

Educator Advancement Council

Two Day Retreat Meeting - REVISED AGENDA

Tuesday, October 22, 2019 1:00 PM – 5:00 PM

Wednesday, October 23, 2019 8:30 AM – 3:00 PM

NWEA 121 NW Everett Street, Portland, OR 97209

Conference Call: Dial: US: (877)336-1828 Meeting ID: 8478084 *listen only*

Thank you to Chris Minnich at NWEA for hosting.

Vision: Oregon educators across the state are supported in engaging and teaching every child to help them realize their dreams.

Mission: We empower, support and diversify Oregon's educator workforce through local, educator-led networks and statewide resources to provide the quality teaching and learning Oregonians desire.

October 22, 2019

- | | | |
|-------------|--|--|
| 1:00 | 1.0 Call to Order
1.1 Roll Call
1.2 Opening Remarks | Chair Koskela
Elizabeth Castillo-Lopez
Chair Koskela |
| 1:15 | 2.0 Consent agenda – Action Item
2.1 Agenda Approval
2.2 Approval of September 25, 2019 minutes | Chair Koskela |
| 1:30 | 3.0 Council Engagement and Visioning – Discussion Item | Chair Koskela |
| 5:00 | Adjourn | |

October 23, 2019

- | | | |
|--------------|--|--------------------------------|
| 8:30 | 1.0 Call to Order
1.1 Honor and Acknowledge Interim Executive Director
1.2 Re-center the work | Chair Koskela
Chair Koskela |
| 8:45 | 2.0 Executive Director Update – Discussion Item | Shadiin Garcia |
| 9:45 | 3.0 Procedural Subcommittee Update – Discussion Item
4.0 Executive Subcommittee Vacancy – Action Item | Laura Scruggs
Chair Koskela |
| 10:30 | 5.0 Continued Work from Day One – Discussion Item
5.1 Section 48 of the Student Success Act | Chair Koskela |
| 11:20 | 6.0 Public Comment | Chair Koskela |
- Public members wishing to provide public testimony must sign in at the meeting.
 There will only be one speaker from each group.
 Each individual speaker or group spokesperson will have three (3) minutes.

The Council welcomes and appreciates public input, but due to time constraints is unable to respond directly to testimony during the meeting.

12:00 **LUNCH**

12:45 **7.0** Regional Educator Networks Coordinators and Council Directors Engagement

3:00 Adjourn



Educator Advancement Council

Minutes

Wednesday, September 25, 2019

9:00 a.m. – 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)

Attending in person: Chair Koskela, Vice-chair Grotting, Paul Andrews, Lindsey Capps, Ben Cannon, Christy Cox, Colt Gill, Michele Oakes, Martha Richards, Laura Scruggs, Nick Viles, Matt Yoshioka

Excused: Bill Graupp, Miriam Calderon, Mark Girod, Marvin Lynn, Senator Roblan, Melissa Wilk

By phone: Tony Rosilez, Representative McLain

EAC & Admin Agent Staff: Krista Campbell, Human Resources Director at Oregon Department of Education, Debbie Green, Council Administrator

1.0 Call to Order

- 1.1 Roll Call – Debbie Green took roll call and determined a quorum is not present.
- 1.2 Opening Remarks – Chair Koskela opened the meeting at 9:05 a.m. and reviewed protocols and meeting outcomes.
- 1.3 Agenda Review/Outcomes

2.0 Executive Director Interview Process Guidance – Information

Colt Gill reviewed guidance for the Executive Director interviews. Two candidates will be interviewed today which include an introduction, performance task and formal interview. Directors may interact during the performance task but not during the formal interview. Chair Koskela will be asking questions and interacting with the candidates. This process will adhere to public meeting laws and confidentiality agreements. Directors should not discuss candidates during breaks or lunch. Directors may provide written feedback at the end of interviews. All comments and thoughts due back to Krista Campbell by 1:30 p.m. today.

A short break was taken to bring in the first candidate.

3.0 Executive Director Final Interviews

- 3.1 Candidate Interview (5 min. introduction, 20 min. presentation, 45 min. interview)
The first candidate interviewed was Dr. Hilda Rosselli.
- 3.2 Break (20 min.)
- 3.3 Candidate Interview (5 min. introduction, 20 min. presentation, 45 min. interview)

The second candidate interviewed was Dr. Shadiin Garcia.

4.0 Instructions – Individual Written Feedback

Krista Campbell gave instructions to Directors so they may provide written feedback on the two candidate interviews today.

Working Lunch – Individual Written Feedback

Ben Cannon left the meeting at noon and Veronica Dujon stepped in as his surrogate.

5.0 Executive Director Hiring Next Steps – Information

Colt Gill reviewed next steps with Directors. They have the option to move forward one or two candidates for reference checks or to indicate they want to continue recruitment. Feedback forms will be reviewed by the Advisory Committee. The decision should be finalized next week and then the target start date for a permanent Executive Director will be November 15, 2019. Chair Koskela and Colt Gill will be calling the selected candidate together, then the EAC would be informed via e-mail at which time the decision will be public.

Adjourn at 1:30 p.m.

Lindsey Capps left the meeting and joined by phone

The meeting was reconvened at 2 p.m.

Staff joining the Regular Meeting: Hilda Rosselli, Interim Executive Director, Cheryl Myers, Operations and Engagement Director

1.0 Call to Order

1.1 Roll Call – a quorum is present with the addition of Mark Girod by phone.

1.2 Opening Remarks

1.3 Agenda Review/Outcomes

2.0 Consent Agenda – Action Items

2.1 Agenda Approval

2.2 Approval of August 23, 2019, minutes

2.3 Declare Position #7, High School Teacher seat vacancy

Ken Martinez has regrettably resigned his Council (Position #7) seat effective September 4, 2019.

Director Richards moved to approve the consent agenda as presented, seconded by Laura Scruggs. The motion carried.

3.0 Public Comment

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

No public comment.

4.0 Interim Executive Director Report (Written)

Hilda Rosselli provided a written report this month but indicated grant agreements have been approved and will be going to each Regional Educator Network (REN). A Press Release will be sent out as soon as we receive these grant agreements back from each REN.

5.0 Procedural Subcommittee – Update

The Procedural Subcommittee met this morning at 8 a.m. Michelle Oakes shared the discussion on new EAC Director Onboarding materials and process.

6.0 Intergovernmental Agreement Revisions (IGA) - First Reading

These IGA revisions are submitted as a first read for Council; Cheryl Myers provided highlights of the proposed changes. Written feedback may be submitted to Cheryl via e-mail.

These updates incorporate two prior amendments into a single document, have been reviewed by DOJ and include reflection of:

- CEEdO's sunset on 6.30.19
- HECC's addition as a Standing Director.
- With most of the heavy lift work already completed by the Procedural Subcommittee, reduce membership to 2+2 for practical convening purposes.
- ODE CFO Rick Crager suggested aligning the budget approval process to a biennial adoption.
- The word "coach" for the EL seat narrows the applicant pool and isn't in statute.

7.0 Wrap Up

Adjourn at 2:30 p.m.



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.



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?

EDUCATOR ADVANCEMENT COUNCIL

- COUNCIL
 - o Vacancies
 - There is a recommendation for the Community-based Organization applicant is from Klamath Falls. There are 8 applications for K12 Educator seat and the Executive Committee will be finalizing a selection process shortly. Miriam Calderon has personally extended outreach for the Early Learning Provider/Professional vacancy; applications will continued to be accepted through 11.30.19; applications for a High School representative will be accepted through 12.31.2019.
 - o Terms
 - There is a google drive that the EAC Executive Director (EAC ED) will send you the link for that has updated information about everyone's terms as our hope are to be proactive so as to avoid vacancies when possible
 - o Support
 - The EAC staff will facilitate the onboarding process of new directors.
 - The EAC staff has created a google folder with all the key EAC documents including term dates, REN Coordinator info, reports and flyers for your use.
- STAFF
 - o Positions
 - We are re-posting for the Program Analyst 3 (PA 3) position and have posted for the Operations and Policy Analyst 4 (OPA4) and an Executive Support Specialist (ESS 2). The PA3 and OPA 4 close on November 11, 2019 and the ESS 2 closes on October 27, 2019. We will hold interviews during the month of November.
 - o Professional Learning
 - The EAC ED will be providing equity and culturally sustaining practices professional development for the EAC team and any members of the council who would like to participate. Contact Elizabeth for details.
 - o Memberships
 - EAC ED will be meeting with the chair of the Oregon Educator Equity Advisor Workgroup on October 30, 2019.

Notes, Questions, Thoughts

- INTERNAL GOVERNANCE

- o Rules

- On Thursday, October 17, the State Board of Education approved the EAC temporary rules to become permanent rule status.

- o Reports

- Oregon Educator Equity Report - Initial drafts with place holders to be completed by January.
 - Section 48 of the Student Success Act
SECTION 48. (1) The Department of Education and the Educator Advancement Council, in consultation with the Teacher Standards and Practices Commission, the Higher Education Coordinating Commission and representatives of school districts and other education stakeholders, shall develop a plan to provide an effective combination of programs and initiatives for the professional development of educators from kindergarten through grade 12 and to be funded by the Statewide Education Initiatives Account. The plan shall be based on consideration of increasing:
 - (a) Educator retention;*
 - (b) Educator diversity;*
 - (c) Mentoring and coaching of educators;*
 - (d) Participation in educator preparation programs; and (e) Educator scholarships.**(2) The department shall provide a report, and may include recommendations for legislation, to an interim committee of the Legislative Assembly related to education no later than January 15, 2020.*

The EAC ED reviewed a draft proposal from the Interim Executive Director and a draft proposal from the Confederation of Oregon School Administrators and is meeting with partners in the field locally and nationally and will create a first draft proposal for your review by early November.

- o Evaluation

- The EAC ED will begin discussions with the Council at future meetings based on the discussions at the retreat.

PARTNERS

- AGENCIES

- o The Higher Education Coordinating Commission

- The Oregon Teacher Scholars Program Coordinator position was posted, interviews have been completed, and the HECC will update us on the outcome of the recommended candidate at the end of this month.
 - Interagency Agreement: The ODE and HECC are working to complete the Interagency Agreement to transfer \$1M from

Notes, Questions, Thoughts

the Educator Advancement Fund to the Office of Student Access and Completion to cover scholarships, a program coordinator, and supports for Scholars.

- o Early Learning Division – The EAC ED plans to work closely with early learning partners to more strongly braid the work and will update the EAC Directors accordingly.
- o TSPC – The EAC ED has met with the TSPC Executive Director and will update the EAC Directors accordingly.
- GROUPS
 - o Professional: The Executive Director is working through the list of professional affiliations with the EAC,, meeting with each entity accordingly, and will provide updates on relevant content.
 - o Philanthropic: Because part of the role of the EAC ED is to leverage philanthropic dollars toward the mission of the EAC, the EAC ED is beginning to network with local foundations accordingly.
 - o National: The EAC ED will continue to network with relevant national organizations (for and non-profit), governmental agencies, and philanthropic entities outside of Oregon.
- PRESENTATIONS/EVENTS/CONFERENCES
 - o Presentations
 - COSA – currently scheduling
 - OR American/Indian Alaska Native PLC – October 21, 2019
 - Chalkboard Project Disting. Educator Council – Oct. 26, 2019
 - Meyer Memorial Trust Educators of Color Group – Oct. 26, 2019
 - OR Schools Personnel Association Fall Workshop – Oct 27, 2019
 - OR School Boards Association Conference – November 15
 - o EVENTS/CONFERENCES (attendance only)
 - Cascade Alliance for Equity Fall Conference – October 31, 2019
 - Supporting a Well-Prepared and Diverse Teacher Workforce – October 30, 2019 – Learning Policy Institute
 - Cascade Alliance for Equity Fall Conference – October 31, 2019
 - Partnership for the Future of Learning Network Assembly (Topic: National policies on diversifying the educator workforce) – November 13 – 15, 2019

REGIONAL EDUCATOR NETWORKS

- FUNDS
 - o All ten REN Coordinators are hired and working to provide proofs of partnership as the final step to the release of the capacity grant funds.
 - o Once their coordinating bodies complete a design process and EAC approves their REN Plan, the formula funds will be available aligning to their plans' budget.
- SUPPORT
 - o The Executive Director met 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.

- o The EAC staff has met with the Coordinators once virtually and are having an all-day professional learning session set up with them on October 24, 2019. The EAC Directors will be kept informed of the REN Coordinators schedule of meetings with the EAC staff including the professional support topics. The EAC Directors are welcome to attend.
- COMMUNICATIONS
 - o The EAC ED is meeting with partners both familiar and unfamiliar with the EAC to calibrate a strengths and opportunities approach to lifting up the narrative of the work.
 - o The EAC ED will then meeting with local communication experts on messaging and have a draft plan for the Council to review in January.

Notes, Questions, Thoughts

Educator Advancement Council - Director Candidate Interview Scoring Criteria

Applicant Name _____ Director Seat _____ Current Employment Role _____

Attribute/Skill; Weight	1	3	5	SCORE
Motivation, Values (single weight)	Expresses values not supportive of or are in conflict with EAC core values/mission	Expresses values compatible with EAC core values/mission	- Clearly articulates values which directly align with EAC core values/mission - Expresses strong motivation to serve and improve outcomes for students	___x1
Collaboration: Improvement (single weight)	Provides limited evidence of collaboration to improve teaching and learning	- Provides some evidence of collaboration to improve teaching and learning - Evidence is limited in scope of impact	Provides strong evidence of collaboration to improve teaching and learning beyond own classroom	___x1
Collaboration: Problem-Solving (single weight)	Provides vague or no example of problem solving within a collaborative context	Provides example of contributing to group problem-solving strategies	Describes leadership role with applying problem-solving skills in a collaborative context to help a team overcome challenges	___x1
Ownership, Values (double weight)	- Describes accountability as an external measure - Focuses on external variables and challenges that impact student success	- Expresses personal accountability for student success - Measures of impact are limited to qualitative evidence	- Owens responsibility for student academic growth and uses data to measure impact - Understands the impact of effective educators	___x2
Advocacy, Leadership (double weight)	Described need for change with vague or limited action to bring about desired change	Demonstrates prior efforts to bring about specific change	- Proven leader of meaningful change - Ability to engage and navigate among stakeholder groups to build support for change	___x2
Equity (double weight)	- Understanding of equity is limited - Emphasizes equality rather than equity	Comprehends equity but may have limited knowledge or experience applying equity lens to teaching and learning	- Understands what equity is and describes impact on education - Expresses deep commitment to applying equity lens to professional work - Articulates diverse lived experience	___x2
Awareness, Reflection (double weight)	Provides limited evidence of ongoing professional learning	Describes limited examples of Oregon educator challenges	- Provides evidence of regular engagement with ongoing professional learning - Describes varying needs along the educator continuum Identifies recruitment, retention and educator supports	___x2
Vision (single weight)	Vision is vague and/or unrealistic	Describes a general idea for improving the Oregon educator continuum	Has thoughtful and viable vision for strengthening the teaching profession and improving education outcomes for Oregon students	___x1
Contribution (single weight)	Describes personal skills and attributes which may impede the ability of EAC to advocate effectively	Personal skills and attributes would improve existing EAC membership	- Personal skills and attributes significantly enhance EAC's future work - Brings complementary skills and attributes to EAC	___x1
TOTAL SCORE				

Optional Considerations (where relevant)

Has held a teaching license	
Represents a new geographic area	
Increases racial/ethnic diversity	
Represents small, rural or remote region	
Increases representation of educator roles	



Educator Advancement Council

OCTOBER 22, 2019

PORTLAND OREGON

**We are
right here.**

**Technical
Business and
Operations**
RFP, CG, FF,
IGA, EAC gov,
EAC staff

**Learning and Informing
Together**

- Equity Lens
- Student Success Act
- Culturally Sustaining Practices
- Expertise from EAC Roles
- Informing and being informed by the REN work
- More...

Evolving Roles

- EAC
- Partners
- RENS
- Obsolete vs Relevant
- A chance to evaluate purpose
- More...

**Assessment/Evaluation/
Outcomes**

Two fold

1. EAC Council
2. EAC Work

Values: Seamless System; Teacher Voice and Leadership; Equity Focused; Professional Learning

*Reflect, course correct, re-hone work, determine supports, dream, double down

How does that translate into our time

EAC AGENDA



Technical Business and Operations

Learning and Informing Together

What does that require of us?

- Relational work
- Understanding our roles
- Understanding each other
- Deep discussions/debates
- Practice
- Trust
- Co-construction
- Dreaming
- More

How does that translate into our time

EAC AGENDA



Technical Business and Operations

Learning and Informing Together

What does that require of us?

- Relational work
- Understanding our roles
- Understanding each other
- Deep discussions/debates
- Practice
- Trust
- Co-construction
- Dreaming
- More



DISCUSS AND REFLECT

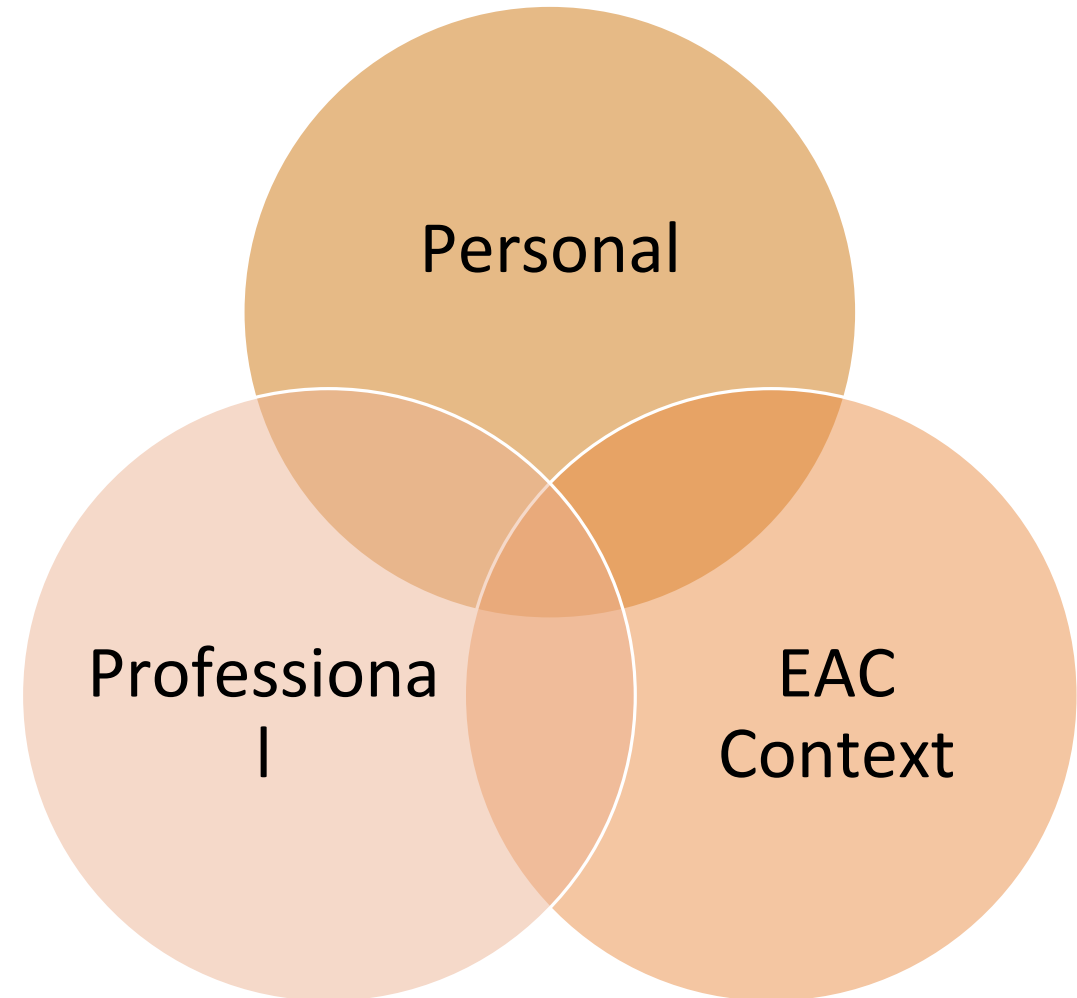
In a group of three for 15 minutes, discuss the three questions:

1. What are your thoughts on the arcs of work?
2. What would you like to see happen during the *Learning and Informing Together* arc?
3. What professional learning would you like to receive or share that would align with the work?



Report out per group

*Build relational muscle.
Establish trust.
Practice humility.*





Genuine listening requires that you willingly bear witness to what someone else needs to say while simultaneously sparing them of your own solution, defense, dismissal, alternative reality, rebuttal, counterpoint, comparable story or more extreme example.

This kind of listening is a very 'active' part to play in a conversation. You have to believe for those moments that none of the things you might say could possibly be as valuable as hearing someone out.

You may need to employ every ounce of your strength of character to actually pay attention and not butt-in with your own bit. That kind of attention paid to another is powerful medicine. (Gil Hedley)



1. Read the questions. Take a few minutes to think and jot down some notes.

2. Identify a partner who either you DON'T know that well OR don't know their potential answers to these questions.

3. Practice genuine listening with them as you each share your responses.

What is your name? What is the story of your name? What meaning does your name have for you? What meaning do name is your family hold for you?

Where do you come from? What places are you rooted to? How does that inform your sense of your current place if they are not the same?

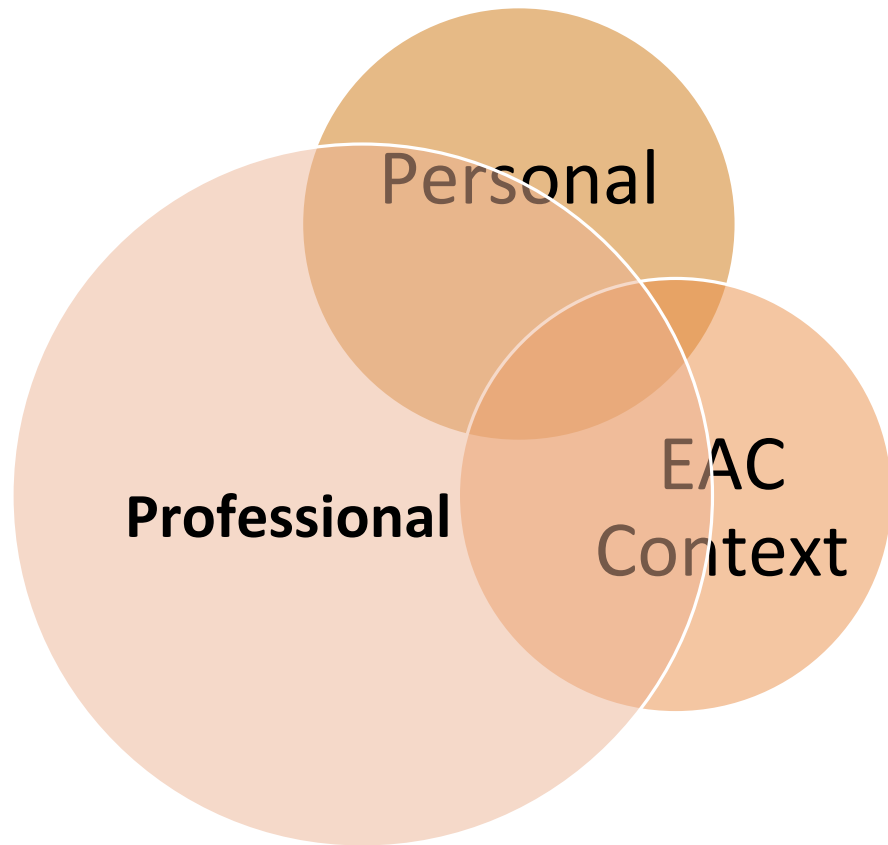
Why are you here? What calls you to your line of work?





BREAK TIME

Return by:



*Build relational
muscle.
Establish trust.
Practice and humility.*

*with
A/B Partners*

Partner A Shares:

1) When do you feel most effective and alive in your work?



Encouraging Responses for Partner B:

Tell me more. What does that look like? Paint me a picture of that. Can you think of a story that relates to that point? When did you feel this way most recently?

Partner A Shares:

2) *When do you feel most frustrated and in survival mode in your work?*



Encouraging Responses for Partner B:

Tell me more. What does that look like? Paint me a picture of that. Can you think of a story that relates to that point? When did you feel this way most recently?

Partner B Shares:

1) When do you feel most effective and alive in your work?



Encouraging Responses for Partner A:

Tell me more. What does that look like? Paint me a picture of that. Can you think of a story that relates to that point? When did you feel this way most recently?

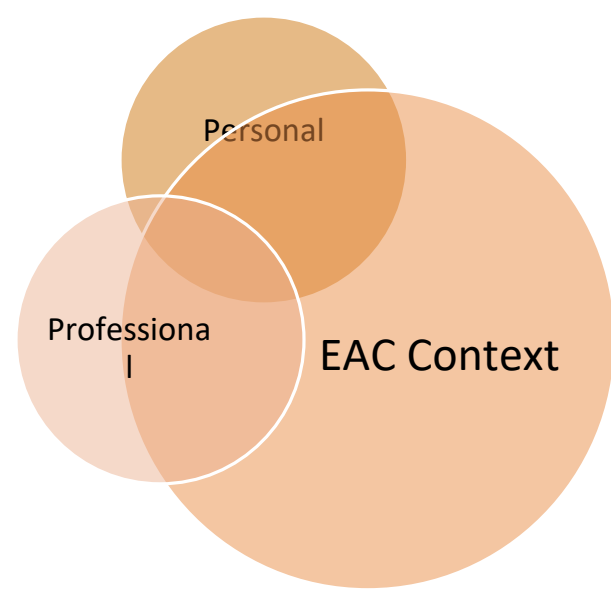
Partner B Shares:

2) When do you feel most frustrated and in survival mode in your work?

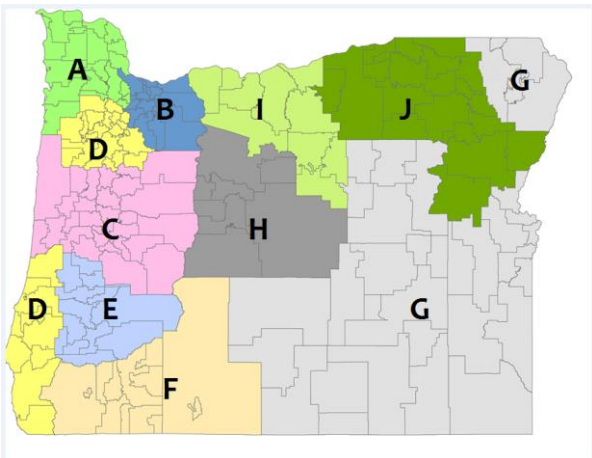


Encouraging Responses for Partner A:

Tell me more. What does that look like? Paint me a picture of that. Can you think of a story that relates to that point? When did you feel this way most recently?



Ten years from now, Oprah is interviewing you and you say:
 “In 2019 we launched Regional Educator Networks because
 _____. Now in 2029, we have: _____
 as measured by _____.”

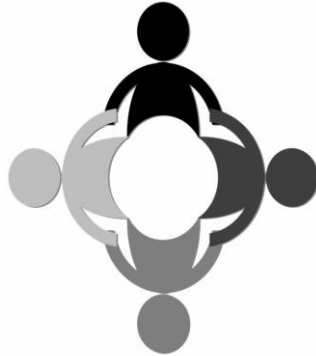


STEP ONE
Pairs



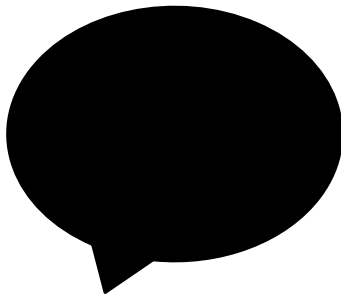
Answer the ten years from now questions on the sheet of paper in pairs.

STEP TWO
Quads



Join another pair and share your EAC dreams.

STEP THREE



Report out.



BREAK TIME

Return by:

Tomorrow working strength to strength

Questions for the REN Coordinators:

What is one strength that will serve you well in your current role?

What are some of the strengths you have experienced in your region?

Current update of your Coordinating Body and work.

Questions for the EAC Directors:

What tips and tricks are you “go-tos” for building collaborative community spaces? Facilitative; reading protocols; meeting activities, etc

What are some ways you or your community works to diversify itself? What ways do you work to operational an equity lens?



Educator Advancement Council

OCTOBER 23, 2019

PORTLAND OREGON

**We are
right here.**

**Technical
Business and
Operations**
RFP, CG, FF,
IGA, EAC gov,
EAC staff

**Learning and Informing
Together**

- Equity Lens
- SSA
- Culturally Sustaining Practices
- Expertise from EAC Roles
- Informing and being informed by the REN work
- More...

Evolving Roles

- EAC
- Partners
- RENS
- Obsolete vs Relevant
- A chance to evaluate purpose
- More...

**Assessment/Evaluation/
Outcomes**

Two fold

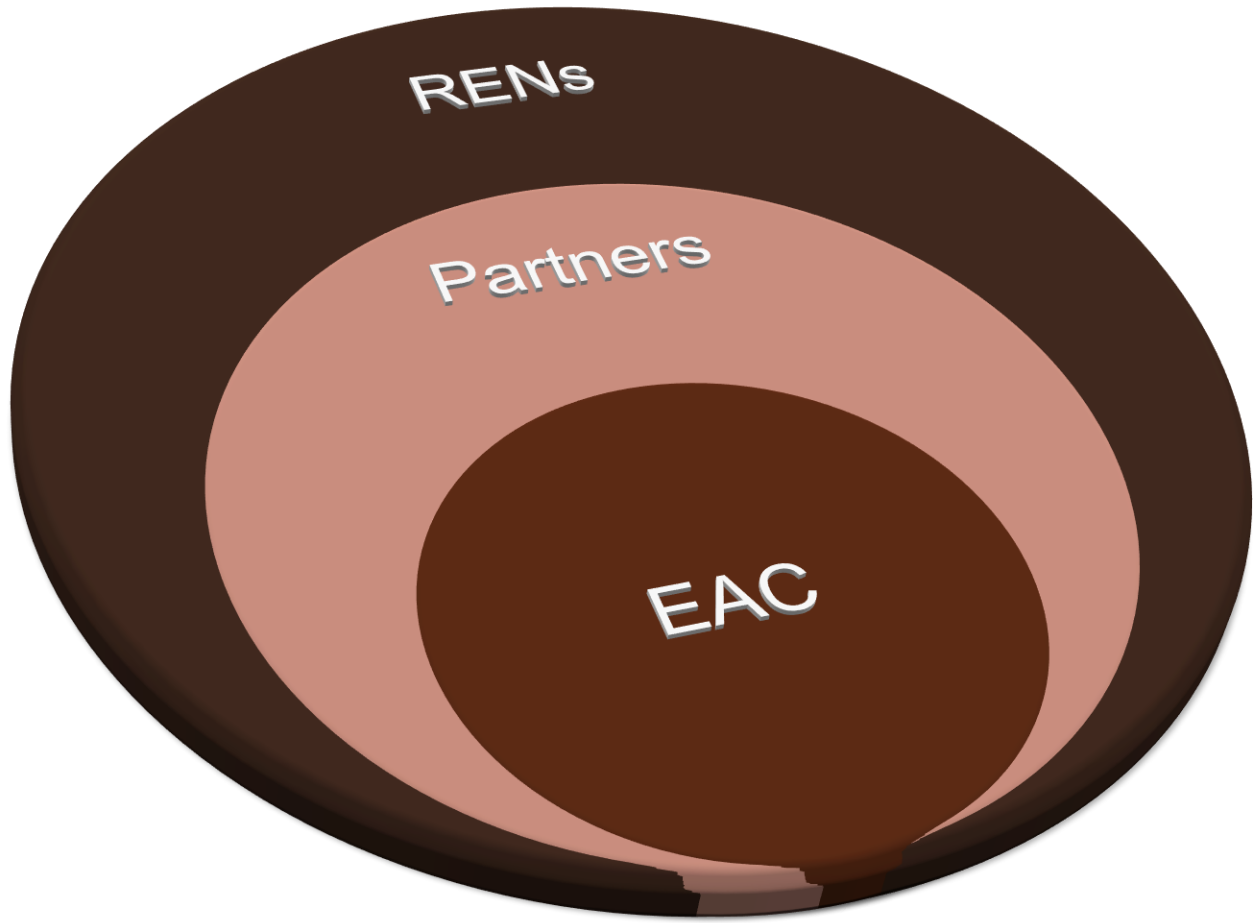
1. EAC Council
2. EAC Work

Values: Seamless System; Teacher Voice and Leadership; Equity Focused; Professional Learning

*Reflect, course correct, re-hone work, determine supports, dream, double down



Executive Director Update



FUNDS

SUPPORT

COMMS

HECC

Groups

Presentations

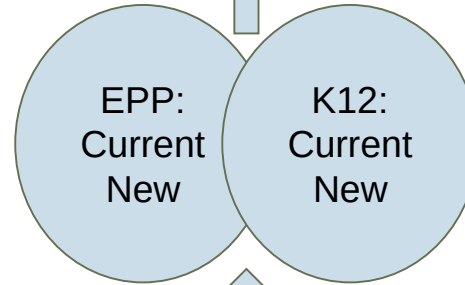
Council

Staff

Internal Gov

Subcommittee Updates

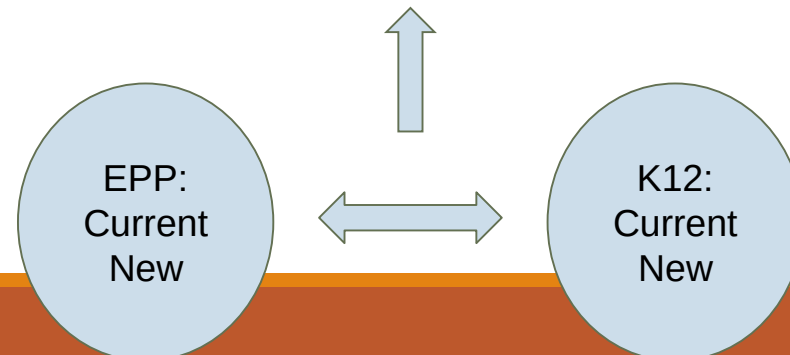
Consistent Racially Affirming Environments



Culturally Sustaining Practices

System Level Approach
Supporting Current Initiatives Approach
Dismantling Barriers Approach

Inconsistent Racially UN-Affirming Environments (EPP and K12)



Section 48 of the Student Success Act Feedback

In pairs (using the accompanying handout) discuss:

- System approaches
- Supporting current initiatives approach
- Dismantle the barrier approach

Feedback

- Please record your thoughts on your sheets
- Report out: 1 – 2 thoughts from your discussion

REN Coordinators and EAC Council Directors

- 1. We are brilliant and creative: REN-C and EAC–D in PAIRS
- 1. We work strength to strength: REGION SPECIFIC as possible
- 1. We work together: EAC-D to entire group

We are brilliant and creative

Step one: Fill out your sheets

Step two: Get into your assigned pair

Step three: Exchange or share your sheets

Step four: Create a name of class you can both teach

Step five: Write it on the whiteboard

Working Strength to Strength

Step one: Get in your assigned pairs and introduce yourselves

Step two: REN Coordinators will answer the following:

- What is one strength that will serve you well in your current role?
- What are some of the strengths you have experienced in your region?
- Update on work thus far (there is NO wrong response); where you are is the RIGHT place

Step three: EAC-D will answer the following questions:

- What tips and tricks are you “go-tos” for building collaborative community spaces? Facilitative; reading protocols; meeting activities, etc
- What are some ways you or your community works to diversify itself?
What ways do you work to operational an equity lens?

Sharing who we are with the whole

How do I identify?

What is my role?

What hats do I wear and why?

On whose behalf do I attempt to speak?

Whose spirit do I carry with me to this work?

What lens do I use when I show up at this council?

Next meeting

Date: December 11, 2019
Time: 9AM - 3PM
Host: Region C - Lane ESD and Linn Benton Lincoln ESD
Location:



B. Clackamas ESD & Multnomah ESD
Educator Advancement Partnership
Erin Gardenhire
egardenhire@clackesd.k12.or.us

I. Columbia Regional Educator Network
Gabrielle Deleone
gdeleone@cgesd.k12.or.us

A. NWRES D REN
Mariana Zaragoza
mzaragoza@nwresd.k12.or.us

C. Lane ESD & Linn Benton Lincoln ESD
Regional Educator Network
Tracy Conaghan
tconaghan@lesd.k12.or.us

J. Oregon Trail Regional Educator
Network
Caitlin Russell
Caitlin.russell@imesd.k12.or.us

H. High Desert ESD
Catherine Halliwell-Templin
Catherine.halliwell-templin@hdesd.org

E. Douglas ESD Regional Educator Network
Debbie Price
Debbie.Price@Douglasesd.k12.or.us

D. Willamette ESD and South
Coast ESD REN
Charlotte Pecquex
Charlotte.pecquex@wesd.org

G. Eastern Oregon Regional
Educator Network
Jennifer Martin
Jennifer.martin@malesd.org

F. Southern Oregon Regional Educator Network
Heidi Olivadoti
Heidi_olivadoti@soesd.k12.or.us

