



AGENDA

Wednesday, May 23, 2018

4:00-5:30pm

Via GoToMeeting: <https://global.gotomeeting.com/join/455845789>

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

Meeting Protocols

- *All team members are equals and respected as such.*
- *The Chair calls on participants during discussions.*
- *Discussions are improved by self-assessing “am I contributing too much or too little?”*
- *We ask clarifying questions when needed and address issues, not individuals.*
- *Topics beyond the current agenda are captured to address in the future.*

1.0 Welcome Remarks, Agenda Review

Chair Oakes

1.1 Context, Outcomes

Chair Oakes

1.2 Roll Call

Angela Bluhm

2.0 Homework Questions

Hilda Rosselli

2.1 Discussion

All

3.0 Scenario Review

Hilda Rosselli

3.1 Discussion

All

4.0 EAC Work Groups and Subcommittee Discussion

Chair Oakes

4.1 ACTION ITEM: Determine group formations

5.0 EAC Informational Materials

Cheryl Myers

6.0 Meeting Debrief

Cheryl Myers

7.0 Public Comment

- Public members wishing to provide public testimony must provide it in writing to angela.bluhm@state.or.us

8.0 Adjourn

Unanticipated agenda items may or may not be included. All Educator Advancement Council meetings are open to the public and conform to Oregon public meetings laws. Upcoming meeting schedule and past meeting materials are available online. Accommodations requests should be made to [Angela Bluhm](#) (503)373-1283 at least 48 hours in advance.



EAC HOMEWORK SUMMATION

We received 15 unique responses.

2 responses. One type of network

Comments:

- *I see one "network" as defined by our work which defines local priorities and collaborates with stake holders to ensure that all educators are receiving meaningful, research-based professional learning. This network is funded by the Educator Advancement Fund. The second one I do not see as a "network" that is funded but rather as a resource--sharing who is doing what and how across the state.*
- **No. Two** functions. And repeat evolutionary steps of each network. Networks to move from 1 to 2.

2 responses. Two functions/types of networks –with one leading to the next

Comments:

- *The type 2 network feels more like what we want to accomplish...but I recognize that type 1 networks are necessary to inform the work for type 2 networks. I see them as a “stacked” model... type 1 informs type 2 but type 2 is where we want to end up!*
- **I think** there can be 2 types of networks, but the second one can only exist if the first one is firmly in place. If we are to meet the OARS of ensuring every teacher, student and district is represented and given support (whether or not they are 'ready' or able to meet other requirements), we have to have networks responsible for identifying local priorities established first. Once those are in place, then there would be room for communities of practice to help the local networks figure out what the local networks may not have the expertise or capacity to figure out completely on their own.

3 responses. Two or more networks or different types of networks

Comments:

- **Primary** support through funding should be on #1, what I call Networks of Need. #2 is what I call collaboratives of innovation. I don't think EAC funding is a priority for this group as these groups may have gained and funding their expertise through grants or through the networks of need who can then utilize EAC money to support the innovation collaborative.
- The networks would be those that receive funding. The co-ops would be resources of content/consultants.
- 1) Networks responsible for identifying local priorities for EAC funding. I do not consider this a network. This is more organization task management. Networks are designed to promote new learning and ideation through communication channels that expand one's connections to peers and

researchers. This line is more of a committee definition defining sub-committees to accomplish regional tasks and report back to the primary committee for compilation and prioritization.

2) Networks that bring together communities of practice to spread information and support continuous improvement. This is a great definition of a network. I see this in two possibilities:

- a. A type of Yammer or ListServ where peers can ask and answer questions related to the broad topic definition (Facebook Group is an example).
- b. A network of specific experts that create content, push information and updates, and answer questions for all on the network to see and respond to. This is a content push with discussion, such as Chalkboard or Moodle.

The ideal for me would be a hybrid of these two definition, leaning more on “b” to find the continuous value for all members to continue participation.

1. Local networks for each region. This saves money and makes use of an already existing relationship of trust. We already have a close working relationship with our ESD, we know them personally, we trust them, many who work there are friends and colleagues who once taught on our area, etc. No offense to ODE or COSA or NW Ed, etc. but training and support is better received from a local source. This would also potentially provide many of our most amazing teachers with leadership opportunities at the local level allowing us to grow our own experts and tap into the already existing local knowledge base.
2. Then form one statewide network which is there to provide the resources and support not found at the local network level or run a train the trainers model for teachers to attend to become a local expert. Many districts or regions may not have the resources or knowledge to support teachers regarding chronic absenteeism or trauma informed practices or early childhood Ed., etc. This network could even be a consortium of entities like OEA and COSA and ODE, etc

1 Response. Neutral on number of networks

Comments:

- **I am** not concerned with # of networks. These 2 seem the same, but I’m concerned with charge of a network. Come together around problem of practice. Innovate, etc.

7 responses. Still uncertain—more questions to answer.

Comments:

- I/we cannot say “two” types? Before we meet around the state – we don’t know. If they meet the characteristics, they get to be a network.
- **What** behooves a large district to join a network vs being a network themselves?
- **Can you** be a part of multiple networks? Communication is key. We need to learn what every district excels at. If we share these resources broadly and effectively we will save \$ and build community around topics of interest. This needs to be set up well and maintained. It needs to grow and change as names change.

- **When we** talk about a network should "strengthen and enhance" existing evidence-based practices--does this mean that they just keep working on the same thing that they are doing but with Educator Network funds? (I know that mentoring might be part of this but what else).
- Yes, I do see the potential need for both types of networks. I don't feel like I know enough yet to have an opinion if one type is more important than the other, but I do have thoughts about them.
 - *Mentoring.* How does the need for statewide mentoring for new teachers and administrators fit in with the network concepts. Is mentoring it's own statewide community of practice? Do local networks all include mentoring and whatever other local priorities are identified. What professional learning will be provided for new mentors? How is the impact of mentoring measured? How do we ensure high quality mentoring for all new hires and also allow for natural and needed differentiation and variation regionally?
 - *Collaboration Grant.* I have very similar questions about the Collaboration Grant as I do about mentoring (see above).
 - *Technical Assistance.* Julie's report highlights the importance of continuous improvement and design thinking regardless of the specific type of network. How will networks be supported in ensuring they have members capable of all the skills needed in a successful network? For example, if trauma informed practices is identified as a local priority, the network will need people who:
 - -are well versed in trauma research and trauma informed practices (content expertise)
 - -are knowledgeable about the standards for PL and are strong planners and facilitators of engaging professional learning (PL expertise)
 - -are aware of the local system, the people in the system, potential bright spots, institutional knowledge (local expertise)
 - -are skilled in the mindsets and tools of improvement science, knowing how to collect empathy data, engage in systems thinking, run feasible PDSAs, etc. (improvement and implementation expertise)
 - These skill sets are vital to the success of PL and are probably not going to be found in the same people. How will networks be supported in bringing the right people to the table and/or what coaching and PL will be available to networks to build capacity for improvement science or content expertise or implementation strategies? Are networks responsible for figuring this out themselves or will this fall under technical assistance?
- One question/curiosity that did come to mind was: Do you have thoughts about "meta-support" to networks' sponsoring organizations? (parallel processes)...? - My thought is that there could be multiple versions of either the local AND the non-local networks (virtual, statewide, etc.) outlined above; I guess I have an image of some network/network topics ebbing and flowing, both virtual/distance and in-person; but maybe that's the wrong visual
 - It appears that "network-esque" organized groups already exist around the state (just the 3 that were highlighted in Julie's document) related to K-12; In the early childhood arena in Oregon, there are many examples of cohort-models that have some and are lacking some elements of a network as defined by the 12 characteristics (in J. Smith report).
- We appear to have philosophical differences on this. I believe we need to ensure our local districts pre-k entities are in a network and then the #2 (communities of practice) can be a support to the local networks. We need to hash this out.

Scenario One

- Rather than 4 to 5 “discrete” buckets of funding, each of the 19 ESD regions would be notified in Winter 2018 of a proposed allocation of Educator Advancement funding per region based on a formula that considers the number of licensed professionals in the region and other weighted factors (some states fund rural and geographically remote districts higher). Each ESD would be invited to form a regional consortium that includes a majority of practicing educators, an early learning provider or hub leader, at least two superintendents, two school board members, the executive director of the ESD, partners such as an IHE, business/industry, community based organization, philanthropic organization, and others to be determined.
- In Spring 2018, each regional consortium would complete a process template for engaging licensed professionals, administrator, and community partners in identifying how Educator Advancement funds would be used in 2019-21 biennium.
 - The process would include a description of how regional consortium was formed and operating procedures.
 - The process would include a district level analysis and discussion of its regional priorities, current projects, and needs based on reviews of TELL results, teacher focus groups, previous use of Title IIA as well as other Title funds that have been supporting educator advancement.
 - A menu of potential areas of work that could be supported by the Educator Advancement Fund providers and communities of practice would be identified that is mapped to areas of educator continuum, allowing a region to select to partner with other more fully developed networks of practice (NEEDS MORE WORK).
 - Each region would be expected to show how they are braiding or leveraging funds to add to Educator Advancement funds (ESD services, use of Title funds, other grant-in-aid funds, partner contributions, and in-kind resources).
 - Each region would select from a list of identified outcome metrics they are seeking to improve, e.g. number of teacher positions filled, diversity in educator workforce, number of new educators mentored, retention of educators, policy shifts in how professional learning is provided, career advancement options developed for teachers, etc.
 - Each region’s plan would need to identify how their plan aligns with features of high quality professional learning as outlined by the Council in its approved Learning Forward recommendations.
- Analysis of regional feedback—May (CEdO)
- Priorities and requests for biennial investments would be reviewed and finalized by the Council based on regional feedback in Spring 2018 mapped to areas of the educator continuum pasted below:



- Educator Advancement Council submits requests to Legislature for 2019 session.

Scenario 2

How Could Educator Networks Work?

Based on Governor Council Recommendations, SB 182, Characteristics of Effective Educator Networks

Who sponsors an educator network?

School districts, nonprofits, professional organizations, ESDs, and higher education institutions can sponsor an educator network. [make example]

Who participates in an educator network?

Organizations, such as districts, ESDs or higher education institutions can participate in an educator network. Networks can be organized within *or* across regions as long as they have a shared need and a sponsor.

How is network focus area determined?

Participants can join a network because they want to be part of the focus area that was pre-determined by the sponsor organization. Sponsoring organizations can also engage districts in their region to elevate the focus area that the network should prioritize.

How does an educator network operate?

An educator network operates as a community of practice. They identify shared goals and common measures. They leverage each other's expertise, experience, resources or capacity, but localize how they achieve these goals.

How do networks determine success?

Educator Networks will design measures to inform their ongoing improvement and to gauge progress towards their goals. Some measures will be common across the network, while others will be localized to each context.

How and when do networks get allocated funds?

Networks will need funding that is flexible and matches the size of their network, the scope of their problem, and the context in which they're working.

Funding could be used to:

- Collect user data across participating districts or organizations to deeply understand their focus area
- Build a theory of change to achieve their goals
- Design and implement high quality and localized change ideas
- Measure implementation and progress towards their goals

Common Goals, Measures, & Drivers

Focus Area:

Quality Assessment Practices (QAP)

Key Network Drivers:

Assessment Literacy: Educators, Families, Students & Policy Makers

Balanced System of Assessment

Professional Learning Systems

Emotional Effect and Impact

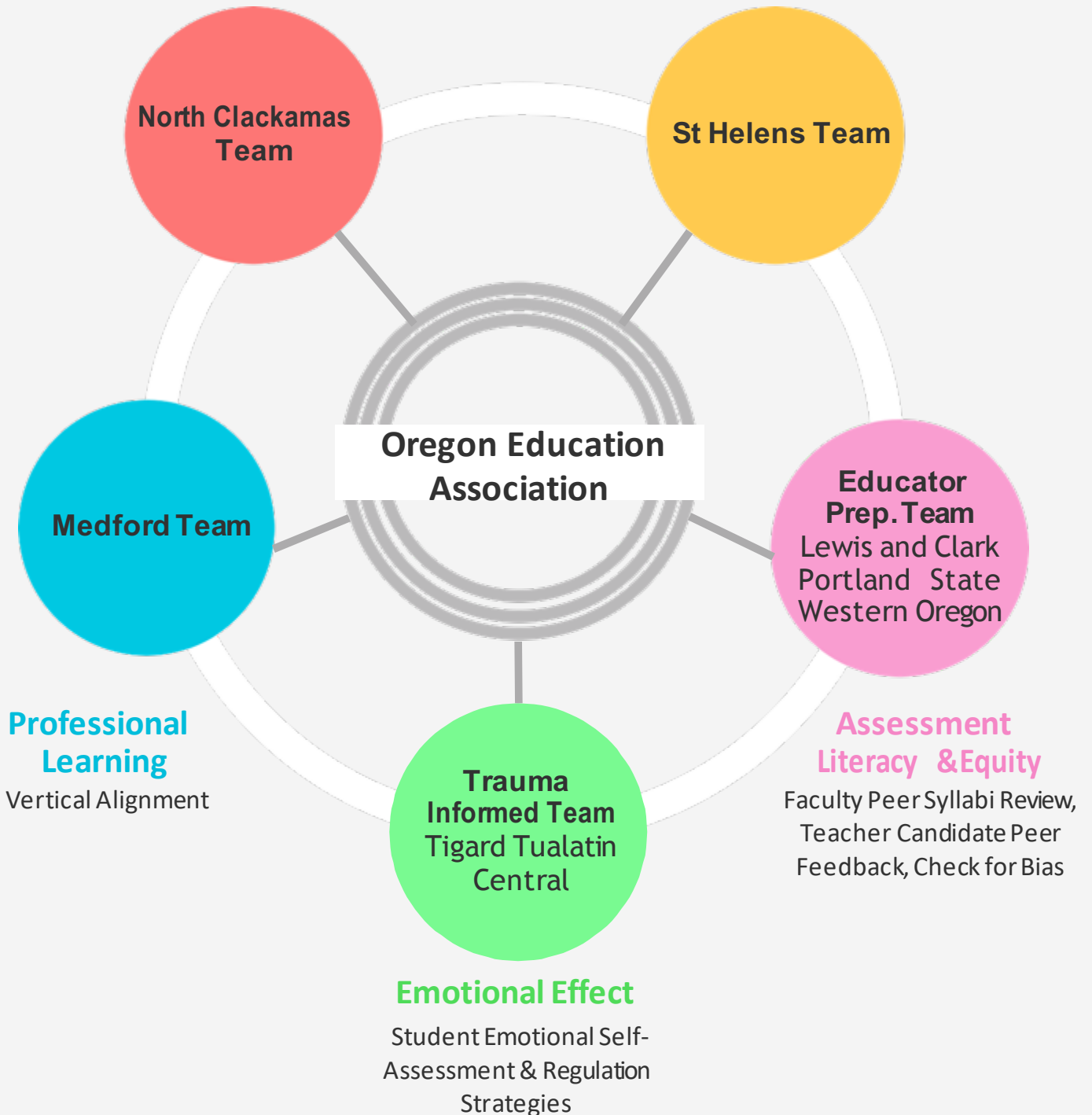
Equity

Assessment Literacy

Parent Understanding

Professional Learning

Learning Designs



May 23, 2018
Docket Item #4.0

Next Steps...Potential Subcommittees and Work Groups

Subcommittees—EAC directors only

Work Groups—EAC directors and other invited individuals

Both groups subject to public meeting rules.

Tasks for EAC Subcommittees or Work Groups?

Launching Local Networks

- Draft Local Network Request for Proposals
- Bring back to full EAC for review, refinement and subsequent approval
- Appoint local networks
- Approve technical assistance for local networks in 2018-19

Developing Fiscal Model/s

- Draft potential fiscal allocation models and leveraging guidelines
- Bring back to full EAC for initial review and implementation timeline
- Engage stakeholders for further refinement
- Bring back for EAC approval
- Develop funding approval guidelines for EAC discussion and subsequent approval

Developing EAC Fund Menu

- Draft side rails for approved use of EAC funds
- Bring back to full EAC for review and refinement and subsequent approval
- Identify providers and technical assistance needs
- Approve final provider list for 2019-21

Mentoring (NEW)

- Examine current model and impact
- Review current research
- Provide recommendations to EAC for 2019 session considerations

Launching Local Networks

- Draft Local Network Request for Proposals
- Bring back to full EAC for review, refinement and subsequent approval
- Recommend process for appointing local networks
- Approve technical assistance for local networks in 2018-19
- Additional directives from the EAC

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Oregon Educators: System Change from the Inside Out

With equity and educator voice at its core, the Educator Advancement Council (EAC) aims to connect public educators with the professional learning support needed to best serve students.

The EAC brings together educators, community leaders, and state officials to work on the best methods to ensure that professional learning, mentoring, and educator supports reaches all Oregon public educators.

The Challenge

Current state resources allocated for educator support have not reached teachers in an equitable manner.

- Over the last three biennia, 50% of school districts have not received any Network for Quality Teaching and Learning funding.
- In the 2017-18 school year, only 17% of school districts received state mentoring grants for beginning teachers and administrators.
- In 2016-17, 37% percent of students in Oregon public schools identified as racially diverse while only 10.1% percent of teachers were racially diverse (as reported by the 2017 Oregon Educator Equity Report).

The Approach

Local educator networks will prioritize needs of their educators and leverage community resources.

- Eliminate grants that limit school districts' accessibility to resources, especially small, rural, or remote school districts.
- Create opportunities for teacher voice and priorities to drive funding recommendations.
- Leverage resources so all educators have access.
- Attract and support more culturally and linguistically diverse educators into the workforce through the newly created Oregon Teacher Scholars Program.

Get Involved

The EAC wants to hear from you! Oregon is a big state and the EAC is keenly aware of the importance of capturing multiple perspectives. As we launch this important effort, there will be updates and opportunities to engage.

- Sign up for updates and notices about upcoming public meetings: <http://education.oregon.gov/eac/>
- Submit an interest form to be considered for future council membership or advisory/work group participation: <http://education.oregon.gov/eac/>
- Learn more about the EAC or invite the EAC to visit your organization: cheryl.L.myers@oregonlearning.org or hilda.rosselli@oregonlearning.org

Governor's Council on Educator Advancement Recommendations

The Educator Advancement Council's foundation stems from 10 recommendations created by its predecessor, the Governor's Council on Education Advancement.

1. Create and deepen partnerships between Pre-Kindergarten services, districts, community colleges, and universities to promote interest in the teaching profession, coordinate teacher and administrator preparation efforts, and share data sets needed to achieve a high-quality pool of licensed professionals.
2. Streamline career pathways into teaching and provide financial resources and supports to achieve an educator workforce in Oregon that is equity-driven and more reflective of Pre-Kindergarten–12 student demographics.
3. Support all novice teachers with induction and mentoring supports during their first two years.
4. Provide all novice school administrators with induction and mentoring supports during their first two years.
5. Require state and federally funded professional learning to be equity-driven, designed with practitioner involvement, and adhere to state adopted standards for professional learning.
6. Expand models statewide that engage teachers and administrators to co-design and implement professional learning to improve student outcomes.
7. Support a seamless system of professional learning linking Early Learning providers, including Early Learning Hubs, Head Start, Pre-Kindergarten programs, child-care providers, home visitors, and other early education services providers with the K–3 public school systems.
8. Ensure the voices of classroom teachers are included in decision making regarding professional learning priorities, educator supports, and policies impacting teachers at the school, district, region, and state levels.
9. Create opportunities to develop, enhance, and recognize teacher leadership.
10. Establish a statewide intergovernmental coalition to coordinate and connect regional networks in support of professional learning priorities, blending of funding sources, and management of innovation funds.

CURRENT DIRECTOR SEATS ON THE EDUCATOR ADVANCEMENT COUNCIL

- | | |
|---|---|
| <ul style="list-style-type: none">• Three classroom teachers• Three additional K12 educators• K12 principal• School district superintendent• ESD superintendent• School board member• Educator Preparation dean• Early Learning professional | <ul style="list-style-type: none">• Oregon tribal representative• Four state education agency directors• Community-based organization• Professional education association• Nonprofit organization• Philanthropic organization• Two legislators (ex-officio) |
|---|---|

-DRAFT-

