



Educator Advancement Council

9:00 am - 12:20 pm

12/9/2020

Join Zoom Meeting: <https://us02web.zoom.us/j/83818592327>

Meeting ID: 838 1859 2327

Dial by your location: +1 346 248 7799

Find your local number: <https://us02web.zoom.us/u/kcotYRbVFX>

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 Agenda Review	Chair Koskela
9:10	2.0 Consent Agenda – Action Item	Elizabeth Castillo-Lopez
	2.1 Agenda Approval	
	2.2 Approval of October 21 , 2020 minutes	
9:15	3.0 Public Comment	Chair Koskela
	• To provide public testimony, sign in at the meeting or submit written testimony prior to the meeting to eacinfo@oregonlearning.org. • Each group may have one speaker; each individual 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.	
9:20	4.0 Connections Honoring Past Directors EAC Staff Introductions EAC Director Breakout	Lynne Gardner Daniel Ramirez
9:55	5.0 Equity as Praxis	Director Garcia Daniel Ramirez
10:55	BREAK	
11:00	6.0 Conversations, Questions, Feedback on Updates	Daniel Ramirez
11:30	7.0 Visioning Announcement and Process	Daniel Ramirez



11:35 8.0 Council Identity

Daniel Ramirez

12:10 9.0 Legislative Subcommittee Update

Chair Koskela

12:20 10.0 Future Agenda Items and Plus/Delta/Adjourn

Chair Koskela



EDUCATOR ADVANCEMENT COUNCIL

Meeting Minutes

Wednesday October 21, 2020

9-12 and 1-3

10/21/2020

Join Zoom Meeting:

<https://us02web.zoom.us/j/89883271816>

Meeting ID: 898 8327 1816

Dial by your location:

+1 253 215 8782 US

Meeting ID: 898 8327 1816

Attending: Shadiin Garcia (surrogate for Colt Gill), Veronica Dujon, Sara Mickelson, Anthony Rosilez, Belle Koskela, Don Grotting, Mark Girod, Martha Richards, Melissa Wilk, Michele Oakes, Marvin Lynn, Bill Graupp, Nick Viles, Susan Roebber, Elena Barreto, Michelle Cardenas, Ardis Clark, Shannon Criss, Leah Dunbar, Lisa Longoria, Representative McLain, Lindsey Capps

Excused: Roberto Gamboa

Staffing: Daniel L. Ramirez, Interim Executive Director; Elizabeth Castillo-Lopez, Council Administrator; Angela Bluhm, Educator Program Analyst; Lynne Gardner, Program Director Educator Programs; Horalia Rangel, Oregon Teachers Scholar Program Coordinator

9:03 1.0 Call to Order

Chair Koskela

Chair Koskela calls the meeting to order and introduces Angela Bluhm to facilitate the land acknowledgement.

9:05 Acknowledgment of the Original People of the Land

Angela Bluhm

Angela Bluhm facilitates the Land acknowledgement.

9:06 1.1 Roll Call

Elizabeth Castillo-Lopez

Elizabeth Castillo-Lopez takes roll call, determines we have quorum.

1.2 Agenda Review

Chair Koskela

9:15 2.0 Consent Agenda – Action Item

Chair Koskela

2.1 Agenda Approval

2.2 Approval of July 8, 2020 minutes

Chair Koskela asks to move motion, Director Grotting moves motion to approve consent agenda, Director Richards seconds, roll call vocal vote, all approve motion passes.

9:16 3.0 Public Comment

Chair Koskela

- To provide public testimony, sign in at the meeting or submit written testimony prior to the meeting to ecinfo@oregonlearning.org.

- *Each group may have one speaker; each individual 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.*

Elizabeth confirms that there is no public comment at this time.

9:17 4.0 Relational Connection as Praxis

Daniel Ramirez

Interim Director Daniel L Ramirez leads the Connection activity.

9:30 Governor Brown joins meeting

Governor Brown enters the EAC meeting and thanks EAC Interim Director and EAC Directors for all the hard work and the collaboration to make educators the number one focus. EAC Directors (Belle, Don, Lynn, Michele Oakes, Martha, Tony, Melissa, Mark, Veronica, Shadiin) address the Governor.

9:51 EAC Directors continue with activity and introductions.

10:19 5.0 Equity Praxis

Shadiin Garcia

Directors break into break rooms to continue with the Connection Praxis activity. (Please refer to meeting materials for slides.)

10:30 Directors join back into the big group meeting, Chair Koskela centers everyone again and introduces the next agenda item. Director Shadiin Garcia continues with the Equity Praxis and states that this conversation will come up again in December.

11:00 BREAK

11:06 6.0 EAC Council Decisions

Daniel Ramirez

6.1 EAC Legislative Concept

Daniel Ramirez

Interim Director Daniel Ramirez leads the Discussion about Policy Option Package. Director Shadiin Garcia contributes. Directors please fill out the google survey form for Policy option package.

11:23 6.2 EAC | OACTE Partnership

Director Lynn

Director Marvin Lynn addresses the EAC council and leads the conversation for OACTE Partnership. Discussion follows.

Chair Koskela realigns the EAC meeting.

11:41 7.0 Council Identity

Daniel Ramirez

Interim Director Daniel Ramirez leads the activity, we are revisiting the topic from previously addressed by former EAC Executive Director Shadiin Garcia. (Please refer to meeting materials for slides.)

11:51 Interim Director Daniel Ramirez explains the Council identity activity and breaks EAC Directors into breakout groups.

12:12pm Directors join back as a big group, Chair Koskela realigns the meeting and send the group to lunch.

12:12 Lunch

1:00pm EAC council resumes meeting from lunch, Chair Koskela realigns meeting.

1:04 8.0 Interim Executive Director Update

Daniel Ramirez

Interim Director Update (Please refer to meeting materials)

1:13 9.0 REN Update - Community Design Partners

Julie Smith and Kari

Nelsestuen

Chair Koskela introduces our Community Design Partners, Kari and Julie give an update. (Please refer to meeting materials.) Caitlin and Gabrielle (RENs) present on the Community design Partnerships.

2:06 10.0 Section 48 Update

Lynne Gardner

Chair Koskela introduces Dr. Gardner, Horalia and Director Rosilez to give an update on Section 48. (Diversifying Oregon's Pathways in Education). Refer to the meeting materials for slides.

2:24 10.1 OTSP Update

Horalia Rangel

Horalia Rangel (Lala) gives a quick introduction on OTSP and updates on her work. (Please refer to Meeting Materials for slide deck)

2:34 10.2 TSPC Update

Director Rosilez

Horalia passes time to Director Tony Rosilez. Director Rosilez gives updates on TSPC work. Addresses multiple measures approach. Licensure and Assessment Costs.

Discussion followed.

2:56 11.0 Future agenda items

Daniel Ramirez

Interim Director Daniel Ramirez concludes the meeting and sends it over to Chair. Chair Koskela talks about item 11.0. Interim Director Daniel introduces plus/delta survey and the future agenda items, link is sent to Directors.

3:00 12.0 Adjourn

Chair Koskela

Chair Koskela gives closing remarks, thanks all directors for all work. Closes meeting.



EDUCATOR ADVANCEMENT COUNCIL

Conuncil:

- Vacancies – Middle School

Staff:

- We are excited to welcome two new staff members to the EAC team!
 - Emily McCaffrey joined us on November 23rd and her main focus will be to co-leading the Diversifying Oregon's Pathways in Education with Lynne Gardner
 - Mercedes Jones will be joining us on December 15th and she will work directly with the RENs alongside Angela Bluhm
- Memberships
 - Public Deans Quarterly Meeting (December)
 - Oregon Educator Equity Advisor Workgroup (December)

PARTNERS

Agencies:

- Daniel continues to meet with Director Rosilez from TSPC to share, collaborate, get feedback, and vision a more interconnected approach to diversifying and supporting the educator workforce
- Lynne continues to meet with Lala Rangel from the HECC and OSAC to share, collaborate and coordinate efforts to support the growth of the [Oregon Teacher Scholar Program](#), with over 150 scholarships awarded this fall
- Lynne and Daniel met with Sarah Mickelson from Early Learning to explore future collaborations and efforts to support the early learning workforce
- Angela and Daniel met with Brian Detman and Cord Bueker from the Youth Development Division to explore future partnerships and collaborations to support teachers and reengage youth
- Daniel, Director Rosilez, and Director Garcia met with the Governor to update her on the RENs, Diversifying Oregon's Pathways in Education, and Non-Traditional Pathways

Presentations/Events/Conferences:

- Presentations
 - November: Presentation Gov 2 Gov
 - November: Presentation to legislative fiscal office
 - November: Presentation to the Executive Team
 - December: Presentation to Gov 2 Gov - initial conversation: Indigenous Educator Institute

INTERNAL OPERATIONS

Strategic Communications:

- Angela and Lynne are collaborating with Jenni Kotting to finalize a comprehensive image that represents the various programs and initiatives

Comprehensive, Equity-Centered Evaluation:

- Daniel is working with Director Garcia, Assistant Superintendent Scott Nine, and Rachael Gardner (SIA) to explore, design, and implement a robust, comprehensive evaluation process for EAC staff. Daniel will update the council as this work progresses.

Streams of Work:

- The EAC Staff will be remixing streams of work to better connect with staff strengths. Primary responsibilities wont change but there will be capacity/innovation teams focused on building a more sustainable systems approach to the work. These capacity/innovation teams will include strategic communications and internal improvement and equity to name a few.

REGIONAL EDUCATOR NETWORKS

REN coordinators continue to meet bi-weekly with EAC staff, and in the subsequent weeks REN Coordinators meet as a cohort to engage in professional learning and share as a community of practice. Community Design Partners provide ongoing coaching for REN coordinators as well as support the professional learning and community of practice sessions. EAC staff is meeting with CDP weekly to hear updates, problem solve. All directors will also receive a summary of implementation from Community Design Partners, which details some of the key components of implementation from the RENs. The following are a few examples of meaningful changes being implemented by the RENs:

- Rural collaboratives
- Regional racially affirming mentors
- Antiracist HR practices
- Teacher partnerships
- Principal cadres
- District equity groups
- Regional affinity groups
- Teacher-centered professional learning systems

DIVERSIFYING OREGON'S PATHWAYS IN EDUCATION (Section 48)

As mentioned we welcomed a new member to the team, Emily McCaffrey, who will help Lynne finalize implementation and evaluation of the Diversifying Oregon's Pathways work. A few key announcements that we would love to highlight:

- TSPC is moving forward with the Oregon Administrative Scholars Program and will soon begin funding future diverse administrators, as well as providing stipends for current educators who need to renew licenses and/or take assessment tests for endorsements, etc.
- We are finalizing a partnership with Public University Education Programs to pilot antiracist courses open and free to teachers throughout Oregon
- Lynne has organized a group of folks to review the GYO/Teacher Pathway Program applications. We received 27 applications from emerging and/or existing GYOs/Teacher Pathway programs across the state. The review teams have begun and evaluations will be completed by December 7th

EDUCATOR EQUITY REPORT

We are so excited that the [Educator Equity report](#) is now out for the public. After initial support from Christine Pitts, Lynne drove this project forward - shifting the focus to balance a strength-based but critical approach to the report. We want to thank both Lynne for leading this work and Angela for providing invaluable and meaningful feedback and support.

Time: 25 min total

Step 1: Introduce yourself

Step 2: (1 min) Assign a notetaker, timekeeper, facilitator

Step 3: (4 min) Silently read the characteristics, roles, and responsibilities

Step 4: (20 min) As a group amend, theme, delete, add to the list of characteristics, roles, and responsibilities for each column.

Questions to consider:

What's non-negotiable and what is flexible?

What might be constrained considering the EAC meeting timeline?

What would benefit from the collective wisdom of the EAC?

Living Document: Council/Staff Identity, Roles, and Responsibilities

EAC Council	Cross-Pollination	Staff
Staffing • Recommends the ED hire to ODE • Hiring, REN Fiscal Responsibility - this needs to be continual work inclusive of the Council Plate Executive Director Accountability • Directing the ED, being a sounding board for ED Budget • Council is informed by the budget and gives that support to the ED • Fiscal Responsibility	Legislation • Legislative Concepts • Amendments to Initiatives • Coronavirus Response Activities REN Plan • REN Plan Template Budget • Fiscal Responsibility Hiring • Hiring - COMMUNICATION	Staffing • Staff hiring is an ED decision • Updates on current staffing (for example Charlotte leaving) • Hiring -- all other staff • Staffing Budget • ED brings proposed budget to inform • Financial updates Accountability • Take lead on ensuring accountability and also keeping the EAC informed • REN Reporting Manual and Template

Possibly Wrong, Definitely Incomplete

Accountability - RENS • Be kept informed of the REN work consistently with specifics to the measures/metrics • REN Reporting Manual approval • REN Plans == approve the plans and be accountable to the legislature, gather the good ideas across the staff; Is it our work that the plans are executed in the 10 regions of the state? • A few EAC members participated in the plan review on meeting standards (how will we know the RENS are moving toward their goals) • Using a rubric of criteria for REN proposals • Coordinate RENS • Make sure that guidance to RENS from EAC staff is appropriate and effective Strategic Planning and Communication • Policy responsibility • Strategic planning, goal setting, visioning • Representing different groups- acting as a liaison • Filtering out what we need to talk about • Put awareness on projects that are taking place, because of the different representatives	Remaining Questions/Thoughts: • What is in place to make sure RENS are meeting their goals? • There was not a lot of direction related to the \$\$\$\$. Some were broad, some clear. So how will we know we are on track? • Do we know what should be our policy agenda? • We are in a transition place, and this is a really good time to map our path. • We need some subcommittees to help us with the work • We need to understand what our messages are that we communicate about progress and/or learning and/or success	creation Cross-Agency Reporting/Communication • Report out to the Governor's office, the LFO (Legislative Financial Office) and other groups. • Communicating with other councils - sharing information - preventative of 'siloeing' information Strategic Communication (more broadly) • Internal Communication-transparent • External Communication-value teachers as a primary audience not as a secondary • For communication, initiatives and RFPs, anything outward facing where EAC is named- staff to make sure the members have info and knowledge beforehand REN Plans/Accountability • REN Plans -- look across the work. Is this part of the job of staff to monitor and plans to let us know if folks are off track? What are the supports for the RENS moving forward? REN Support • Provide guidance for REN plans Innovation and Improvement • Share lessons learned as we move forward.
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EAC Operations

- Making sure we have mechanisms in place to anticipate issues and where things may become difficult- how to maintain transparency and functionality (healthy organization)
- council members should be in the know, participate in driving the agenda

Council Form and Function

- Ensuring that council members have experience and background of equity/culturally responsive teaching - and that we have a diversified group of council members.

Remaining Questions/Thoughts

- Teachers who are thinking intentionally about equity and have a history of demonstrating this through their practice.
- What are our priorities? Section 48? Equity Report? Every other meeting there is something new? Once we know what is emerging on our agenda -- how do we address the capacity issue?
- Our job includes be an advocate for EAC?
- We have no idea how to communicate

- Analysis

Remaining Questions/Thoughts

- How do all the moving parts come together -- EAC communications with staff? Can help us identify our purpose, what pieces are we working on?
- What are other things emerging onto the EAC screen? Can staff help with that?
- How do we support our new board members?
- Tight timeline= more reliance on staff to provide EAC information for good decisionmaking

about the success of our Section 48 work? • What comes to us? checking off vs discussion and feedback • If focused on fiscal, governance and policy, we may lose teacher practice and voice on this Council • Council be defacto members of REN, ad hoc- just to listen • How to redirect work if don't agree with the direction- what is the process? • Approval of REN plans (stay with direct approval)- some flexibility around feedback on plans? • Voting to approve funds- is there oversight? • Analysis of distribution of work • Making sure we're still complying with the rules- what are the legal responsibilities of the council? What are the nuances? • How much support and capacity is there in the staff to bring to the council the best options for making decisions? • Meeting frequency? Can we align meetings with school calendar and budget requirements		
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Time: 15 min

Step 1: Identify a timekeeper

Step 2: (3 min) Take some time to think and respond to the prompts in the sheet below

Step 3: (3-4 min/each) Share with the group your responses. Consider expanding on your responses to include stories and context. Listeners - consider asking follow up questions such as: How did that make you feel? Tell me more about... What made you consider that?

Step 4: Thank your group members

[illegible]

[illegible]

Time: 25 min

Step 1: Decide on a timekeeper

Step 2: (3 min) to think/write quietly

Step 3: (4 min/each) to discuss what you wrote and implications for the work moving forward

Maybe consider: pro examples and non examples of these

Step 4: (10 min) Open space for questions, discussion, next steps

Step 5: Thank each other for sharing!

Head, Heart, Hands: Praxis, Default, Approach

[illegible]



Educator Advancement Council

December 9, 2020
9:00 am - 12:20 pm

"We must struggle together not only to reimagine schools but to build new schools that we are taught to believe are impossible: schools based on intersectional justice, antiracism, love, healing, and joy."

Bettina Love, from We Want to Do More than Survive



Land Acknowledgement

We'd like to acknowledge the many tribes and bands who call Oregon their ancestral territory and honor the ongoing relationship between the land, plants, animals and people indigenous to this place we now call Oregon. We recognize the continued sovereignty of the nine federally recognized tribes who have ties to this place and thank them for continuing to teach us how we might all be here together.



EAC Agreements

Stay Engaged

Speak Your Truth Responsibly and

Monitor Your Talk Time

Listen to Understand

Experience Discomfort

Expect and Accept Non-Closure

Reckon with Impact

Recognize, honor, and celebrate the
complexities of individual contexts

EAC December Agenda

1

9:20-9:55

Connections

Honoring Past Directors
EAC Staff Introductions
EAC Director Breakout

2

9:55-10:55

Equity as Praxis

3

11:00-11:30

Conversations

Questions,
Comments, Feedback
on Updates

4

11:30-11:35

Visioning and Process

5

11:35-12:10

Council Identity

6

12:10-12:20

Legislative Subcommittee Update



**EDUCATOR
ADVANCEMENT
COUNCIL**



Honoring Past Directors



EAC Staff and Strengths

01	Lala	Thoughtful, organized, compassionate and honest. Asks fantastic questions related to improvement. Centers students' experiences to guide work.
02	Elizabeth	Super organized and detail oriented. Tracks multiple streams of work to support movement. Kind, open, thoughtful, and compassionate.
03	Angela	Brilliant strategist and willing to push the conversation to think more equitably/strategically. Kind, thoughtful, compassionate, and always centers our why.
04	Daniel	That one guy... who is positive, affirming, supportive and committed to collaborative processes. Believes in the democratization of decision making.
05	Lynne	Quick to laugh and provide honest feedback. Focused on folx most marginalized by systems. Connects, amplifies, loves, and drives complex work forward.
06	Emily	Asks brilliant questions, thoughtful, and thorough. Sees connections to complex streams of work. Empathetic, connected, and quickly adapts.

Connecting

BR 1 Veronica Shadiin Belle Michele

BR 2 Sarah Elena Roberto Marvin

BR 3 Tony Melissa Nick Martha

BR 4 Susan Ardis Michelle Rep
McClain

BR 5 Mark Shannon Don Bill

Breakout rooms: recording document [here](#)

- a. **Step 1:** Identify a timekeeper
- b. **Step 2:** (3 min) Take some time to think and respond to the prompts in the sheet below
- c. **Step 3:** (3 min/each) Share with the group your responses. Consider expanding on your responses to include stories and context. Listeners - consider asking follow up questions such as: How did that make you feel? Tell me more about... What made you consider that?
- d. **Step 4:** Thank your group members



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Equity as Praxis

“[...] I draw from Paulo Freire’s concept of praxis, which explains how a process of reflection and action leads to a critical consciousness. I must note that critical consciousness involves not only perceiving injustice, such as with second sight, but also recognizing one’s potential to initiate the transformation of reality” (Cammara, 2015).

WHAT THIS IS NOT



Chequity



About Being Politically Correct



An Endpoint in a Race



The Equity Police



A Mandate

WHAT THIS IS



Praxis means centering the following practices:

- Connections across **relationships**
- Placing **communities** most impacted front and center
- Cultivating a **learner** stance
- Centering **story** and **experience**
- Embracing **complexity**
- Approaches that reflect **multiple ways of being and knowing**
- **Collaboration** is given and received with transparency
- Deep understanding of **sovereignty**

Pause and Reflect

PRAXIS

Connections across **relationships**

Placing **communities** most impacted front and center

Cultivating a **learner** stance

Centering **story** and **experience**

Embracing **complexity**

Approaches that reflect **multiple ways of being and knowing**

Collaboration is given and received with transparency

Deep understanding of **sovereignty**

DEFAULT

Quantity vs quality; progress is bigger

95%; “to a community”; paternalism

Perfectionism; defensiveness; comfort

Worship of the written word; objectivity

Either or thinking

Individualism; only one “right” way

Powerhoarding; urgency

fear of open conflict; “kindness/polite”

APPROACH

Time, personal, whole selves; values

With community, 5%

Generative, emergent; appreciation, discomfort is at the root of learning

Listening; seeking multiple modes

Discipline to nuance, texture, and layers; decision making tools

De-centering whiteness as “thee” way

Communications strategy; realistic workplans

Love; strength to strength; equally valuable; heal

PRAXIS

Embracing **complexity**

How do we do this through decision making?

Collaboration is given and received with transparency

How do we do this as a team?

Centering **story** and **experience**

How do we do this as a statewide entity?

DEFAULT

Either or thinking

Command and control

Powerhoarding; urgency

Shut team out from meetings

Worship of the written word; objectivity

Top down decisions

APPROACH

Discipline to nuance, texture, and layers; decision making tools

Democratize decisions, collective process

Communications strategy; realistic workplans

Invite team members to all possible meetings

Listening; seeking multiple modes

Teachers stories and experiences guide our work

Head, Heart, Hands

BR 1

Shadiin, Leah, Roberto, Bill

BR 2

Veronica, Mark, Nick, Elena

BR 3

Sarah, Melissa, Michelle, Don

BR 4

Tony, Martha, Ardis, Shannon, Michele

BR 5

Belle, Marvin, Susan, Rep McLain

Time: 25 min

Step 1: Decide on a timekeeper

Step 2: (3 min) to think/write quietly

Step 3: (4 min/each) to discuss what you wrote and implications for the work moving forward. Maybe consider: pro examples and non examples of these.

Step 4: (10 min) Open space for questions, discussion, next steps

Step 5: Thank each other for sharing!



**EDUCATOR
ADVANCEMENT
COUNCIL**

Break





Pop quiz

What is Xavier's
favorite food?

01

Broccoli

02

Strawberries

03

Pizza

04

Ice cream



Pop quiz

What is one piece
of internal work
the EAC Staff are
focused on?

01

Holiday bonus

02

Training

03

Streams of work

04

Ice cream



Pop quiz

What is the greatest need for the RENS according to the quarterly report from Community Design Partners?

01

Equity training

02

Data capacity

03

Change ideas

04

Ice cream maker



Conversations, Questions, Comments,
Feedback on Updates

Visioning Process



Council Identity

**We are
right here.**

**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

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

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

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

Council Identity

BR 1

Shannon, Veronica, Nick, Sarah

BR 2

Tony, Elena, Michele, Michelle

BR 3

Mark, Martha, Susan, Roberto

BR 4

Melissa, Rep McLain, Marvin, Belle

BR 5

Bill, Ardis, Shadiin, Don

Time: 25 min total

Step 1: Introduce yourself

Step 2: (1 min) Assign a notetaker, timekeeper, facilitator

Step 3: (4 min) Silently read the characteristics, roles, and responsibilities

Step 4: (20 min) As a group amend, theme, delete, add to the list of characteristics, roles, and responsibilities for each column.



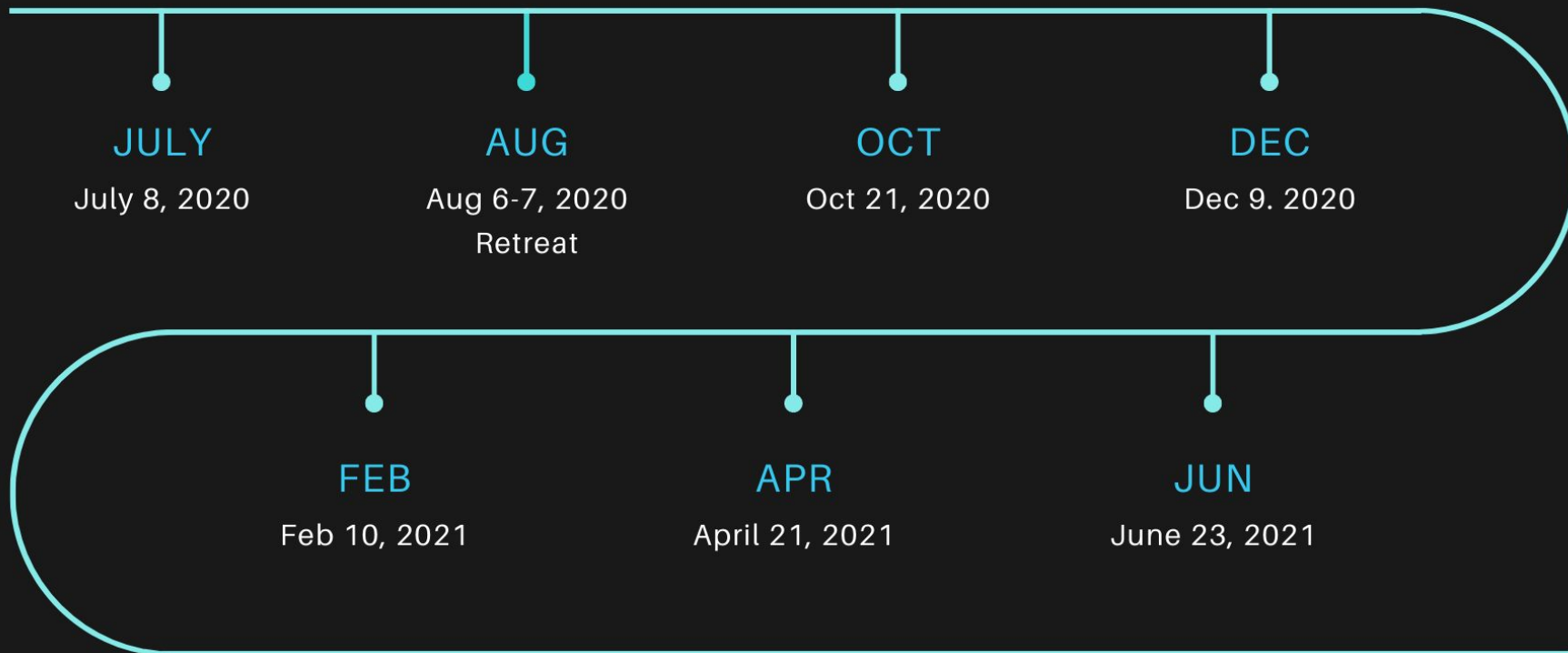
**EDUCATOR
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Legislative Subcommittee Update

Educator Advancement Council

Approved Dates



Future Meetings



RETREAT

- Strategic Planning with a Communication Plan
- Membership
- ED Update

OCTOBER

- Equity Praxis (theory, action, reflection)
- REN Update
- Section 48 Update
- Identity Reflection

DECEMBER

- Equity Praxis (theory, action, reflection)
- REN Update
- Section 48 Update
- Council Identity
- PoP, LC, Consortium Update

FEBRUARY

- Equity Praxis (theory, action, reflection)
- REN Plan/Criteria
- PoP, LC, Consortium Vote
- Vision and objectives
- Evaluation Update

APRIL

- Equity Praxis (theory, action, reflection)
- REN Update
- Section 48 Update

JUNE

- Equity Praxis (theory, action, reflection)
- REN Plan Voting



Thank you!



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?