education Tribal Cluster Meeting	Federally-recognized Tribes of Oregon / Governor's Office	Cheryl Myers	Lindsey Capps (education agencies)

Upcoming Events

Date	Event Scheduled	Sponsoring Organization	EAC Staff Attending	Directors Attending
10/3/19	OR Graduation and Postsecondary Success Alliance Leadership Team Meeting	Education NW	Hilda Rosselli	
10/11/19	Education USTA Group	HECC	Hilda Rosselli	Mark Girod Others?
10/17/19	State Board of Education: Adoption of EAC permanent rules	Oregon Department of Education	Cheryl Myers	Colt Gill

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



Ontario High School

1115 W. Idaho Ave. • Ontario, OR 97914
Phone (541) 889-5309 • Fax (541) 889-8117

Dr. Jodi Elizondo
Principal
Nathan Sandberg
Assoc. Principal
Melissa Judson
Assoc. Principal
Josh Mink
Athletic Director

September 6, 2019

Madam Chair:

It has been a pleasure serving on the Educator Advancement Council with some of the greatest leaders from around the State of Oregon. I greatly appreciate the real work that this group is doing to support and grow educators. I firmly believe that countless students now and in the years to come will be the direct beneficiaries of the EAC's collective efficacy.

After a period of careful reflection, the time has come for me to resign my seat. Monthly travel for two or more days from my distant location has presented an undue burden on my office and my family.

Thank you for allowing me to be a voice and advocate for the needs of rural and remote families, communities, and schools.

I will continue to cheer and champion this work from afar.

With Gratitude,

Kenneth J Martinez
Instructional Coach
Ontario High School



Educator Advancement Council

September 25, 2019

Docket Item #6.0

Updated Intergovernmental Agreement – First Reading

The Oregon Chief Education Office, the EAC's former Administrative Agent, sunsetted as an agency as of 6.30.2019. The Council appointed the Oregon Department of Education as its new Administrative Agent, effective 7.1.2019.

The EAC Intergovernmental Agreement (IGA) with suggested changes is attached for Council consideration; highlights are captured below:

- Page 1, and throughout, removal of references to the Oregon Chief Education Office.
- Pages 1-2, acknowledgement of prior amendments to the IGA.
- Page 5, codify the addition and prior approval of adding the Oregon Higher Education Coordinating Commission as a Standing Director.
- Page 5, removal of the word “coach” as pertains to the Early Learning representative (not in statute).
- Page 6, reflects IGA Amendment #1, a technical correction to Director term lengths.
- Page 7, reflects IGA Amendment #2, adding Ex-officio directors to the Council and clarifying their role.
- Page 10, reflects reducing the Procedural Subcommittee composition to (2) Standing Directors and (2) Rotating Directors.
- Page 11, adjusts the budget process to a biennial basis, in keeping with state-standard practices.
- Pages 13-14, reflects updated tort claim language.

EDUCATOR ADVANCEMENT COUNCIL INTERGOVERNMENTAL AGREEMENT

DATED: ~~March 20, 2018~~

UPDATED: xx, 2019

AN INTERGOVERNMENTAL AGREEMENT FOR THE EDUCATOR ADVANCEMENT COUNCIL

This Intergovernmental Agreement creates a governance framework for the Educator Advancement Council (EAC). It is prepared by and among ~~the Oregon Chief Education Office;~~ the Oregon Department of Education; the Early Learning Division, the Oregon Teacher Standards and Practices Commission; High Desert Education Service District; and Beaverton School District, each referred to individually herein as a "Party" and collectively as the "Parties", effective on the Effective Date as described herein.

RECITALS

1. ORS 190.003 through 190.118 encourages intergovernmental cooperation in the interest of furthering economy and efficiency and authorizes units of local government, state government agencies, and Tribes to enter into agreements to perform any of their respective functions or activities and to form new intergovernmental entities responsible to and acting on behalf of the parties.
2. Each party to this Agreement is an agency of the State of Oregon or a local government recognized under Oregon statutes and all are authorized by law to participate in this intergovernmental agreement.
3. By Executive Order 16-08 (March 29, 2016), the Governor created the Council on Educator Advancement and charged the council with making recommendations related to a coherent, transparent, and accountable governance model for the programs and practices outlined in ORS 342.950 and the associated fund outlined in ORS 342.953. Recommendation 10 is to "Establish a statewide Intergovernmental Council to coordinate and connect regional networks in support of professional learning priorities, blending of funding sources and management of innovation funds."
5. Senate Bill 182, passed by the 2017 State Legislature, requires that the EAC function through an intergovernmental agreement, as provided by ORS 190.003 to 190.130. The intergovernmental agreement shall outline the governance framework and the administrative details necessary for the efficient and effective implementation of the duties of the EAC.
6. The Parties intend that the EAC will function separate and distinct from the Council on Educator Advancement established through Executive Order 16-08, the State Board of Education, or any other existing governmental entity, but that the new entity will continue to work cooperatively and collaboratively with the State Board of Education, State of Oregon agencies, educator stakeholders, and others, in furtherance of objectives in Senate Bill 182.
7. Coordinating this system is a complex undertaking that no single agency, authority, or organization can accomplish on its own; rather, a collaboration of many government agencies, nonprofit agencies, and the private sector is necessary to achieve Oregon's goals and objectives for educator advancement.
8. The original Intergovernmental Agreement was initially signed March 20, 2018.
9. The original Intergovernmental Agreement was amended by the EAC twice as follows:

- a. On ~~[DATE]~~ May 2, 2018, the EAC adopted Amendment #1 to this Agreement, which amended ~~:-see Article 3, section 3.d and :-Article 6, section 8;~~
- b. On ~~[DATE]~~ April 26, 2019, the EAC adopted Amendment #2, which amended~~:- see Article 3. Section 3.c.v.~~

NOW, THEREFORE, IN CONSIDERATION OF THE ABOVE RECITALS AND THE MUTUAL COVENANTS AND AGREEMENTS HEREIN, THE PARTIES AGREE AS FOLLOWS:

ARTICLE 1 - DEFINITIONS

Definitions. As used in this Agreement, the following terms when capitalized shall have the following meanings:

- a. “Administrative Agent”: An entity or person designated by the EAC to provide administrative support services at the direction of the EAC.
- b. “Agreement”: This Intergovernmental Agreement creating a governance framework for the Educator Advancement Council (EAC).
- c. “EAC”: The Educator Advancement Council established by Senate Bill 182 (codified at ORS 342.940 and 342.943) and this intergovernmental agreement.
- d. “Board”: The governing and decision-making body of the EAC.
- e. “Participating Entities”: Educational public and private entities who are not a Party to this Agreement and who have a representative appointed to fill a Director seat as described in Article 3.

ARTICLE 2 - WARRANTIES AND REPRESENTATIONS OF THE PARTIES

- 1. Warranties of the Parties; Term.** Each Party warrants and represents that it has the legal authority to enter into this Agreement. The Term of this Agreement is perpetual and the EAC shall continue to exist indefinitely from year to year unless terminated and dissolved as provided herein.
- 2. Limitation of Financial Obligations of the Parties.** No Party to this Agreement or Participating Entity shall be responsible or liable for the financial decisions or obligations of the EAC or any project(s) undertaken by it, nor for any expenses or liabilities thereof, except as that Party or Participating Entity explicitly agrees in writing and as otherwise authorized by law.
- 3. Authorizing Ordinances.** Each Party certifies that it has undertaken the necessary public procedures and, if applicable, has passed an ordinance, in accordance with ORS 190.085, which authorizes the signatories to this Agreement to act on behalf of the Party in executing this Agreement. The Parties further agree that, if required, they will file with the Secretary of State, within 30 days after the effective date of this Agreement, a copy of the adopted ordinance and statement of information as

specified in ORS 190.085(2). Any copies of documents filed pursuant to ORS 190.085(2) shall also be furnished to and be retained by the EAC.

ARTICLE 3 EDUCATOR ADVANCEMENT COUNCIL – GOVERNANCE FRAMEWORK

1. Creation of the EAC. Pursuant to Senate Bill 182 (codified at ORS 342.940 and 342.943) and this intergovernmental agreement, the EAC is hereby created as of the Effective Date of this Agreement.

2. Purposes of the EAC. The purposes of the EAC, generally, are described in section 2 of Senate Bill 182 (2017), as codified at Oregon Revised Statutes (ORS) 342.940 and 342.943 and are incorporated herein by this reference.

3. Governing Body. The EAC shall be governed by the Board consisting of at least 21 members selected in accordance with the requirements of Senate Bill 182 and this Agreement, who shall each have one vote. The Board is divided into two classes of Directors: “Standing Directors” and “Rotating Directors.” The rights and responsibilities of the two classes are further described below.

a) Standing Directors.

- i) Each Standing Director shall have one vote and shall serve for an unlimited term at the pleasure of their respective state agencies.
- ii) Standing Directors shall have the all authority necessary to govern the EAC, including but not limited to the authority to: work with the Governor’s Office to appoint the Rotating Directors, attend all EAC meetings, place items on the EAC agenda, participate in any discussion or debate on any matter before the EAC, and to vote on any matter before the EAC.
- iii) Each Standing Director may designate a temporary surrogate who may act on behalf of the Standing Director. Each temporary surrogate designated by a Standing Director shall have and exercise all of the powers conferred on that Standing Director under this Agreement.
- iv) The Standing Directors shall have the sole and exclusive authority to vote on the following matters:
 - 1) The appointment of Rotating Directors;
 - 2) The dissolution of the EAC;
 - 3) The ratification or remand to the Board for further consideration of any EAC decision concerning the allocation or expenditure of state funds; and
 - 4) The ratification or remand of Strategic Plans or statewide plans adoption.

~~v)~~ The Standing Directors shall include one representative appointed from each of the following state agencies:

~~vi)~~ v)

~~Seat 1: The Oregon Chief Education Office~~

Seat ~~21~~: The Oregon Department of Education
 Seat ~~23~~: The Oregon Early Learning Division
 Seat ~~34~~: -The Oregon Teacher Standards and Practices Commission
Seat 4: The Oregon Higher Education Coordinating Commission

b) Rotating Directors.

- i) Each Rotating Director shall have one vote.
- ii) Except as provided in Article 3, section 3.c below, each Rotating Director shall serve a two-year term which may be renewed by the Standing Directors for one additional two-year term.
- iii) Rotating Directors shall have all authority necessary to govern the EAC, including but not limited to: the authority to attend all EAC meetings, place items on the EAC agenda, participate in any discussion or debate on any matter before the EAC, and to vote on those matters before the EAC not committed to the exclusive voting authority and privilege of the Standing Directors pursuant to Article 3, section 3.a.. For those matters committed to the exclusive voting authority and privilege of the Standing Directors, Rotating Directors shall have the authority to participate in any Board discussion and debate before the Standing Directors' vote occurs.
- iv) Each Rotating Director may designate a temporary surrogate who may act on behalf of the Rotating Director. Each temporary surrogate designated by a Rotating Director shall have and exercise all of the powers conferred on that Rotating Director under this Agreement.
- v) The Rotating Directors shall include representatives from the below entities and organizations:

Seat 5	Oregon public elementary school; representative shall be a practicing teacher
Seat 6	Oregon public middle school; representative shall be a practicing teacher
Seat 7	Oregon public high school; representative shall be a practicing teacher
Seat 8	Oregon public K12 school; representative shall be a practicing educator
Seat 9	Oregon public K12 school; representative shall be a practicing educator
Seat 10	Oregon public K12 school; representative shall be a practicing educator
Seat 11	Oregon public K12 school; representative shall be a practicing administrator
Seat 12	Oregon Education Service District; representative shall be a practicing Superintendent
Seat 13	Oregon School District; representative shall be a practicing Superintendent
Seat 14	School District; representative shall be a Board Member
Seat 15	Early learning; representative shall be a practicing provider or professional coach
Seat 16	Professional education association

Seat 17	Postsecondary institution educator preparation program
Seat 18	Nonprofit organization, education-focused
Seat 19	Philanthropic organization, education-focused
Seat 20	Federally recognized tribe of this state
Seat 21	Community-based organization representing families and students, education and equity-focused

c) Appointment of Rotating Directors; Vacancies; Staggered Terms.

- i) Rotating Directors shall be appointed by the Standing Directors in the manner set forth in this subsection below.
- ii) The Standing Directors shall fill all vacant Rotating Director positions within 120 days. If the Standing Directors fail to fill a Rotating Director position within 120 days from the vacancy, the Board shall fill the vacancy at the next scheduled Board meeting or at a later date to be specified and agreed upon by the Board. In the event that no qualified candidates are identified for a vacant seat, Standing Directors shall provide a report on the status of its search for candidates at each Board meeting until the vacant seat is filled.
- iii) Upon execution of this Agreement, all state agency Parties shall become Standing Directors, the High Desert Education Service District's designated representative shall fill Seat 12 for a two (2) year term, and the Beaverton School District's representative shall fill Seat 13 for a two (2) year term. Upon completion of those initial two (2) year terms, the Rotating Directors for Seats 12 and Seat 13 may be selected for additional terms in accordance with the procedures described in this Article 3, section 3.c.iii-iv of this Agreement.
- iv) The Standing Directors shall develop and widely distribute and make widely available an application form to the types of entities described in Article 3, section 3.b above. Such form shall request qualifying information from the entities who desire to have a representative appointed to a Rotating Director seat, including but not limited to: the name of the proposed Rotating Director appointee, the Rotating Director seat that the applicant seeks, proof of the insurance required under Article 6, and the proposed appointee's qualifications for that seat.

~~v) Once the completed applications have been submitted, the Standing Directors shall appoint [seven (7)] **six (6)** of the Rotating Director positions for an initial one-year term and [eight (8)] **eleven (11)** of the Rotating Directors for an initial two-year term. After the expiration of the initial Rotating Director terms, new Rotating Directors shall be limited to two (2) terms of two (2) years each and, if selected, shall be selected for any subsequent term using the same appointment process described herein. **Unless otherwise specified at the time of appointment, and unless appointed to an initial one-year term, a Rotating Director's term shall end on June 30 of the calendar year two years after the year of that Rotating Director's appointment.** Once the completed applications have been submitted, the Standing Directors shall appoint seven (7) of the Rotating Director positions for an initial one-year term and eight (8) of the Rotating Directors for an initial two-year term. After the expiration of the initial Rotating Director terms, new Rotating Directors shall be limited to two (2) terms of two (2) years each and, if selected, shall be selected for any subsequent term using the same appointment process described herein.~~

Appointment of Additional Directors. Subject to the EAC membership requirements in ORS 342.940 and 342.943, a majority of the Board may propose to increase or decrease the number of Directors at any time. Any new Directors proposed under this Article 3, section 4.d shall be subject to the applicable quorum, voting, and appointment processes in Article 3.

i) If the Board increases the number of Directors, the Board may select a new Rotating Director or a non-voting, ex-officio Director (“Ex-Officio Director”) to fill that new seat.

ii) An Ex-Officio Director appointed by the Board in accordance with this section shall exercise the same authority, and shall be subject to the same duties and limitations, as a Rotating Director described Article 3, section 3.b, except that:

(1) Ex-Officio Directors shall not have any voting authority and may not vote on matters before the Council; and

(2) Ex-Officio Directors may not place items on the EAC agenda.

i) If the Board increases the number of Directors, the Board may select a new Rotating Director or a non-voting, ex-officio Director (“Ex-Officio Director”) to fill that new seat.

ii) An Ex-Officio Director appointed by the Board in accordance with this section shall exercise the same authority, and shall be subject to the same duties and limitations, as a Rotating Director described Article 3, section 3.b, except that:

(1) Ex-Officio Directors shall not have any voting authority and may not vote on matters before the Council; and

(2) Ex-Officio Directors may not place items on the EAC agenda.

5. Officers. There shall be a Board Chair (“Chair”) and a Board Vice Chair (“Vice Chair”), who shall be selected pursuant to the voting requirements provided in Article 3, section 10 herein. The Board may, subject to the voting requirements provided in Article 3 herein, establish other Officer positions from time to time.

6. Chair. The Chair shall be selected from the Board Directors seated at the time of the vote who will remain on the Board for at least one (1) year from the date of selection. The Chair of the Board shall serve for a term of one (1) year from the date of selection. Once appointed, the Chair shall:

- a) Serve as the primary contact person for communicating with and providing oversight to the Administrative Agent;
- b) Preside over EAC meetings; and
- c) In coordination with the Administrative Agent or other duly-appointed EAC staff, set the agenda for those meetings.

Subject to the requirements of Senate Bill 182, the Board, by adopting EAC bylaws, may confer

additional powers on the Chair, may provide for a longer Chair term, or may provide a process for the removal of the Chair.

7. Vice Chair. The Vice Chair shall be a Director seated at the time of the vote who will remain on the Board for at least one (1) year from the date of selection. The Vice Chair of the Board shall serve for a term of one (1) year from the date of selection. Once appointed, the Vice Chair shall:

- a) Fulfill the role of the Chair in the event that the Chair is unable to attend a Board meeting; and
- b) Oversee financial management of the Board in coordination with the Administrative Agent.

Subject to the requirements of Senate Bill 182, the Board, by adopting EAC bylaws, may confer additional powers on the Vice Chair, may provide for a longer Vice Chair term, or may provide a process for the removal of the Vice Chair.

8. General Powers and Duties of EAC. The EAC shall have all powers and duties provided under ORS 190.003 to 190.110, as more particularly described in Senate Bill 182 (codified at ORS 342.940 and 342.943) and this Agreement, and as otherwise authorized by law, including but not limited to (i) adopting such rules and internal management policies as it deems necessary in furtherance of the purposes of this Agreement and Senate Bill 182; (ii) providing for such agents and employees as it deems necessary; (iii) contracting for the acquisition of goods and services; and (iv) acquiring and holding tangible and intangible assets as needed to achieve the purposes of the EAC.

9. Meetings. The Board shall meet at least four (4) times per year. The Board Chair or the Administrative Agent, or both shall provide at least 30 days' written notice to all Board members regarding all regular meetings. For emergency or otherwise unscheduled meetings, the Board Chair or Administrative Agent, or both shall provide at least 48 hours advance written notice to all Board members. All Board Directors may submit matters to the Administrative Agent or to the Board Chair for inclusion on the meeting agenda. Meetings of the Board, the Standing Directors, and any subcommittee with the authority to make decisions on behalf of the Board or to recommend actions to the Board, shall be conducted in accordance with the provisions of the Oregon Public Meetings Law, ORS 192.610 to 192.710. The Board shall hold regular meetings on a schedule determined by the Board. In accordance with the Public Meetings Law, special or emergency meetings may be called by the Chair or Vice Chair of the Board. Meetings may include participation by telephone conference call or other electronic communication means. The quorum requirements described in this Agreement apply to all meetings of the EAC, including any emergency meetings.

10. Quorum, Voting, and Consensus.

- a) **General Quorum Requirement.** Except as otherwise provided in this Agreement, the quorum necessary to meet and conduct any business of the EAC, except for business subject to the exclusive voting authority and privilege of the Standing Directors pursuant to Article 3, section 3.a, shall be three (3) Standing Directors and ten (10) Rotating Directors.
- b) **Special Quorum Requirement for Article 3.a Meetings.** The quorum necessary to meet and conduct any business which is subject to pursuant to Article 3, section 3.a shall be three (3) Standing Directors and three (3) Rotating Directors.

- c) Temporary Quorum Rule. If the seated Director membership is less than the required quora described in Article 3, sections 10.a and 10.b, a Temporary Quorum Rule shall apply. The Temporary Quorum Rule allows the seated Directors to meet, deliberate, and vote solely on the appointment of additional Directors or to appoint a Chair and Vice-Chair. The Temporary Quorum established under this section shall consist of one (1) Director more than a majority of the currently-seated Directors. Nothing in this subsection shall be interpreted to amend or affect the exclusive voting authority and privilege of the Standing Directors pursuant to Article 3, section 3.a.
- d) Voting.
 - i) Voting Generally. All EAC votes, except for those votes excepted immediately below, shall require a majority of those Directors present and constituting a quorum.
 - ii) Voting Exception for Article 3.a Standing Director Voting. Non-dissolution votes which are subject to the exclusive voting authority and privilege of the Standing Directors pursuant to Article 3, section 3.a shall require a majority of all Standing Directors.
 - iii) Voting Exception for Votes to Dissolve the EAC. Votes to dissolve the EAC or otherwise terminate this IGA, which are subject to the exclusive voting authority and privilege of the Standing Directors pursuant to Article 3, section 3.a shall require a unanimous vote of all Standing Directors in accordance with Article 3, section 10.b's quorum requirement.
 - iv) Voting Exception for Certain Votes to Amend the IGA. This Agreement may not be amended, supplemented or modified in a manner that is not in compliance with ORS Chapter 190, Senate Bill 182, or otherwise applicable law. Votes to amend this Agreement shall generally require a majority of all Directors present and constituting a quorum, except that Board votes to amend the following sections shall require a majority vote of all Directors present and constituting a quorum which must include an affirmative, unanimous vote of all Standing Directors:
 - (1) Any changes to Article 3, section 3(a);
 - (2) Any increase in the number of Standing Directors necessary for a quorum described in Article 3, section 10.b;
 - (3) Any changes to the termination provisions in Article 4;
 - (4) Any changes to Article 6, section 5;
 - (5) Any changes to Article 6, section 8;
 - (6) Any changes to Article 6, section 9; and
 - (7) Any changes to Article 6, section 12.
- e) The Board shall strive for consensus decision-making on all decisions and will foster a collaborative approach to problem solving. When a matter is initially considered, every Board Director present at the meeting shall signal his or her position on the matter. The

Board will then discuss the matter presented and will, if possible, attempt to reach a unanimous consensus regarding the matter. If after good faith efforts to reach a unanimous consensus, the Board cannot do so, the Board may decide to: a) delegate an issue to a working group for further exploration; or b) decide the matter by a majority “yes or no” vote in compliance with the voting authority described in this Agreement. Voting on matters before the EAC is an obligation of the Directors and abstentions are not authorized unless the Director has declared either a potential or actual conflict of interest.

- f) All Directors are encouraged to voice and have recorded their views. If any Director sees the need to stand in the way of consensus on a decision, he/she will explain his/her concern with the proposed decision to the Board, and the Board will make every attempt to understand the concern and the underlying interests. Any consensus reached shall be confirmed by a formal vote of the Board in accordance with the voting requirements described in this Agreement.

11. Additional Protocols. Additional protocols for officers, meetings, and the conduct of business shall be established by the Board through the adoption of bylaws or rules. In the event of a conflict between the adopted bylaws and this Agreement, this Agreement shall prevail.

12. Rulemaking; Bylaws; and Procedural Subcommittee. The EAC shall establish a subcommittee to draft rules and bylaws for the EAC (“Procedural Subcommittee”). The Procedural Subcommittee shall be subject to the requirements of the Oregon Public Meetings Law, ORS 192.610 to 192.710.

- a) Composition of Procedural Subcommittee. The Procedural Subcommittee shall consist of ~~two~~^{three} (32) Standing Directors selected by the Standing Directors and ~~two~~^{three} (32) Rotating Directors selected by the Rotating Directors.
- b) Powers of Procedural Subcommittee. The Procedural Subcommittee shall draft rules and bylaws for consideration and adoption by the Board pursuant to the voting authority and quorum requirements provided in Article 3, section 10. Before a rule may be presented to the Board for adoption, the Procedural Subcommittee must approve the rule or bylaw a majority of the members of the Procedural Subcommittee present and constituting a quorum.
- c) Quorum Requirements. The quorum necessary to meet, ~~and~~ conduct any business of the Procedural Subcommittee ~~shall be two (2) Standing Directors and (2) Rotating Directors, except that a or~~ vote to approve rules or bylaws for consideration and adoption by the Board shall ~~require be~~ all members of the Procedural Subcommittee.
- d) Adoption of Rules and Bylaws. Following approval of rules or bylaws by the Procedural Subcommittee for consideration by the Board, the Board may:
 - i) Adopt the approved rules or bylaws in accordance with the quorum and voting requirements in Article 3, section 10; or
 - ii) Vote to remand the rules or bylaws to the Procedural Subcommittee for further revision.

13. Board Compensation. The Board Directors shall not be compensated by the EAC but may be reimbursed, as provided by EAC bylaws and to the extent allowed by Oregon state law.

14. Public Records. The EAC shall comply with the Oregon Public Records Act, ORS 192.410 to 192.505.

15. Budgeting, Accounting, and Audits.

- a) The EAC shall operate on a Fiscal Year beginning on July 1 and ending on June 30 of each year, and the Board, working with the Administrative Agent, shall ~~bi~~annually prepare and adopt a budget for EAC operations for the next Fiscal ~~Biennium~~~~Year~~. The EAC shall adopt a schedule for its budget process. The budget process shall be as provided in Senate Bill 182 and Oregon law.
- b) The EAC, with assistance from its Administrative Agent, shall maintain an independent budget control procedure and provide budget reports at its regular meetings. These reports shall show expenditures, receipts and such further information as the EAC shall direct, either by internal management policy or by direction from the Chair.
- c) The EAC shall be subject to audit by the Oregon Secretary of State.

16. Administrative Agent. As authorized by law, the EAC shall appoint a person or entity to serve as the Administrative Agent for the EAC. Once appointed, the Administrative Agent shall be responsible for duties as determined and assigned by the Board. Administrative support services to be provided by the Administrative Agent may include: (i) providing public notices; (ii) maintaining public records; (iii) receiving funds and making payments; (iv) assisting the EAC in complying with applicable public contracting requirements or other state laws; (v) maintaining financial records; (vi) preparing budget reports; (vii) providing related clerical support; and (viii) other administrative support functions as explicitly agreed by the Administrative Agent and EAC. 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.

17. Limitation of Powers. The Parties and the Participating Entities (including any respective employees, agents, heirs and assigns acting within their proper scope of authority) to this intergovernmental agreement are not liable for the debts, liabilities, and obligations of the EAC. The EAC's powers and authority are also limited as described herein.

ARTICLE 4 WITHDRAWAL, TERMINATION OF MEMBERSHIP, SALE OF ASSETS AND DISSOLUTION

1. Voluntary Dissolution of the EAC. Notwithstanding anything in this Agreement to the contrary, this Agreement may be terminated and the EAC dissolved by a unanimous vote of the Standing Directors taken in compliance with the applicable quorum requirements described in Article 3, section 10 herein. Prior to dissolution, the Parties shall agree on a plan for the disposition, division and distribution of any assets acquired by the EAC and the assumption of any outstanding indebtedness or known liabilities of the EAC by the Parties. Unless modified by the plan, the dissolution shall be effective only after all debts and obligations are paid or provision for payment is made.

2. Voluntary Withdrawal by Any Party. Unless otherwise prohibited by law, any Party may elect to terminate its participation in this Agreement and withdraw from the EAC by giving written notice of its desire to terminate to all other remaining Parties, and stating a date for termination which shall be not less than 60 days from the date of notice. Within 30 days following receipt of such notice, the Parties shall amend the Agreement as necessary to reflect the change in membership in the EAC.

3. Termination by Operation of Law. This Agreement shall terminate by operation of law if the authority necessary to create and operate the EAC is repealed or otherwise ceases to exist.

ARTICLE 5 - NOTICES

1. Providing Notice. Any notice herein required or permitted to be given shall be given in writing and shall be effective as to a Party when delivered to the Party at the address set forth in Exhibit 1. Notices shall be considered delivered either upon actual receipt if delivered personally or by fax or e-mail, or at the end of the third business day after the date of deposit in the United States mail, postage prepaid, certified, return receipt requested addressed to the Party as set forth in Exhibit 1.

2. Notice List. The EAC shall maintain a list for notification of the Parties and Participating Entities under this Agreement. The Parties shall notify the EAC of any change of address or title for receipt of notices under this Agreement.

ARTICLE 6 - GENERAL PROVISIONS

1. Entire Agreement. This Agreement and any authorized addenda or exhibits embody the entire agreement and understanding between and among the Parties hereto with respect to the EAC and supersedes all previous agreements and understandings relating to the EAC.

2. Severability. If any one or more of the provisions contained in this Agreement shall be determined to be invalid, illegal, or unenforceable in any respect, the validity, legality and enforceability of the remaining provisions contained herein shall not in any way be affected or impaired thereby.

3. Counterparts. This Agreement may be executed by the Parties in any number of counterparts or separate counterparts, any combination of which shall constitute an Agreement between and among the Parties.

4. Headings. The Article, section and subsection headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation of this Agreement.

5. Survival of Covenants. Any provision of this Agreement which, by its terms has or may have application after the expiration or earlier termination of this Agreement, including all covenants, agreements, and warranties, shall be deemed to the extent of such application to survive the expiration or termination of this Agreement.

6. Agency Relationship. Nothing contained in this Agreement or any transaction is intended to or should be construed as creating the relationship of partners, joint-ventures, or agency relationship between Parties or any Participating Entities. Neither shall the employees, agents, or representatives of any Party or Participating Entity be considered to be employees, agents, or representatives of any other Party or Participating Entity for the purposes of the Oregon Tort Claims Act ("OTCA"), ORS 30.260 to 30.300, or for any other purpose. Provided, however, that Standing Directors and Rotating Directors shall be considered officers of the EAC for purposes of the OTCA with respect to those actions taken by each Director that fall within the course and scope of their obligations to the EAC as defined by this Agreement, EAC bylaws, or otherwise applicable law.

7. Third party beneficiaries; No Employment Relationship. Except as expressly provided in this Agreement, the State and the units of local government are the only Parties to the Agreement and are the only parties entitled to enforce the terms of the Agreement. Nothing in the Agreement gives, is intended to give, or shall be construed to give or provide, any benefit or right, whether directly, indirectly, or otherwise, to third persons. No employment relationships between the Parties or Participating Entities shall be imputedly created by this Agreement. Employees and volunteers remain subject solely to the personnel policies, rules, and regulations of their employer-of-record. The intent of this provision is to prevent the creation of any "special employer" relationships under Oregon workers' compensation law, PERS regulations, or other state or federal laws.

8. ~~Contribution and Indemnification.~~ SUBJECT TO THE TORT CLAIM LIMITATIONS OF THE OREGON CONSTITUTION AND THE OREGON TORT CLAIMS ACT, AND SUBJECT TO ORS CHAPTERS 180 AND 190:

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- a) EACH PARTY SHALL DEFEND, SAVE, HOLD HARMLESS AND INDEMNIFY ALL OTHER PARTIES AND THEIR RESPECTIVE SUBDIVISIONS, OFFICERS, DIRECTORS, EMPLOYEES AND AGENTS FROM AND AGAINST ALL CLAIMS, SUITS, ACTIONS, LOSSES, DAMAGES, LIABILITIES, COSTS AND EXPENSES OF ANY NATURE WHATSOEVER, RESULTING FROM, ARISING OUT OF OR RELATING TO OFFICIAL ACTIONS TAKEN WITHIN THE PROPER SCOPE OF THEIR AUTHORITY UNDER THIS AGREEMENT; AND
 - b) EACH PARTY SHALL FURTHER DEFEND, SAVE, HOLD HARMLESS AND INDEMNIFY ALL PARTICIPATING ENTITIES AS DEFINED IN THIS AGREEMENT, THEIR OFFICERS, EMPLOYEES AND AGENTS FROM AND AGAINST ALL CLAIMS, SUITS, ACTIONS, LOSSES, DAMAGES, LIABILITIES, COSTS AND EXPENSES OF ANY NATURE WHATSOEVER

RESULTING FROM, ARISING OUT OF, OR RELATING TO THE ACTS OR OMISSIONS OF THE PARTY OR ITS OFFICERS, EMPLOYEES, SUBCONTRACTORS, OR AGENTS RELATED TO THE PARTY'S PARTICIPATION IN THE EAC.

~~If any third party makes any claim or brings any action, suit or proceeding alleging a tort as now or hereafter defined in ORS 30.260 (a "Third Party Claim") against a Party (the "Notified Party") with respect to which any other Party (the "Other Party") may have liability, the Notified Party shall promptly notify the Other Party in writing of the Third Party Claim and deliver to the Other Party, along with the written notice, a copy of the claim, process and all legal pleadings with respect to the Third Party Claim that have been received by the Notified Party. Each Party is entitled to participate in the defense of a Third Party Claim, and to defend a Third Party Claim with counsel of its own choosing. Receipt by the Other Party of the notice and copies required in this Section and a meaningful opportunity for the Other Party to participate in the investigation, defense and settlement of the Third Party Claim with counsel of its own choosing are conditions precedent to the Other Party's contribution obligation under this Article 6 with respect to the Third Party Claim.~~

~~b) With respect to a Third Party Claim for which any Party is jointly liable with another Party or Parties (or would be if joined in the Third Party Claim), the liable Party shall contribute to the amount of expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred and paid or payable by the other Parties in such proportion as is appropriate to reflect the relative fault of the liable Party on the one hand and of the other Parties on the other hand in connection with the events that resulted in such expenses, judgments, fines or settlement amounts, as well as any other relevant equitable considerations. The relative fault of the liable Party on the one hand and of the other Parties on the other hand shall be determined by reference to, among other things, the Parties' relative intent, knowledge, access to information and opportunity to correct or prevent the circumstances resulting in such expenses, judgments, fines or settlement amounts. Each Party's contribution amount in any instance to the same extent it would have been capped under Oregon law if the State had sole liability in the proceeding.~~

9. Parties' Insurance. The Parties shall each maintain comprehensive insurance coverage or sufficient self-insurance reserves to cover the reasonable risks of damage or loss in the form of personal injury, bodily injury, or property damage, or economic or financial losses for acts or omissions done in the course and scope of this Agreement. Each Party that is a part of "state government" as defined in ORS 174.111 shall maintain insurance coverage through the State of Oregon Insurance Fund pursuant to ORS Chapter 278. Each Party to this Agreement that is not a part of "state government" as defined in ORS 174.111 shall obtain at its expense the insurance specified in Exhibit 2, attached hereto and incorporated herein by reference.

10. Council Works. In the operation of the EAC, the EAC may create, procure, or otherwise own materials, including, but not limited to, brochures, logo designs, printed and electronic materials ("Works") for the benefit of the EAC, to be used by the EAC. Subject to the rights and limitations set forth below, the following provisions apply to the Works:

- a) All right, title and interest to the Works, including trademarks, trade secrets, patents and any other proprietary rights arising out of or embodied in the Works, are owned exclusively by the EAC.
- b) Board members shall execute such documents and instruments as the EAC may reasonably request in order to record or perfect the assignments required under this Article 6, section 11 to fully vest such rights in EAC.

11. Non-Appropriation Clause. Each Party's obligation to pay any amounts, perform any activities or provide any items under this Agreement is conditioned upon that Party's receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow the Party, in the exercise of its reasonable administrative discretion, to meet its obligations under this Agreement. Nothing in this Agreement is to be construed as permitting any violation of Article XI, section 7 of the Oregon Constitution or any other law regulating liabilities or monetary obligations of the State of Oregon.

12. Effective Date and Duration. This Agreement shall become effective on the date signed by all Parties and shall remain in effect until such time as it may be terminated or the EAC dissolved as provided herein.

13. Authority to Sign. The signatories to this Agreement represent and warrant that they have the power and authority to enter into this Agreement and perform the requirements described herein.

IN WITNESS WHEREOF the Parties have dated and signed this Agreement.

~~Chief Education Office~~

 Oregon Department of Education

 Oregon Early Learning Division

 Oregon Teacher Standards and Practices Commission

 High Desert Education Service District

Beaverton School District

EXHIBIT 1
Party Contact Information

~~Oregon Chief Education Office~~

~~Lindsey Capps, Chief Education Officer~~
~~255 Capitol Street NE~~
~~Salem, OR 97310~~

Oregon Department of Education

Colt Gill, Deputy Superintendent of Instruction
255 Capitol Street NE
Salem, OR 97310

Oregon Early Learning Division

Miriam Calderon, Early Learning System Director
775 Summer Street NE, #300
Salem, OR 97301

Oregon Teacher Standards and Practices Commission

Anthony Rosilez, Executive Director
250 Division Street NE
Salem, OR 97301

High Desert Education Service District

Paul Andrews, Superintendent
2804 SW 6th Street
Redmond, OR 97756

Beaverton School District

Don Grotting, Superintendent
16550 SW Merlo Road
Beaverton, OR 97003

EXHIBIT 2

Insurance Requirements

INSURANCE REQUIREMENTS:

Each Party to this Agreement that is not a part of “state government” as defined in ORS 174.111 (“Local Government Member”) shall obtain at its expense the insurance specified in this Exhibit 2 prior to performing under this agreement and shall maintain it in full force and expense throughout the duration of this agreement and as required by an extended reporting period or all tail coverage requirements. Insurance shall be from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in State and that are acceptable to the State. Self-insurance may be considered an acceptable form of insurance. Coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers’ compensation. Local Government Members shall pay for all deductibles, self-insurance retention and self-insurance, if any.

WORKERS’ COMPENSATION & EMPLOYERS’ LIABILITY

All employers, including Local Government Members, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017 and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Local Government Members shall require and ensure that each of its subcontractors complies with these requirements. If a Local Government Member is a subject employer, as defined in ORS 656.023, Local Government Member shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident. If a Local Government Member is an employer subject to any other state’s workers’ compensation law, Contactor shall provide workers’ compensation insurance coverage for its employees as required by applicable workers’ compensation laws including employers’ liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

COMMERCIAL GENERAL LIABILITY:

Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance shall include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this Agreement, and have no limitation of coverage to designated premises, project or operation. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence. Annual aggregate limit shall not be less than \$2,000,000.

AUTOMOBILE LIABILITY INSURANCE:

Automobile Liability Insurance covering a Local Government Member’s business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

PROFESSIONAL LIABILITY:

Professional Liability insurance covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Agreement by the Local Government Member and Local Government Member’s subcontractors, agents, officers or employees in an amount not less than \$1,000,000 per occurrence. Annual aggregate limit shall not be less than \$2,000,000. If coverage is on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional

Liability insurance coverage, or the Local Government Member shall provide Tail Coverage as stated below.

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

Directors, Officers and Organization insurance covering actual or alleged errors, omissions, or negligent acts, including improper financial oversight and use of funds and donor contributions, of the directors and officers of the organization with a combined single limit of no less than \$1,000,000 per claim.

EXCESS/UMBRELLA INSURANCE:

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance.

ADDITIONAL INSURED:

The Commercial General Liability insurance and Automobile liability insurance required under this Agreement must include an additional insured endorsement specifying the State of Oregon, its officers, employees and agents as Additional Insureds, including additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to a Local Government Member's activities to be performed under this Agreement. Coverage shall be primary and non-contributory with any other insurance and self-insurance. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on ISO Form CG 20 10 07 04 or equivalent and the Additional Insured endorsement with respect to completed operations must be on ISO form CG 20 37 04 13 or equivalent.

TAIL COVERAGE:

If any of the required insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, each Local Government Member shall maintain either tail coverage or continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of this Agreement, for a minimum of 24 months following the later of (i) Local Government Member's completion of all Services required under this Agreement, or, (ii) termination of the Agreement, or, iii) The expiration of all warranty periods provided under this Agreement.

CERTIFICATE(S) AND PROOF OF INSURANCE:

Local Government Member shall provide to the State of Oregon Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Agreement. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance the State of Oregon has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Agreement.

NOTICE OF CHANGE OR CANCELLATION:

The Local Government Member or its insurer must provide at least 30 days' written notice to the State of Oregon before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW:

Local Government Member agrees to periodic review of insurance requirements by the State of Oregon under this agreement and to provide updated requirements as mutually agreed upon by Local Government Member and the State of Oregon.

STATE ACCEPTANCE:

All insurance providers are subject to acceptance by the State of Oregon. If requested by the State of Oregon, Local Government Member shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to the State of Oregon's representatives responsible for verification of the insurance coverages required under this E

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?