



Educator Advancement Council

Wednesday, January 22, 2020

9am – 3pm

Hosted by the

Multnomah/Clackamas ESD

REN- Erin Gardenhire

Multnomah ESD - 11611 NE Ainsworth Circle, Portland, OR 97220

Room- OTS 40

<https://zoom.us/j/537930261>

Meeting ID: 537 930 261

(669)900-6833, 537930261#

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.*

- | | | |
|--------------|--|--------------------------|
| 9:00 | 1.0 Call to Order and Acknowledgment of the Original People of the Land | Chair Koskela |
| | 1.1 Roll Call | Elizabeth Castillo-Lopez |
| | 1.2 Welcome New Director | Chair Koskela |
| | 1.3 Honor Director Christy Cox | Chair Koskela |
| | 1.4 Recognition of Cheryl Myers | Chair Koskela |
| | 1.5 Agenda Review/Outcomes | Chair Koskela |
|
 | | |
| 9:20 | 2.0 Consent Agenda – Action Item | |
| | 2.1 Agenda Approval | |
| | 2.2 Approval of December 11, 2019 minutes | |
| | 2.3 Extend the Early Learning Professional/Provider and High School Teacher director vacancies to February 28 th , 2020 | |
|
 | | |
| 9:25 | 3.0 Public Comment | |
| | <ul style="list-style-type: none">• <i>To provide public testimony, sign in at the meeting or submit written testimony prior to the meeting.</i>• <i>Each group may have one speaker; each individual or group spokesperson will have three (3) minutes.</i>• <i>The Council welcomes and appreciates public input, but due to time constraints is unable to respond directly to testimony during the meeting.</i> | |
|
 | | |
| 9:35 | 4.0 Equity Professional Development – Information and Discussion | |
| | Strength Based vs. Deficit Framing | Shadiin Garcia |
| | Utilizing an Equity Lens | Erin Whitlock |
|
 | | |
| 10:35 | BREAK | |
|
 | | |
| 10:45 | 5.0 Council Business | |
| | 5.1 Vacancy Update – Information | Cheryl Myers |
| | 5.2 Potential New Position – Discussion | Shadiin Garcia |
| | 5.3 Executive Director Update – Information | Shadiin Garcia |

11:15	6.0	Regional Educator Network Update Host	Erin Gardenhire
Noon		Lunch	
1:00	7.0	Oregon Teacher Scholars Program - Update	Horalia Rangel
1:30	8.0	Legislative Days and Short Session - Update	Representative McLain
1:45	9.0	Emerging Bilingual Summit and Future Work - Discussion	Dr. Martinez-Wenzl
2:45		Closing Remarks	Chair Koskela
3:00		Adjourn	

EDUCATOR ADVANCEMENT COUNCIL MINUTES

Wednesday, December 11, 2019

9am – 3:00pm

Lane Community College Longhouse

4000 East 30th Avenue, Eugene, Oregon

Public access via Zoom or dial-in (listen only) (669) 900-6833, 965657997# Join Zoom

Meeting: <https://zoom.us/j/965657997>

1.0 Call to Order, Land Acknowledgement

Chair Koskela called the meeting to order and thanked Lori Tapahonso for hosting the EAC meeting.

1.1 Roll Call

Elizabeth Castillo-Lopez conducted roll call and determined a quorum was present.

1.2 Welcome New Director

Chair Koskela welcomed the Council's newest director, Amanda Squibb, to her first in-person council meeting; Director Squibb shared a few brief comments.

1.3 Agenda Review

2.0 Consent Agenda – Action Item

2.1 Agenda Approval

2.2 Approval of November 26, 2019 minutes

2.3 Extend Early Learning Director Vacancy to December 31, 2019

Only one Early Learning application was received, staff requested extending the vacancy an additional month to allow the extensive outreach to yield results.

Director Rosilez moved to approve the consent agenda, Director Scruggs seconded the motion; motion passed unanimously.

3.0 Public Comment

No public comment.

4.0 Teacher Standards and Practices Commission Update

TSPC Executive Director Tony Rosilez provided an update regarding efforts to reduce barriers, support work, licensing barriers/financial concerns, career entry support and state support. Retention rates for new educators are a challenge, and educators of color retention is at least 25% less. TSPC has been reviewing licensing protocols to consider improved licensing strategies for educators of color. The commission recently approved multiple measures options; no other state has attempted these efforts. The multiple measures program is designed as a more peer-type process, more localized. In order to sustain the work ongoing monitoring and studying will provide insight on how well students perform.

5.0 Executive Director Update

Shadiin Garcia announced Elizabeth Castillo-Lopez's permanent hire as the EAC Executive Assistant and highlighted various topics noted in her written report and indicated looking forward to the council's continuing conversations surrounding equity, diversity and inclusion.

Tracy Conaghan, REN Coordinator for Linn-Benton and Lane County Coordinator, provided an update regarding her REN.

6.0 Section 48 Finalize – Action Item

The Council received the Section 48 draft prior to the November virtual meeting and held discussion during the meeting. The updated draft reflects post-meeting Council feedback and from additional input from a meeting with the 6 public deans surrounding the Educator Equity Report and consideration of retaining a diverse educator workforce without dedicated funding.

The first change to the report is to split the \$1 million into the two parts to help create and support TSPC's multiple measures of effectiveness and to support the Educator Preparation Programs in plan implementation. These programs would focus on retention; the 6 public deans would develop accountability measures to help them implement their plans. The second change came from 4 major online universities nationwide; the request was regarding anti-racist courses and funding more than two. Based on the budget, the language suggests piloting at least two courses.

The third change was to change language from “districts” with a high percentage of emerging bilingual student to “locations” because of the varied locations of particular populations of students.

COSA submitted a letter of support for the plan and requested it be part of the public record.

Director Yoshioka moved to approve report Section 48 of the Student Success Act, seconded by Director Urbina. Director Viles provided input on lack of Tier 3 language referencing growing teacher leadership. Director Viles moved to amend Section 48 as noted, Director Graupp seconded; Director Yoshioka accepted the motion amendment.

The motion was amended to approve the proposal with the addition of at least two online programs and Tier 1 and Tier 3 language altered regarding growing teacher leadership; motion carried with one abstention by Director Scruggs.

7.0 Council Business

7.1 K12 Educator Vacancy – Action Item

Eight applications for the K12 Educator vacancy were received; the Executive Committee utilized the previously shared rubric to score the applications. This was an extremely competitive group of candidates causing the committee to seek additional responses from the top 3 candidates. The Executive Committee recommended Susan Roebber from Lincoln County SD, a TOSA coordinating all federal programs. Her main focused has been with emergent bilingual students and families who speak a language other than Spanish at home.

Director Scruggs moved to appoint Susan Roebber to the K-12 Educator seat, Director Oakes seconded. Standing Directors unanimously approved Susan Roebber's appointment.

7.2 Procedural Subcommittee Update

The subcommittee met during lunch; Subcommittee Chair Scruggs indicated a minor change to the New Director Onboarding materials; Cheryl will provide the final packet to the full council and conduct a pilot with new Director Squibb shortly.

7.3 Executive Committee Update

The committee met to discuss continuing delays in launching the EAC Technical Assistance RFP and RENs need for TA. The committee is recommending \$60,000 disbursement to each REN for specified TA to assist in the Coordinating Body process. RFP technical assistance language would be utilized in a Capacity Grant amendment, mirroring the same processes and emphasizing the Oregon Equity Lens.

8.0 REN Capacity Grant, Technical Assistance – Action Item

Director Yoshioka moved to approve the Executive Committee's recommendation to amend the REN Capacity Grants to disburse \$60,000 to each REN with the recommended stipulations; Director Urbina seconded – motion passed unanimously.

9.0 Early Learning Division Investment - Discussion

Early Learning System Director Miriam Calderon and Chief of Staff Sara Mickelson highlighted elements of the Student Success Act proposal for early learning professional development programs. There are currently 13 childcare referral agencies throughout the 13 regions, all federally funded. The ELD proposal provides training and professional development, technical assistance for administrators; through childcare networks focusing on family childcare providers. In 2017-2018, there were only 19 Associates degrees and 15 Bachelor's degrees obtained in early learning education. ELD currently enjoys two regional partnerships in Central and Southern Oregon; Mt. Hood Community College has a federally-funded infant program.

Goal: establish professional learning while creating comprehensive and equitable access for current and learning professionals and for those who desire entering the workforce. The process includes recommendations, reviewing at national research and drawing from other states' efforts, reviewing existing assets and services, spotlighting existing promising practices. Interviews have been conducted with 50+ stakeholders, speaking with educators to identify their professional needs are.

10.0 Making Critical/Essential Connections Between Investments in Educators, Students and Community

Scott Nine, Assistant Superintendent ODE's Office of Education Innovation and Improvement, presented; discussion/activities followed.

11.0 Strength Based vs. Deficit Framing – rescheduled to the next EAC meeting.

Meeting adjourned at 3pm

EDUCATOR ADVANCEMENT COUNCIL

- COUNCIL
 - Director Vacancies: due to winter break and additional potential candidates, the Executive Committee is recommending extending the application period to close February 28th for the Early Learning Professional/Provider and High School Teacher director vacancies.
- STAFF
 - Positions
 - We are excited to announce that we have offered Daniel Ramirez the position of Director of Equity, Policy, and Strategic Initiatives and Angela Bluhm the position of Educator Programs Analyst.
 - Memberships
 - Oregon Educator Equity Advisor Workgroup – Jan 29, 2020
 - Public Deans Quarterly Meeting – Feb 20, 2020
 - Gov to Gov Tribal Education Cluster- March 6, 2020
- INTERNAL GOVERNANCE
 - Reports
 - Section 48 of the Student Success Act submitted
 - The Educator Advancement Council report for the 2020 Legislative session submitted

PARTNERS

- AGENCIES
 - The Higher Education Coordinating Commission
 - Janet Soto Rodriguez, Horalia Rangel and Shadiin reviewed applications and an update will be provided at the January EAC meeting.
- GROUPS
 - Professional:
 - Shadiin met with Willamette ESD Supers on Jan 3, 2020.
 - Shadiin met with Lane & Linn-Benton ESD Supers on Jan 7, 2020
 - Multnomah GYA Educator Pathway Tour – Jan 28, 2020
 - COSA Lobby Day for Section 48 – Feb 4, 2020
 - Philanthropic: Shadiin met with Foundations for a Better Oregon on January 13, 2020
 - National: The EAC ED met with the Learning Policy Institute on diversifying the educator workforce.
- PRESENTATIONS/EVENTS/CONFERENCES
 - Presentations
 - Clackamas Superintendents and SSA Leaders – January 8, 2020
 - OR Association for Colleges of Teacher Education – Jan 10, 2020
 - Ways and Means Subcommittee – Jan 14, 2020
 - State Board of Education – Jan 16, 2020

Notes, Questions, Thoughts

- Oregon Education Association Presidents – Jan 17, 2020
- COSA Conference – Jan 23 – 25, 2020
- Oregon Association of Latino Administrators – Feb 7, 2020
- o EVENTS/CONFERENCES (attendance only)
 - Confederation of Oregon School Administrators Winter Conference – January 23, 2020

REGIONAL EDUCATOR NETWORKS

- Update from all RENS: Please see attached REN Updates

Notes, Questions, Thoughts

Name of the Regional Educator Networks	Hosting ESD and # of Districts	Major Activities of the Coordinating Bodies (CB)
A. Northwest Regional Educator Network	 Northwest Regional Education Service District	Northwest Regional ESD; 20 districts First CB meeting: 12/20/2019 Second CB meeting: 1/22/20 • Reviewed history of EAC • Goals and timeline • Introduction to Design Thinking and Improvement Science • Set Equity Lens • Critical data walk • Developed Problems of Practice • Reviews steps of project • Introduction of Empathy Interviews and protocol in preparation for region wide interviews • Begin first steps in analysis • Narrowing the problem of Practice
B. Clackamas/Multnomah ESD Educator Advancement Partnership		Clackamas and Multnomah ESD; 18 districts First CB meeting: 12/12/2019 Second CB meeting: 1/14-1/15/20 Intended outcomes of the meeting: • Identify Guiding Principles for the REN and CB • Understand systems thinking and change • Identify 3 problems of practice and complete a root cause analysis
C. Lane ESD, Linn Benton Lincoln ESD REN	 Regional Educator Network ★ Lane ★ Linn ★ Benton ★ Lincoln	Lane, Linn Benton Lincoln ESD; 28 districts First CB meeting: 1/16 -1/17/20 • Completed individual onboarding meetings with each of the 29 coordinating body members: November - January • Listening Sessions being scheduled in each district (2 completed), in our 8 community

			colleges/ universities, and in each high school teacher cadet/ED100 class (2 completed)
D. Willamette ESD and South Coast ESD REN	 WESD & SCESD REGIONAL EDUCATOR NETWORK	Willamette ESD & South Coast ESD; 31 districts	Completed district listening sessions and coordinating body formation: November 2019 First CB meeting: 12/16/19 - Covered Problems of Practice in region & purpose/background of REN work) Second CB meeting: 1/27/20 - Regional data analysis & root causes)
E. Douglas ESD REN	 DOUGLAS EDUCATION SERVICE DISTRICT LISTEN • LEARN • LEAD	Douglas ESD, 13 districts	First CB meeting: 12/5-6/19 - Purpose/background of EAC and REN - Coordinating Body received active training on checking bias and working to understand others' thinking. - Examined Polarity Thinking Second CB meeting: 1/17/20 - Review purpose and initial training - Logistics - Using collected data and qualitative information to determine problems of practice in Douglas County Region. - Examine problems of practice polarities - Divide Coordinating Body into workgroups for problems of practice
F. Southern Oregon REN	 SOESD Southern Oregon Education Service District	Southern Oregon ESD 13 districts	First CB meeting: 12/18/2019 - Relationship building - Exploring common language and understandings around intercultural development and polarity thinking Second CB meeting: 2/19/20
G. Eastern Oregon REN	 EASTERN OREGON REN REGIONAL EDUCATOR NETWORK	Malheur ESD (Sponsoring) plus Grant, Harney, Lake and Wallowa ESD's	First CB meeting 12/8/19 - Reviewed history of EAC - Reviewed timeline and set milestones

		guiding and cooperating; 41 Districts	- Coordinating Body Inventory and selection and appointment of at-large members Second CB meeting 12/12/19 - Review of REN Charge - Identified regional problems of practice - Developed and approved educator survey for regional deployment - Finished collecting input and empathy data from 100% of REN districts and 67% of regional educators on Jan. 10. Third CB meeting 12/13/20 - Began work with Malheur Equity Stewards - Reviewed educator survey results - Explored and prioritized regional macro-problems of practice - Initiated root cause analysis Fourth CB meeting 2/13/20 - Goal is to to complete root cause analysis and continue narrowing focus
H. High Desert ESD REN		High Desert ESD; 8 districts	First CB meeting: 12/16/19 Second CB meeting: 1/24/20 Facilitating Improvement Science and collecting data from districts
I. Columbia REN		Columbia Gorge ESD; 10 districts	First CB meeting: 12/16/19 Second CB meeting: 1/31/20 - Work includes data dive/regional needs assessment to identify initial problems of practice. - Conducting listening sessions in each of the regional districts
J. Oregon Trail REN		InterMountian ESD, 21 districts	First CB meeting: 11/14/19 Second CB meeting: 12/17/19 Third CB meeting: 1/14/20 - Problems of practice identification. - Root cause analysis. - Root cause analysis and empathy interview preparation



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?



Asset Based Thinking

Educator Advancement Council Meeting
January 2020



What is deficit based thinking?

What is asset based thinking?

[illegible]

Acknowledge Intent and Shift Practice

“I am committed to closing the achievement gap.”

“Effective interventions should address the needs of at-risk students.”

“Oregon is committed to increasing the number of minorities in CTE jobs and in higher education.”

“It is critical that we disaggregate data in schools and closely examine all subgroups.”

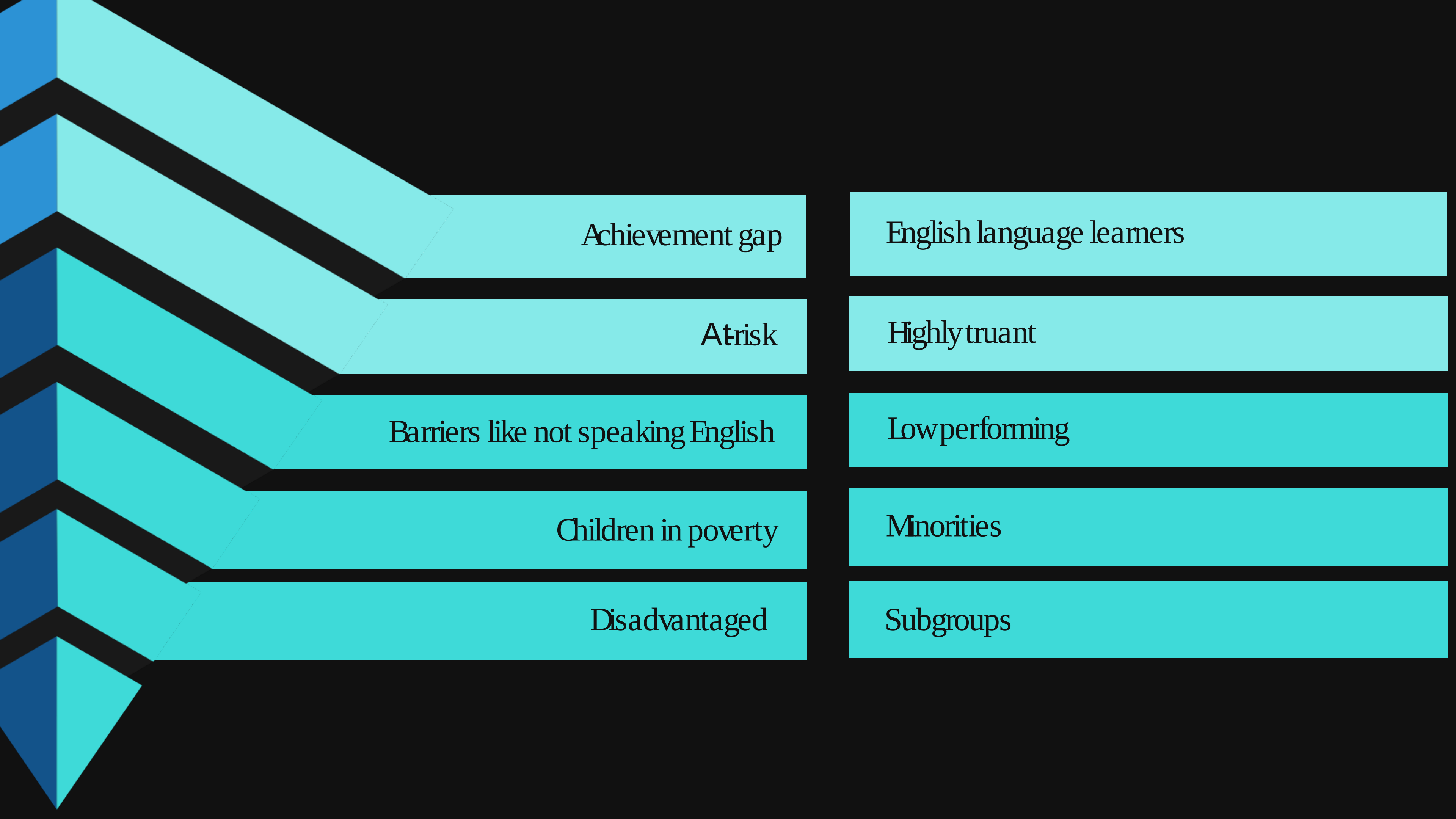
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“I am committed to closing the **achievement gap**.”

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“Oregon is committed to increasing the number of **minorities** in CTE jobs and in higher education.

“It is critical that we disaggregate data in schools and closely examine all **subgroups**.”



Achievement gap

English language learners

At risk

Highly truant

Barriers like not speaking English

Low performing

Children in poverty

Minorities

Disadvantaged

Subgroups

Examine the Word

MINORITIES				
Very deficit based/obsolete	Still deficit based	Step in the right direction	Promising choice	Future
Coloreds (or worse)	Minorities/racial and ethnic minorities	Students of color	Black, Indigenous and students of color; culturally and linguistically diverse students; tribally/culturally specific terminology	

Examine the Word

SUBGROUP				
Very deficit based/obsolete	Still deficit based	Step in the right direction	Promising choice	Future
n/a	subgroup	groups	Black, Indigenous and students of color; culturally and linguistically diverse students; tribally/culturally specific terminology	

“Oregon is committed to increasing the number of **minorities** in CTE jobs and in higher education.

Oregon is committed to increasing the number **of Black, Indigenous, students of color, and women** in CTE jobs and in higher education.

“It is critical that we disaggregate data in schools and closely examine all **subgroups**.”



“It is critical that we disaggregate data in schools and closely examine all **groups**.”





THE WORK SHIFTED A MINDSHIFT

EQUITY MEANS REMOVING THE BARRIERS





LET'S PRACTICE

Example: A Graduation Summit Invitation

According to recent data, Oregon's on-time high school **graduation rate is among the worst in the country**. Any way you look at the data, there is much work to be done to ensure success for Oregon's students. Importantly, and ironically, Oregon is among the best in the country when it comes to evidence-based educational practices, assessment approaches, and policy innovation. How can we best harness these strengths to improve outcomes?

At this statewide summit June 6, 2015, we hope to understand the causal pathways that have led us here and the innovative practices already underway that can change the course we're on. The UO College of Education invites you to join us for this vital and urgent conversation about how, why, and what comes next. Registration details will follow shortly.



Oregon students bring an **immense amount of value** to our schools and communities. They are budding scholars, linguists, artists, advocates, athletes, musicians, scientists, welders and more. For a variety of reasons though, Oregon's graduation rates don't fully reflect **their incredible talents and contributions** - even in the climate of promising practices, unprecedented assessment approaches, and policy innovations.

On June 6, 2015, we have a unique opportunity to come together as a state, dive into the data, and discover exciting ways we can **harness the assets** of our students, educators and our communities to understand causal pathways that led us here. Please join us in this vital and urgent conversation as we hope to **co-construct** strategies to change our graduation rates.

Example: Senate Bill 215 Language

Eliminating barriers for **underserved student groups** to ensure that the student may achieve their full potential.



Coordinating with education stake holders to provide a seamless education system that eliminates **systemic barriers** and meeting educational goals established for this state by being culturally responsive and implementing an **asset-based strategy**.

Example: Educational Pamphlet

Together we must address the inequities that exist for students from communities of color, Immigrants and **English Language Learners** to ensure that each student has an optimal learning environment that prepares them for their future



Together, we must address the systemic barriers that prevent us from amplifying the contributions of **emerging bilingual students**, students who have recently arrived to the US, and students of color. We need to ensure each student has access to a **culturally responsive environment** where they can **co-create** visions for their futures.



LET'S PRACTICE PASSIVE VOICE NEXT TIME

“Recent research has explored both the disproportionate number of students of color disciplined in schools and the disproportionate severity of discipline for like event...The first asked if students of are color receiving different discipline outcomes for like offenses?...The second question asked if students of color are more severely disciplined for certain offenses/types of offenses than their peers?”



Students, families, and educators come with strengths, gifts, and deep cultural knowledge.

Example: A Graduation Summit Invitation

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Example: Senate Bill 215 Language

Eliminating barriers for **underserved student groups** to ensure that the student may achieve their full potential.



Example: Educational Pamphlet

Together we must address the inequities that exist for students from communities of color, Immigrants and **English Language Learners** to ensure that each student has an optimal learning environment that prepares them for their future



As you read about Bumbledor's journey towards improvement, highlight evidence of where the Empowerment Process Principles are being used. At each equity lens pause, discuss the questions from our Educator Empowerment Academy equity lens with your team and decide how to rewrite the story if Bumbledor had centered equity in their improvement work.

YELLOW HIGHLIGHTER - Human Centered Design

GREEN HIGHLIGHTER - Community Based Organizing

PINK HIGHLIGHTER- Improvement Science

ORANGE HIGHLIGHTER - Community Mindsets & Agreements

Bumbledor's Quest for Improvement

No tourists ever came to the town of Bumbledor. The townspeople were quick to blame the road to Bumbledor - with its hairpin curves and car-swallowing potholes - as the source of their isolation from the outside world. As the road became the talk of the town, the city council spent the entire town budget plus state and federal dollars to fix it. It was shiny! It was straight! It was perfect.

But no tourists came.

Bumbledor's mayor was fired. Desperate for change, the town hired a new Mayor and expected her to bring a new solution. Instead of a solution, the Mayor came to town and invited others to join her as she asked questions and listened. "Tell me about living in Bumbledor," she asked. "What are some things you like and don't like about this place?"



*****Apply our equity lens to the Mayor's actions*****

Several strong themes emerged from their conversations: People felt isolated and didn't always feel safe in Bumbledor. They didn't have anywhere to go to have fun. They worked too much. They didn't know their neighbors. There was almost no mention of tourists.

The town formed a representative committee and examined how their town was set up. They drew maps that showed where people went and didn't go in town. They examined security reports. They researched the systems and patterns of other, happier towns.



*****Apply our equity lens to the town's actions*****

With fresh optimism, the townspeople set a goal: By December, every person in Bumbledor would have at least one fun time with other Bumbledorians each week. To meet this goal, they knew they'd eventually have to change not just the perception of safety of Bumbledor, but people's connections to one another, access to activities, and time.

The neighboring towns of Schettypoose and Wilmendon heard about what was happening in Bumbledor and joined their efforts towards the same goal.

The new Mayor knew that everything would be for nothing if they didn't quickly start to test some feasible change ideas. With no budget left, she also knew their tests needed to be cheap and small. "There is no use in everyone experiencing an imperfect idea when we can test it with a few of us," she said. Quickly, each town researched possible change ideas related to improving the perception of safety and designed short tests of those ideas.



*****Apply our equity lens to the towns' actions*****

Bumbledor issued headlamps to seven households in quadrant one. They tracked their use and found out that children and teenagers loved them, but the batteries ran out quickly and adults didn't use them at all. They decided to test the idea with some modifications: a new brand of batteries for the kids and teens and a super-powerful flashlight app for the adults.



Schettypoos asked businesses to keep their lights on all night for three nights. A short survey of neighbors who lived close to those businesses showed an increase in their willingness to go outside after dark by 40 percent. So the team expanded the idea by asking all citizens to keep their front porch lights on; safety perceptions edged up another 15% (but so did energy bills).

Wilmendon read about the successes (and mistakes) of Neighborhood Watch Groups across the country and trained an initial group of six adults in neighborhood watch techniques. They collected perception data on safety that showed positive gains. And they observed an unexpected outcome: the initial group of six strangers became fast friends during their evening walks and often others joined them along the way.

After two months, the three towns met to review the results of their first tests and decide whether they were ready to try things at a larger scale in their own town or even try the idea in the neighboring town. Over time, they continued to test new change ideas, including those that addressed safety, time, connections, and/or access to activities. A few ideas were completely abandoned along the way after the lessons were shared with everyone. Many other ideas were adapted and scaled among the three towns and, eventually, to other areas around the country. In December, 82% of townspeople in Bumbledor, 67% in Schettypoos and 92% in Wilmendon reported that they had a fun evening with neighbors at least once in the past week.

Three years into the endeavor, Bumbledor, Schettypoos, and Wilmendon were on the cover of Time Magazine as "Towns of the Year." The media attention brought to their town a new problem: too many tourists.



*****Apply our equity lens to the towns' actions*****

EDUCATOR EMPOWERMENT ACADEMY EQUITY LENS

When making decisions and designing or implementing your team's Action Plan, utilize these questions:

1. Whom does this decision/action affect, both positively and negatively? Who are the race/ethnicity groups most affected? What is the potential impact of our decision/action?
2. Who is in the room? Who has been included in this work? Who is not included in this work? Are people who are most affected by this decision/action included in the process? How are we centralizing the perspective of underserved groups?
 - a. Have you involved people who are members of the identified race/ethnicity groups above?
 - i. If not, what is the process for including members?
 - ii. How have we leveraged any power or privilege we might hold to do so?
3. Does the decision/action being made ignore, perpetuate, worsen, or even decrease existing inequities and disparities, especially for previously identified race/ethnicity groups? What could the possible unintended consequences be? Go back to question 2.
4. What other possibilities for this decision/action were explored? Go back to question 2.
5. How does this decision/action align to our Educator Empowerment Academy's mindsets, principles, and community agreements?

Multnomah-Clackamas

REGIONAL EDUCATOR NETWORK

REN Update

ERIN GARDENHIRE - REN COORDINATOR
JANUARY 22, 2020

Our Region



We represent 18 unique districts ranging from rural and remote to large and urban. Because of our diversity, it make it essential to have a Coordinating Body that represents the demographics and variety of experiences and perspectives in our region. We center teacher voice while emphasizing an equity lens. This structure provides opportunity for collaboration across district and county lines, access to shared resources for teachers, creating of PLCs and other support networks to support a seamless system across the career continuum.

Our Coordinating Body

Teacher Voice: One teacher from each district is represented on the coordinating body.

5 administrators - including building administrators, directors and assistant superintendent

Community Stakeholders: 10 members*

55%



16%



32%



31 members: 18 districts, 2 ESDs

Diversity
32% members of color

67% Female
32% Male

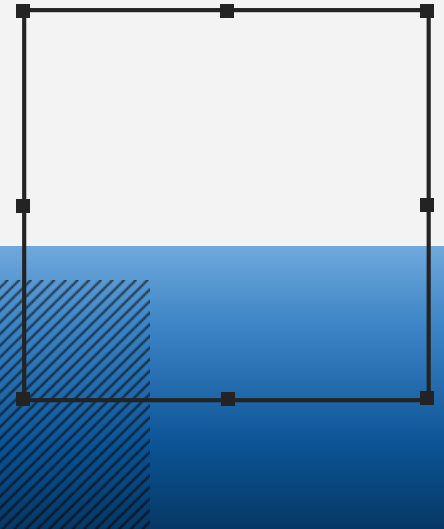
*members may also be teachers within the REN districts

Novice Educator Supports lack foundational system of support to be successful long term.

Oregon Pre -K to 12 public education is not recruiting or retaining educators of color.

There is a gap between educator prep programs and actual teaching.

Problem Statements



- [illegible]

- Program Structure for Clinical experience
- Lack of ^{Effective} Mentors *
- Isolation
- Prep for Teachers of Color
- Lack of Collaboration
- Ineffective Prof. Learning
- Work load
- Compliance requirements don't ^{allow} always support best practices
- Continuum of support throughout career
- Supportive Inclusive Culture
- ^{system} ^{new} ^{for} ^{it} ^{to} ^{be} ^{differentiated} ^{support} ^{does} ^{not} ^{differentiate}

Next Steps



Identify an AIM statement and primary drivers

Gather data from teachers and other stakeholders

Create systems for continuous flow of communication between the Coordination Body and districts/local improvement teams

Coordinating Body Meetings

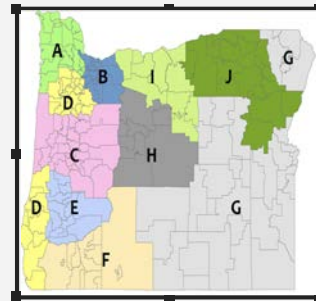
December 12th - Multnomah ESD

January 14th-15th - Clackamas ESD

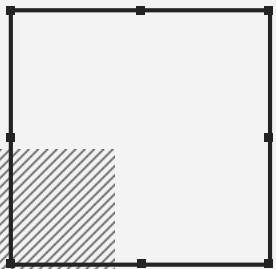
February 12th - Clackamas ESD

March 12th - Clackamas ESD

April - TBD



THANK
YOU



Oregon Teacher Scholars Program

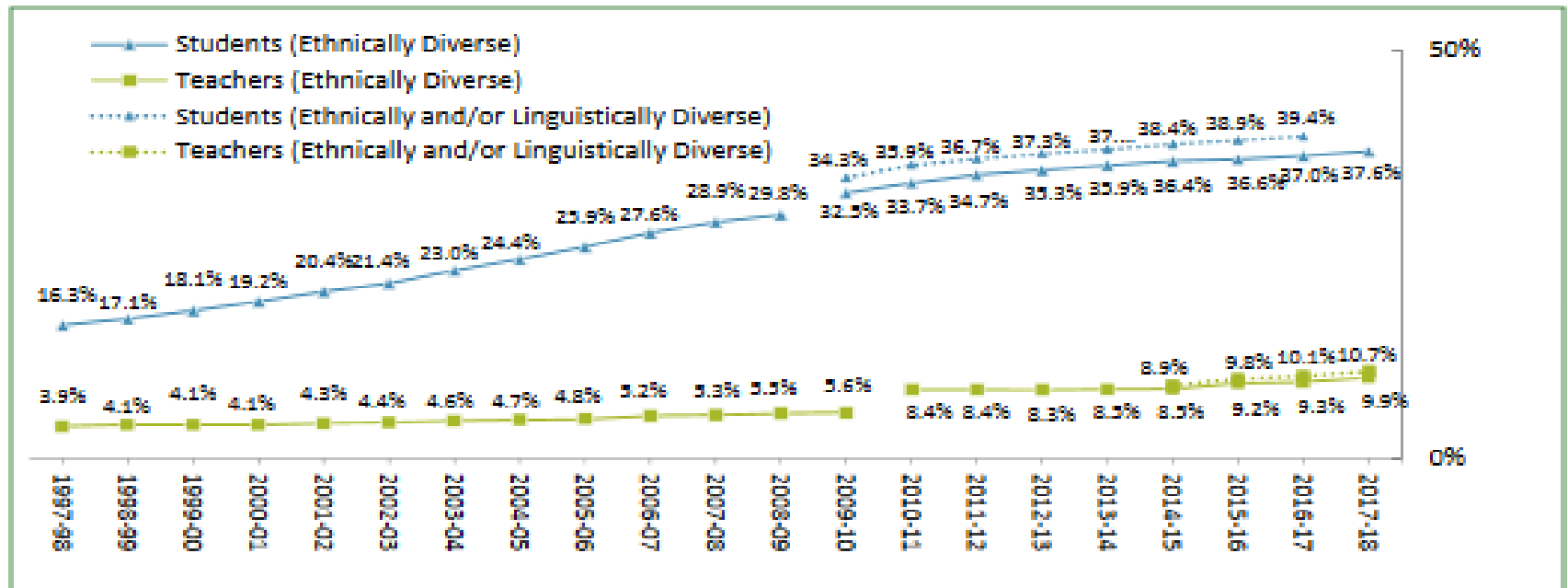


**Helping diversify the teacher workforce in
Oregon!**

Student & Teacher Diversity in Oregon

- Blue line: Ethnically & linguistically diverse **students**
- Green line: Ethnically & linguistically diverse **teachers**

Figure 4: Oregon Student and Teacher Demographics Gap.



Sources: Fall Membership and Staff Position Collections

Note that in 2009-10 for students, and 2010-11 for teachers, the guidelines for reporting race/ethnicity changed — see the Federal Race and Ethnicity Reporting Assistance Manual for details. These data may not be comparable to prior years

Introduction to OTSP

- Received legislative funding in 2017
- OTSP was launched in 2018
- Housed by OSAC, managed by HECC & Chief Ed Office

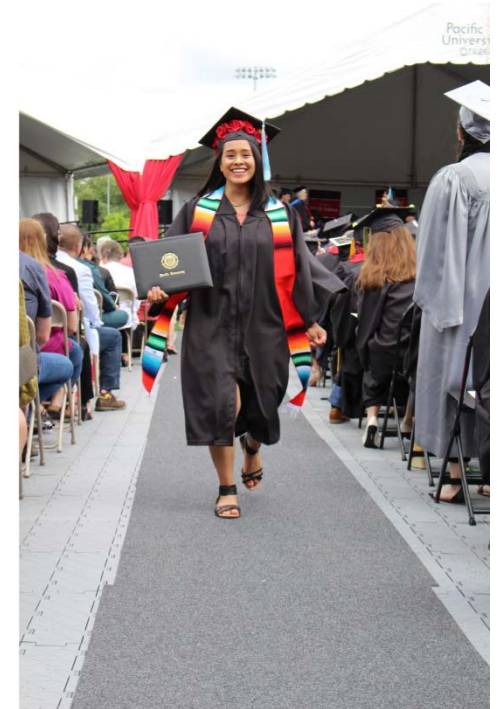


Students Awarded

- Awarded 69 students for the 2018-19 school year
 - 44 for Fall 2018
 - 9 for Winter 2019
 - 16 for Spring/Summer 2019
- Awarded 75 students for the 2019-20 school year
 - 27 returners/second year students
 - 48 newly awarded students

Ethnicities represented in 2018-19

- Hispanics 58%
- Bilinguals 11%
- Asian Americans 8%
- Multiracial 8%
- Native Americans 6%
- African Americans 5%
- Pacific Islander 3%



Scholarship Details

- Scholarship of \$5,000 (renewable for up to 2 years,)
- Accepted into Education Program
- Initial teaching license
- Must be ethnically and/or linguistically diverse
- Undergraduate and graduate students
- DACA and undocumented students

Program Details

- Networking
- Paid conferences
- Employment assistance
- Invitations to job fairs



Closing

- Apply on the OSAC website
- Applications accepted November – March
- Any questions?

**Thank you for helping diversify the teacher
workforce in Oregon 😊**



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Oregon's Emergent Bilingual Students

January 22, 2020

Mary Martinez-Wenzl, Ph.D.
Senior Advisor, Emergent Bilingual Visioning and Policy



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Welcome



ODE Education Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.



We use Emergent Bilingual (EB) to signal our values

- Our students bring tremendous cultural and linguistic assets
- We work to interrupt hegemonic, English-only language views
- Bilingualism is a cognitive, social, and educational resource
- It is our honor and privilege to preserve these resources



1. Current Context for EBs in Oregon

2. Historical Context

3. High-Leverage Strategies

4. Vision and Partnership Possibilities



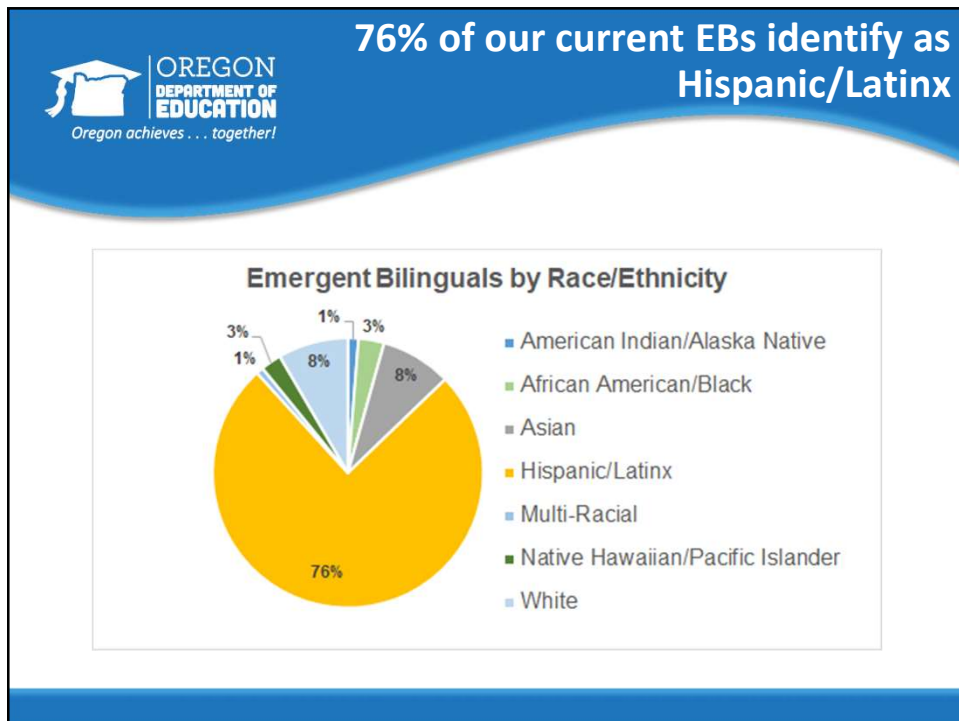
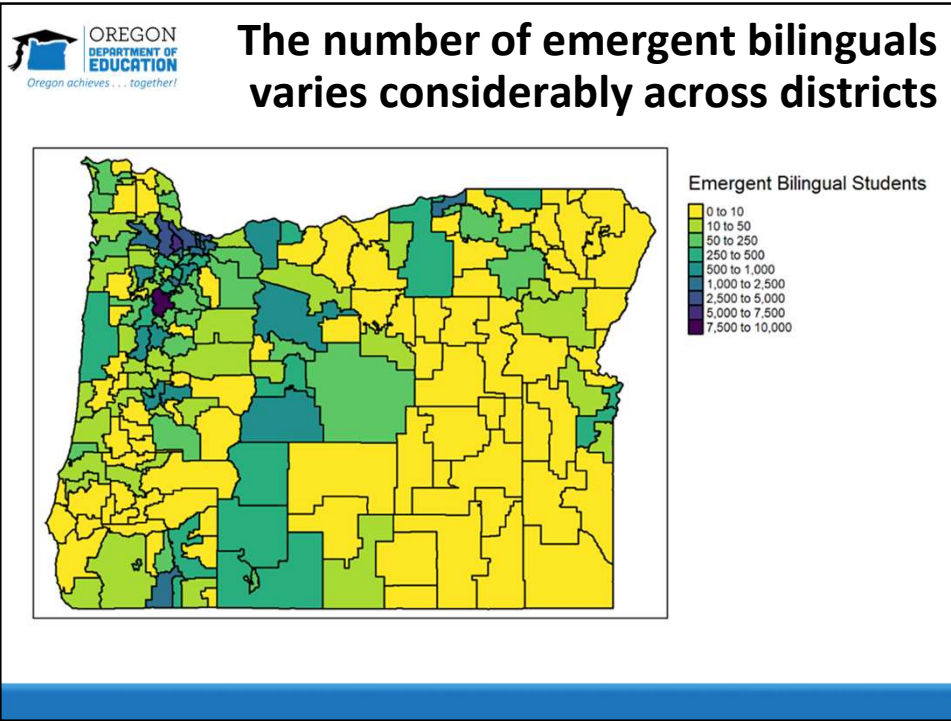
Most of Oregon's current EBs (n = 53,568) are in elementary grades

School Level	Emergent Bilinguals		
	Total Number	As a % of All Emergent Bilinguals	As a % of All Students
Elementary (K-5)	35,729	67	13
Middle (6-8)	10,015	19	7
High (9-12)	7,824	14	4
All Grades	53,568	100	9

Emergent Bilinguals by Gender

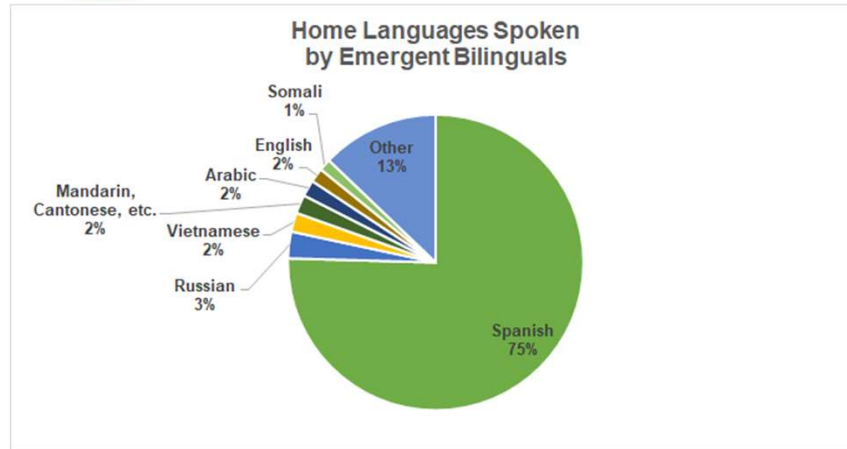


Note: The ODE recently added the non-binary gender category to annual collections. It was not available for the 2018-19 Spring ESEA Title III English Learner Collection.

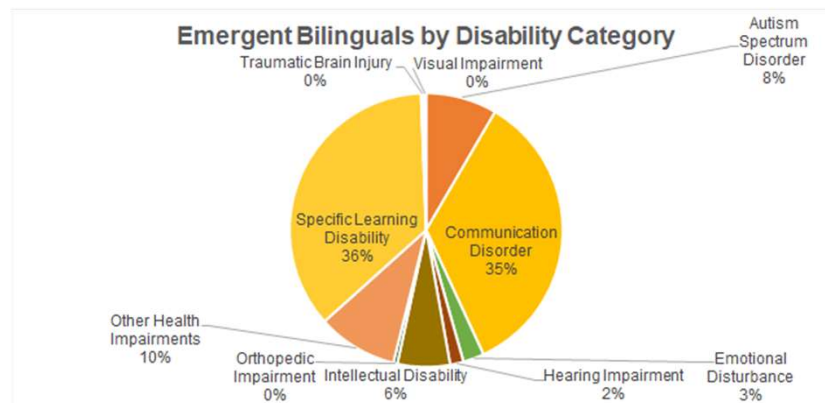




Oregon EBs speak 160 languages and Spanish, by far, is most prevalent



Approximately 20% of EBs have an Individualized Education Plan (IEP)

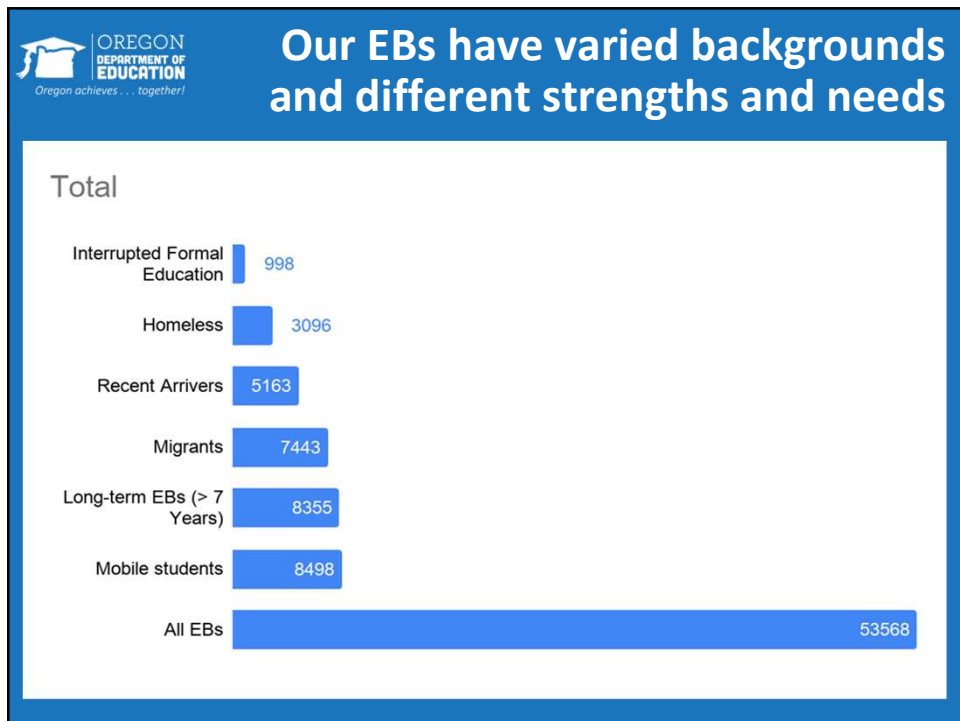


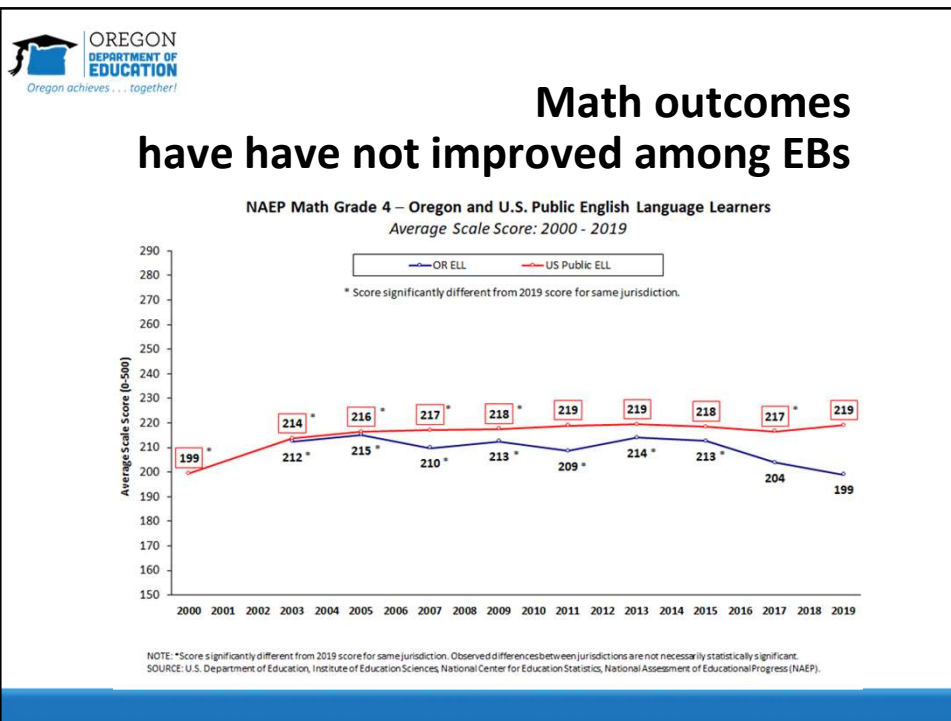
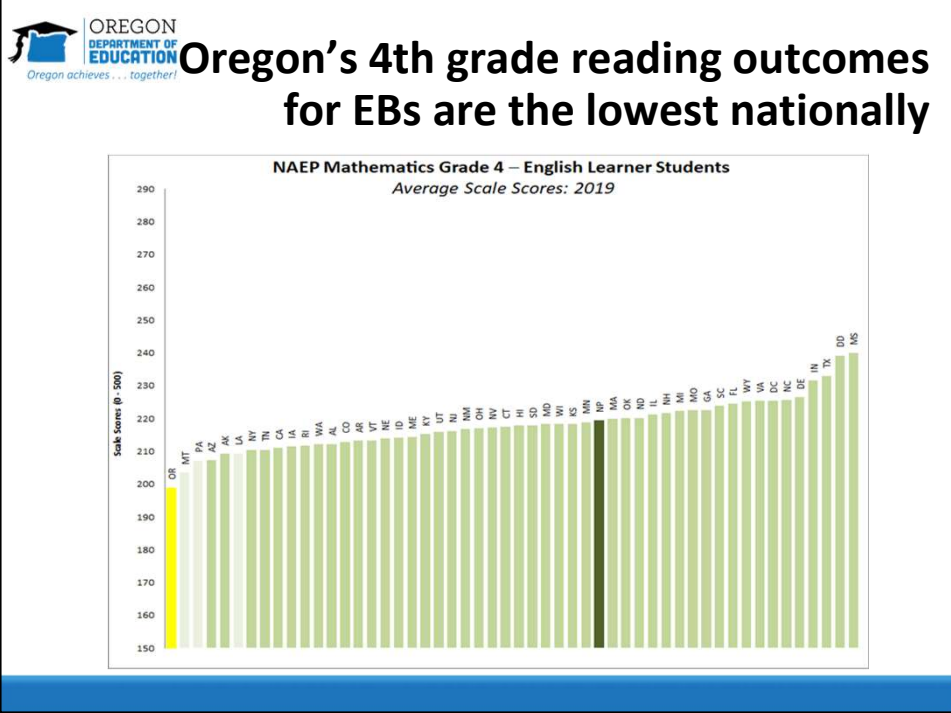


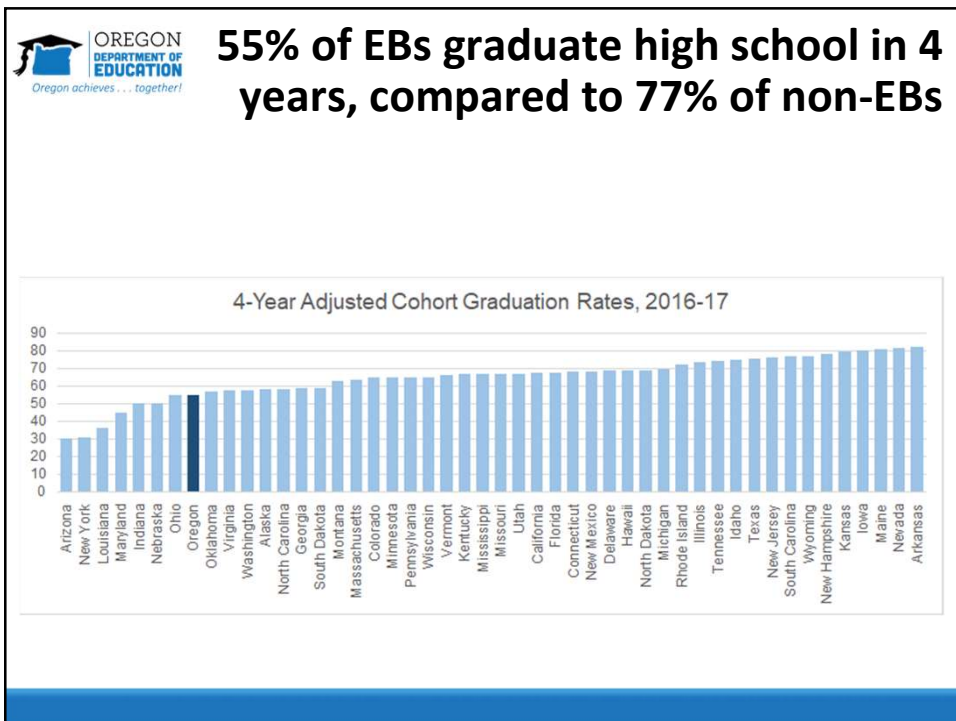
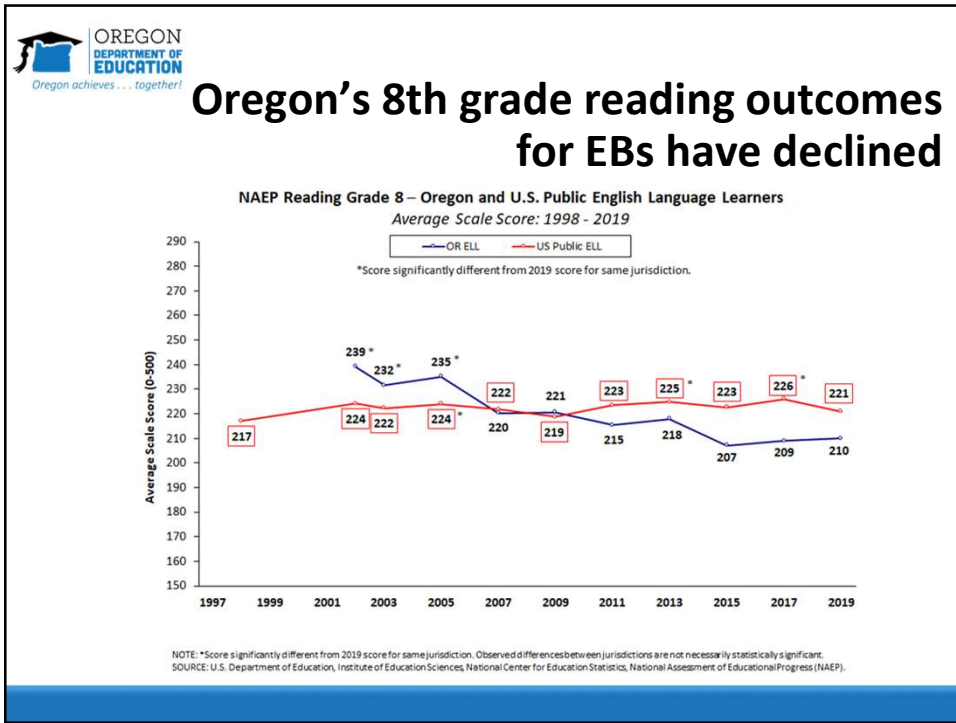
Our EBs are underrepresented in Talented and Gifted programs

Statewide, 7% of Oregon students are identified as talented and gifted.

Less than 1% of our EBs are identified as talented and gifted.

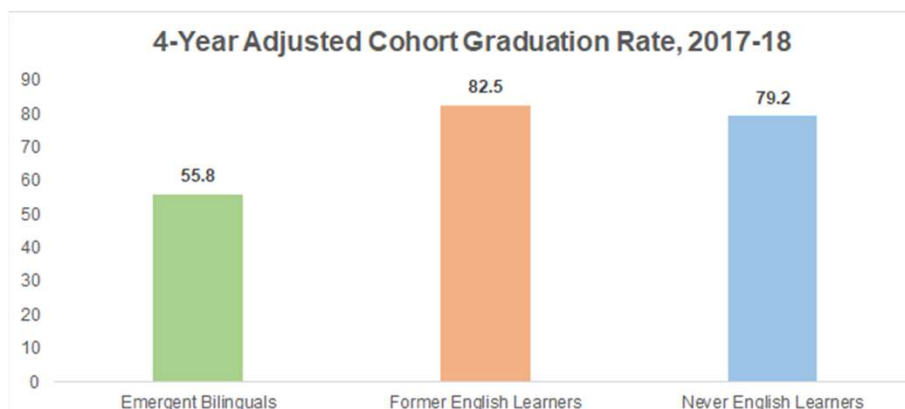








Students who exited English learner programs before high school graduate high school at higher rates than native English speakers



Access to accelerated learning opportunities varies among EB groups

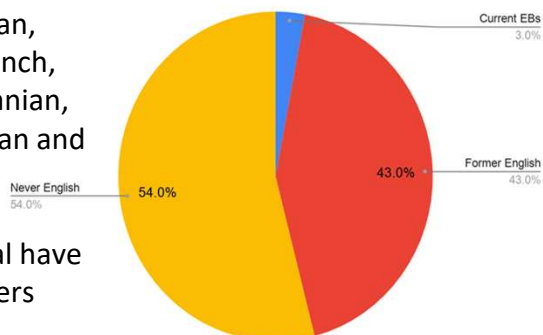
- EBs served in high school English learner programs are 11 percentage points less likely to participate in accelerated learning opportunities
- EBs who exited English learner status prior to high school are 7 percentage points more likely to participate compared to native English speakers

Districts have a civil rights obligation to ensure EBs have an equal opportunity to participate in advanced coursetaking



1,621 students earned the Oregon Seal of Biliteracy in 2018

- Languages: Arabic, Bosnian, Chinese (all), Filipino, French, German, Japanese, Romanian, Russian, Spanish, Ukrainian and Vietnamese
- The majority of students earning the Biliteracy Seal have never been English learners



1. Current Context for EBs in Oregon
2. Historical Context
3. High-Leverage Strategies
4. Vision and Partnership Possibilities



Key policies and initiatives over the past decade

- 2002-2015: NCLB accountability for English learner outcomes
- 2013-16 Oregon English Learners Statewide Strategic Plan
- 2015: HB 3499 signed into law, \$12.5 million funding every biennium for ELs, ESSA
- 2016 full rollout of State Seal of Biliteracy
- 2019 Student Success Act



EL Strategic plan goals

1. Develop **tools and resources** in order to support implementation, benchmarking and continuous improvement of instructional programs for English Learners
2. **Systemic Approaches to “capacity building”** for all stakeholders will occur and will positively impact academic achievement for English Learners.
3. School Districts **engage and involve families and communities as equal partners** in order to support and enhance programs designed for English Learners
4. Develop a **team of expert practitioners and researchers** to guide the development, improvement, and accountability for English Learner program models and practices
5. Develop a **process for replicating exemplar programs** across the state
6. **Create and align assessment systems** to support all English Learner Program Models that include the performance of both current and former English Learners
7. Oregon provides **support to provide all educators the knowledge and skills they need** in their positions to better serve English Learners
8. The **Universal Preschool Program** will ensure that English Learners receive a quality early learning experience that provides a powerful foundation for their education.



Some progress has been made toward the strategic plan goals

- ODE's Language Learning Progression and formative assessment PLC Modules
- District EL Program Rubric guided HB 3499 district needs assessments
- Annual EL Alliance Conference, OACOA Title III communication
- Ever EL framework
- SSA aims to advance meaningful communication with families and communities
- EL Advisory Group



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General principles

- Recognize and leverage the linguistic and cultural resources of our students and families
- Dismantle structural barriers to opportunity
- Increase access to high-quality instruction and rigor



Teaching education and training are key

EBs need teachers who . . .

- Understand language acquisition
- Know the sociocultural and sociopolitical context for language learners and immigrant families
- Enact culturally sustaining pedagogies
- Reflect the communities they serve



Strategies to develop educator capacity

- Increase the number of fully credentialed bilingual educators
- Increase the presence of culturally and linguistically responsive social workers, counselors, psychologists, and librarians
- Train personnel to fairly and consistently evaluate international transcripts



Increasing learning opportunities

- **Extend learning time** through after school, weekend, and summer programs
- Increase access to **two-way dual immersion** programs
- Provide EBs with full access to **rigorous grade-level academic content** in all core areas



Oregon achieves... together!

Recognizing and leveraging assets

- Provide parent empowerment, advocacy, and family literacy programs
- Fairly and consistently evaluate international transcripts



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Emergent Bilingual Visioning Initiative



Emergent Bilingual Visioning Efforts to Date

Date	Activities	Participants
July/August 2019	Planning and preparation for EB Visioning Summit	Core planning team (n = 12)
September 30 & October 1 2019	EB Visioning Summit	Stakeholders from across the state (n = 66) and Apple Education facilitators
November 22, 2019	EB Work Plan Session #1: Theory of Action and Logic Modeling	Smaller group of stakeholders (n = 30)
December 11, 2019	Call for feedback	Stakeholders from across the state (n = 66)
January 13 and 21, 2020	EB Work Plan Sessions #2	Smaller group of stakeholders (n ~ 20)



There are three priority areas

New Educator Pathways and Training	Training and Professional Learning for Current Educators	Multilingual Student Scholars
- Grow the skills of new teachers to educate emergent bilingual students - Grow the number of teachers qualified to teach in dual language/bilingual settings	Develop the skills of current educators to support emergent bilingual students	- Develop high school credit policies that recognize and value bilingual learning - Recognize and celebrate multilingual student achievement



As this work moves forward, so do other key policy initiatives

- **Student Success Act**
 - Districts are working on their SIA applications, which are due in March/April, taking effect July 2020 (\$427 million)
 - State Board is charged with approving administrative rules that govern how the funds are distributed
 - Section 48 plan for programs and initiatives to advance:
 - Educator retention
 - Educator diversity
 - Mentoring and coaching of educators
 - Participation in educator preparation programs
 - Educator scholarships



Districts and Universities Continue to Partner on Teaching Pathways

Examples of programs with a focus on bilingual and/or diverse teacher candidates:

- PSU Bilingual Teacher Pathway Program and Portland Teachers Program
- WOU Bilingual Teacher Scholars Program
- PPS Dual Language Teacher Residency Program (OSU and PSU)
- Pacific University Woodburn Campus programs (ESOL embedded in STEM MAT and B. Ed)
- EOU Oregon Teacher Pathway

State Funding Formula provides additional funding for each teacher candidate with a dual language specialization



How can we support advancing our goals together?

Section 48 plan entry points for supporting EBs and bilingual educators:

- Tier 1: Dismantling barriers
 - Support for culturally and linguistically diverse teachers and administrators through OTSP and OASP
 - In addition to licensure and assessment costs, fund ESOL endorsement, Bilingual and DL specialization



Tier 2: Redefining bilingual teacher pathway initiatives

- **Grow-Your-Own programs:**
 - How can the experiences of our bilingual educators inform the setting of new standards?
 - How can linguistically sustaining practices be embedded in GYO programs?
 - What does CTE for prospective bilingual educators look like in high school and community college settings?
- **Communities of practice**
 - To what extent will this support communities for faculty focused on bilingual and ESOL education?



Tier 3: System Reform

Key considerations for supporting bilingual educators:

- Comprehensive induction that includes mentorship from an experienced [bilingual] educator
- Professional learning that is sustained, comprehensive, job-embedded, occurs over the school year and includes 20-40 hours contact time