



Educator Advancement Council
Wednesday, February 26, 2020
Willamette ESD (Yamhill Room)
2611 Pringle Road SE Salem Oregon 97302
9am – 3:00pm
<https://zoom.us/j/190759211>
Meeting ID: 190 759 211
16699006833, 190759211

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.

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|--------------|---|----------------------------------|
| 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/Outcomes | Chair Koskela |
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| 9:15 | 2.0 Consent Agenda – Action Item | |
| | 2.1 Agenda Approval | |
| | 2.2 Approval of January 22, 2020 minutes | |
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 | | |
| 9:20 | 3.0 Public Comment | |
| | <ul style="list-style-type: none">● To provide public testimony, sign in at the meeting or submit written testimony prior to the meeting.● 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. | |
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| 9:35 | 4.0 Equity and Continuous Improvement Design Professional Development – Information and Discussion | Shadiin Garcia
Erin Whitlock |
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| 11:00 | BREAK | |
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| 11:15 | 5.0 Agreements Discussion – Decision | Shadiin Garcia
Daniel Ramirez |
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| 11:45 | 6.0 Council Business | Shadiin Garcia |
| | 6.1 Executive Director Update | |

Noon Lunch

1:00 6.2 Membership Discussion - Discussion Daniel Ramirez

**1:30 7.0 Collective Learning and Sharing from the
Regional Educator Networks - Discussion** Daniel Ramirez

2:30 8.0 Revisit Agreements Daniel Ramirez

2:50 9.0 Future agenda review and calendaring for next year Shadiin Garcia

3.0 Adjourn

EDUCATOR ADVANCEMENT COUNCIL**Wednesday January 22, 2020****9am – 3pm****Hosted by the Multnomah/Clackamas ESD****REN- Erin Gardenhire****Multnomah ESD- 1611 NE Ainsworth Circle, Portland OR 97220****Room- OTS 40**<https://zoom.us/j/537930261>

Meeting ID: 537 930 261

(669)900-6833, 537930261#

Attending: Carmen Xiomara Urbina (surrogate for Colt Gill), Colt Gill, Anthony Rosilez, Paul Andrews, Christy Cox, Mark Girod, Bill Graupp, Belle Koskela, Marvin Lynn, Michele Oakes, Laura Scruggs, Nick Viles, Miriam Calderon, Lindsey Capps, Martha Richards, Susan Roebber, Don Grotting,

Excused: Veronica Dujon (surrogate for Ben Cannon)

Joined via Zoom: Melissa Wilk and Amanda Squibb

Staffing: Shadiin Garcia, Executive Director; Cheryl Myers, Operations & Engagement Director; Elizabeth Castillo-Lopez, Council Administrator; Daniel Ramirez, Director of Equity, Policy and Strategic Initiatives; Angela Bluhm, Educator Program Analyst; Horalia Rangel, Oregon Teachers Scholar Program Coordinator

**9:10am 1.0 Call to Order and Acknowledgment of the Original
People of the Land**

Chair Koskela

1.1 Roll Call

Elizabeth Castillo-Lopez

Elizabeth Castillo-Lopez takes roll call, determines we do not have a quorum present at this time.

1.2 Welcome New Director

Chair Koskela

Introduction of the New EAC Director, Susan Roebber. TOSA at Lincoln City School District.

1.3 Honor Director Christy Cox

Chair Koskela

Chair Koskela, Shadiin Garcia and council members recognize and thank Director Christy Cox for her work and participation in the Educator Advancement Council.

1.4 Recognition of Cheryl Myers

Chair Koskela

Chair Koskela, Shadiin Garcia and council members recognize and thank Cheryl Myers for her work and dedication towards the Educator Advancement council.

9:24am- Director Miriam Calderon arrives- We now have quorum present.

1.5 Agenda Review/Outcomes

Chair Koskela

9:38am 2.0 Consent Agenda – Action Item

Chair Koskela

Chair Koskela asks to move motion, Director Grotting moves motion, Director Richards seconds.

Vocal vote, all in favor, motion carries.

- Noted: Update December meeting minutes with attendance section.

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

9:39am 3.0 Public Comment

Chair Koskela

9:43am 4.0 Equity Professional Development – Information and Discussion Shadiin Garcia/Erin Whitlock

Executive Director Dr. Shadiin Garcia and Erin Whitlock presented on Equity Professional Development, please refer to meeting materials.

10:56am 5.0 Council Business

Chair Koskela

5.1 Vacancy Update – Information

Cheryl Myers- Due to Holiday schedule the we would like ask to extend the Early Learning and High School Positions until February 28, 2020.

5.2 Potential New Position – Discussion

The Executive Director has received many requests from partners in the field to add a community college representative to the Council. She brought this request to the Council to begin the discussion. Highlights from the discussion included:

- Might require an amendment to the IGA to add another position
- Overall tenors of support but many questions
- What size is an ideal council size?
- Early learning pathways lends itself to consider other groups that we are not representing e.g. Classified employees
- Clarity on what factors and more information we use to determine future seats

5.2 Potential New Position Agenda Item will be tabled for Discussion for next meeting

5.3 Executive Director Update – Information

Shadiin Garcia

Executive Director submitted her report and highlighted the following:

- Executive Director Welcomes Angela Bluhm (Educator Program Analyst) and Daniel Ramirez (Director of Equity, Policy and Strategic Initiatives) to the EAC team, gives short bio.
- Section 48 was presented to the Ways and Means Education Subcommittee and then the Joint Ways and Means Education committee who approved the release of funds for two positions to begin the work and requires the EAC to return to the legislative E-Board meeting in May.
- In response to Director Andrews' question on the REN plan template review, ED will review a rubric with the chair, review the prior subcommittee members and return with a plan for who and how reviews the templates for the Council to consider.
- The Technical Assistance RFP is still with the Department of Justice and most REN coordinators have moved with their own TA Support and are also receiving support from Dr. Daniel Ramirez.

11:29 6.0 Regional Educator Network Host – Update

Erin Gardenhire

Erin Gardenhire, the REN coordinator of the Multnomah/Clackamas REN presented. Highlights include:

- Represents 1/3 of the students population in the state, 8000 educators, 18 unique districts,
- Coordinating body is comprised of 31 members; 18 districts and 2 ESD's; 32% members of color; 67% female and 32% male; 55% teacher voice; 16% administrators and 32% community stakeholders
- Discussion followed. Please refer to meeting materials for PowerPoint presentation.

1:02pm 7.0 Oregon Teachers Scholars Program – Update

Horalia Rangel

Horalia Rangel the Oregon Teachers Scholars Program Coordinator updated the Council on this year's scholars. Highlights include:

- Awarded 69 scholarships for the 2018-2019 school year
- Scholarships amount to \$5000 and are renewable for up to 2 years
- Mock interviews to help students as a resource held at Portland State University campus,
- Students can apply for the scholarships on the OSAC website.
- Applications accepted from November- March.
- Please refer to meeting materials for power point presentation.

1:30pm 9.0 Emerging Bilingual Summit and Future Work – Discussion

Dr. Mary Martinez-Wenzl

Dr. Martinez- Wenzl presented on Emerging Bilingual Summit and Future work. Please refer to the meeting materials for power point presentation.

2:44pm Closing Remarks

Chair Koskela

Next Meeting February 26, 2020.

Willamette Education Service District will be hosting.

2:55pm Adjourn



EDUCATOR EMPOWERMENT ACADEMY

*Engaging participants in an
OEA-designed Empowerment Process
to solve tough problems of practice*





EMPOWERMENT PROCESS PRINCIPLES



HUMAN-CENTERED DESIGN PRINCIPLES

To be human-centered means that your process prioritizes the perspectives and experiences of the people you're designing for.

When done well, a human-centered approach drives the creation of products and services that resonate more deeply with an audience and, thus, have greater impact. To be human-centered requires teams to diversify and be inclusive. And it means developing empathy for people in your system. In other words, we need to deeply understand the diverse experiences, motivations, and values of students, families, and educators themselves.

Using an authentic human-centered approach is one way to operationalize our commitment to equity. When we uncover the stories, experiences, and motivations of students and families who have been historically underserved, we design with them at the center. As Tim Brown in *Change by Design* says:

The **OEA Educator Empowerment Academy** will engage participants in an OEA-designed Empowerment Process. The Empowerment Process prioritizes three core sets of guiding principles, each described below, that will prepare Academy participants to empower themselves and the most important people in their system to collectively solve tough problems of practice.



“By concentrating solely on the bulge at the center of the bell curve...we are more likely to confirm what we already know than learn something new and surprising. For insights at that level, we need to head to the edges, to the places where we expect to find “extreme” users who live differently, think differently, and consume differently.”

In other words, the mission of a human-centered approach is to translate and elevate key voices and experiences into insights, which will then become products, programs, or services that will improve lives. Some key principles include:

1. Have empathy for humans in your system
2. Engage people who are most-impacted by the issue to solve the issue - share power, share authority, and share the table.
3. Design potential solutions with people in mind - every step of the way, ask humans in your system what they think, what they like, and what could be improved as solutions are designed.



EMPOWERMENT PROCESS PRINCIPLES

COMMUNITY-BASED ORGANIZING PRINCIPLES

1. Organizing > Activism

Activism is an individual pursuit when one person takes an action to make a difference. A great thing... but organizing is an improvement because organizing gets other people to take action, to work together, and to build a collective movement that can make a significant and long-term difference.

2. Organizing is about relationships

To organize people, you need to know them. You need to know who they are, what they care about, what they are willing to do, and how to get in touch with them. They also need to know you. They need to know you are sincere, competent, and that you care about them. Therefore, an organizer is always building and maintaining relationships, and ultimately, creating networks of connecting humans who care about a specific cause/issue. And since an organizer is building something larger than just for one person, they use tools to effectively and efficiently communicate about their relationships so that the movement can ask people to get involved at scale. It is empathetic earnesty with transparency.

3. Meet people where they are, not where you want them to be

As an organizer, you are immersed in an issue. You read all the blog posts. You lay in bed thinking about it. You talk about it every day. That's not true for most of the people you will be organizing. They might eventually get to where you are, but you need to start where they are. What do they know? What do they care about? What do they hope for and what do they fear? You find this out through a combination of empathy and listening. Listen for the chance to meet people where they are and make a real difference, whether by helping them move or joining in a cause they care about.

4. An organizer defines success based on the groups' terms and orchestrates co-development of a campaign to advance toward improvement

If we do not define improvement on our own terms, someone else, and often someone positioned as “the opposition,” will define it for you. When we know what success means to us, we can put together a campaign—a series of varied activities over time that move us forward toward victory. There are many tools we can use in the campaign, and the organizer’s job is to pick the ones that move us forward. Rallies, lectures, civil disobedience, social media actions, etc., can all be great tactics, but they should be selected based on how they move us forward.

5. Focus on Action — always have something people can DO

Every activity you take should include an ask for people to do something: make a donation, sign up for a tabling shift, write an email to the Mayor, etc. “Raising awareness” can be a means to your end in this process, but it is never your end in itself. Awareness that does not contribute to concrete change in behavior, actions, or relationships is a dead-end.

6. You get action by asking for it

To get people to take action, you have to ask for it, and you have to set that ask up for success. That means:

- Make it easy to say yes. If you are asking someone to call their Representative, make it easy for them to say yes. Give them the phone number. Give them a sample script. Maybe even hand them your phone to make the call. Eliminate every barrier you can that will get in the way of them saying “yes.”
- Make your ask specific. This is part of making it easy to say yes. Which is easier for you to process, “Can you help out?” or “Can you volunteer to sell yard signs next Thursday from 10-2 at the Art Fair Table?”.
- Ask for fewer things at a time, not more. Too many options can overwhelm people and cause them to tune out.
- Engage the heart. Lead with the “why” or the purpose. Emotion is more important for motivating action than facts and figures.

- Follow up. We're all busy, and we sometimes need that reminder to actually follow through on our best intentions. Polite but persistent follow-up can be the difference between "yes, I'll make that call" and actually making the call. What's more, that personal touch of following up also deepens the relationship.

7. Diverse and inclusive coalitions are stronger, and building that takes work

Community-based organizing is founded on the premise that we are more effective when we work together across our differences to make a difference. That if we want to go fast, we go alone; but if we want to go farther, we go together. Diverse coalitions bring new ideas, perspectives, and lived experiences, which in turn helps reach broader audiences. And with empathy as a centering principle of this work, diverse coalitions help you tap the power of unlikely allies.

But it takes work to create a truly diverse and inclusive community. It's not enough to say, "our doors are open," or "we invited people to our [power-/ decision-making] table." It's also not enough to invite one person to the table and say they speak for everyone with a similar identity (avoid "tokenism"). Sometimes you have to go into your broader community, knock on people's doors, immerse yourself in others' lived experiences, give up your seat at your table, build a whole new collective table, empower people to build their own table, etc., and be willing to change your agenda to meet community needs.

Building diverse coalitions also requires that you respect differences. Finally, if your coalition is diverse, you will run into structural power dynamics and institutionalized racism, sexism, and other systematized forms of prejudice, discrimination, and oppression; you need to recognize these dynamic(s), be attentive to how it affects the group's work (it will), and consistently take steps to address it.



THE SIX CORE PRINCIPLES OF IMPROVEMENT SCIENCE

Improvement science recognizes that there is a wealth of knowledge in each of us, and that individual practitioners could share with each other in a way that helps us all learn more deeply and more quickly. If we start with a practitioner-driven problem or need, and take into consideration all the local context that might require slight changes, those educator-driven solutions will be better for students and the education system.

SOME KEY PRINCIPLES INCLUDE:

1. Make the work human-centered and problem-specific.

It starts with a single question: "What specifically is the problem we are trying to solve?" It encourages a co-development orientation: engage key participants early and often.

2. Variation is the focus.

The critical issue is not what works, but rather what works, for whom and under what set of conditions. This is the whole story we need to tell.

3. See the system that produces the current outcomes.

It is hard to improve what you do not fully understand. Go and see how local conditions impact the educators' identified problem.

4. Measure impact of change to see if it is an improvement.

How do we know if a change is an improvement? We measure it! Education involves complex systems, so it is important to anticipate unintended consequences, too.

5. Our work will encourage scientist-like curiosity and attention to detail.

Engage rapid cycles of Plan, Do, Study, Act (PDSA) to learn fast, fail fast, and improve quickly. That failures may occur is not the problem; that we fail to learn from them is.

6. Accelerate improvements through communities of practice.

Embrace the wisdom of crowds. We can accomplish more together than even the best of us can accomplish alone.



EDUCATOR EMPOWERMENT ACADEMY



OREGON
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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?

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.



Schettypoose 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 Schettypoose 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, Schettypoose, 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*****

EDUCATION WEEK

'At-Promise'? Can a New Term for 'At-Risk' Change a Student's Trajectory?

California strikes 'at-risk' label from state code

By Christina A. Samuels

January 9, 2020

At 17, Shira Parker has faced family substance abuse, homelessness, and disrupted schooling.

 [Back to Story](#)

But don't call Parker an "at-risk" student.

"When people refer to students being at-risk, I do feel like it puts negative expectations on these students," said Parker, who lives in Perris, Calif., and is enrolled in a diploma program at SIATech, a high school dropout recovery program for students ages 16 to 24.

"I believe calling students at-risk seems as if they are doomed already, and as if the expectation is to fail in life."

California lawmakers agree. As of Jan. 1, all uses of the term at-risk in the state's educational and penal codes have been changed to "at-promise," a term that supporters argue is less stigmatizing.

"We know that language matters, and we know that using asset-based language is important," said Elisha Smith Arrillaga, the executive director of Education Trust-West, a research and advocacy organization focused on California students. The organization signed on in support of the change.

"One of the reasons the name is so important is because of unconscious bias and all of the things we see play out when students are inappropriately labeled," she said. "Changing the name is one important step, but there's many other things to do as well."

'At-Risk' Label Falls Out of Favor

But some in the education field argue that both at-risk and at-promise are vague descriptions that don't offer enough specifics to drive effective policy.

Criticism of the term at-risk has floated around for years, from researchers and educators who say that the ill-defined description punishes children and youth for factors in their lives often outside their control. California is the first state to officially eliminate the term in state code.

"We're trying to look at kids as having great potential. That's the promise we're trying to focus on," said Ernie Silva, the executive director of the **Reaching At-Promise Students Association**. The group was founded in 2015 by SIATech, the charter network that Shira Parker attends.

SIATech, which has more than 20 programs in California, Florida and Arkansas, and the Los Angeles County Office of Education advocated for the terminology change.

There is some evidence how educators label students does influence their view of educational disparities.

In a recent nationally representative survey of 1,300 teachers, the Education Week Research Center captured how teachers use language to talk about gaps in student academic performance in terms

of race and income, as well as how their language choices correlate with how they view the causes of those gaps.

For example, 43 percent of teachers who use the term "opportunity gap" to describe differences in average educational outcomes between black and white students believe "society" bears more responsibility in driving those gaps.

For teachers who use the term "achievement gap," just 27 percent ascribe more responsibility to society.

This particular name change is part of an evolving debate about grouping students under certain labels, particularly those that could be seen as negative. In 2010, President Obama signed "Rosa's Law," which removed the term "mental retardation" from federal statutes, replacing it with "intellectual disability."

The terms "limited English proficient," which was used in the federal No Child Left Behind Law, as well as "English-language learner," have also been criticized as underplaying students' strengths. More positive terms such as "emergent bilingual" or "multilingual students" are what should be used to describe such students, some advocates and educators argue.

California's change in terminology, however, does not change the definition of the students who would fall under this description.

For example, in California's education code, at-promise still refers to students who may fail to earn a high school diploma for a variety of reasons, including irregular attendance, low motivation, a past record of academic underachievement, economic disadvantage, or low scores on math or English standardized tests.

In an interview, Silva explained that the definition remains unchanged to alleviate any concerns that California might lose money specifically designated for at-risk students, he said.

Vague and Inconsistent Meaning

Despite the wide usage of at-risk, the term has no consistent definition, said Child Trends, a research organization that focuses on vulnerable youth, **in a 2006 paper exploring the term**. That lack of consistency can be positive, in that it offers program providers flexibility in defining the term for themselves.

But the Child Trends brief also noted that the term at-risk often refers vaguely to poor life outcomes in general, rather than providing a sharp focus on just what risk a child or youth faces. And focusing on nebulous "risks" could also divert attention from a student's strengths and assets, the research brief noted.

Ivory Toldson, a professor of counseling psychology at Howard University and the editor-in-chief of The Journal of Negro Education, **wrote an essay in January 2019** criticizing the use of at-risk, but noting that at-promise may not be much better.

In an interview, Toldson said that talking about risk is useful. For example, scientists understand that lead exposure places children at risk of brain and nerve damage.

The problem, he said, comes when the term is used as a label for students.

"Racial bias in schools places students at risk for not having adequate instruction," Toldson said. That means racism is the risk factor, not the fact that a student is a minority.

"I know that those who advocate for using at-promise, their heart is in the right place. We've used at-risk for so long, and it's pretty well-established right now that there are some problems with using the term," Toldson said. But "to replace one label with any other label will transfer those same types of problems."

Toldson's suggestion? Just refer to students as students, and focus on the circumstances that may keep them from achieving their highest potential. All students face some kind of risk, he said.

"All students should have the right to be seen as a person who has those fair share of challenges but also has some potential, and for us to understand those challenges and potential."

Silva, the executive director of RAPSA, said that the name change still is meaningful. The organization is working with other states in hope that they will adopt similar changes.

"It still makes a difference, because in the real world, in the classroom and in community organizations, people see this idea of 'risk' and 'promise' as being almost polar opposites," he said.

"We're hopeful that people will look at the students we serve as having a lot more potential than being on their way to prison."

Vol. 39, Issue 18, Page 6

Published in Print: January 15, 2020, as **'At-Promise:' Can a New Term Change a Student's Trajectory?**

Suggested Agreement	What it Means or Might Require	Needs/Strengths
Stay Engaged		
Speak Your Truth Responsibly and Monitor your Talk Time		
Listen to Understand		
Experience Discomfort		
Expect and Accept Non-Closure		
Reckon with Impact		



EDUCATOR ADVANCEMENT COUNCIL

- COUNCIL
 - Vacancies – High School and Early Learning Close Feb 29
- STAFF
 - Positions
 - We are excited to announce that Amelia Vargas will be on a rotation with the EAC to help lead the Section 48 work
 - Memberships
 - Public Deans Quarterly Meeting – Feb 20, 2020
 - Gov to Gov Tribal Education Cluster- March 6, 2020
 - Oregon Educator Equity Advisor Workgroup – April 1, 2020
- Section 48 Update
 - Establishing internal partnerships:
 - Tamara Dykeman & Student Success Act
 - Mary Martinez-Wenzl & Emerging Bilinguals (HB 3499)
 - Juan Carlos Chavez & African American / Black Student Success Plan (HB 2016)
 - Dr. Rosilez and Team (Tier 1)
 - Planning in place for workgroups in support of Oregon Administrators Scholar Program (Tier 1) & Communities of Practice (Tier 3) development
 - Research on GYO's, EPPs, and current communication networks for educators
 - Drafting RFPs for anti-racism course (Tier 2) and mentorship/professional development (Tier 3)
- REN Plan Submission Process: See attached at end of ED Update
- REN Reporting Process: See attached at end of ED Update

PARTNERS

- AGENCIES
 - Shadiin has meetings on the calendar with HECC, TSPC, Oregon Teachers Scholars Programs and ELD.
- PRESENTATIONS/EVENTS/CONFERENCES
 - Presentations
 - Multnomah GYA Educator Pathway Tour – Jan 28, 2020
 - COSA Lobby Day for Section 48 – Feb 4, 2020
 - Daniel presented at the STEM Hub Meeting Feb 6, 2020
 - OR Association of Latino Admin.s Conference – Feb 7, 2020
 - Joint Ways and Means Subcommittee – Feb 11, 2020

- State Board of Education – Feb 20, 2020
- Willamette ESD Superintendents – Feb 20, 2020
- Government to Government Tribal Education Cluster – March 6, 2020
- OR Trail REN Equity Professional Development – March 10, 2020
- Willamette ESD Staff Equity Prof. Development – Mar 12, 2020
- COSA State English Learners Alliance Conference – Mar 12, 2020
- UO Equity & Anti-Oppressive Pedagogy TeachIN – Mar 14, 2020
- Northwest Regional Educational Lab GYO Tour – April 14, 2020
- Linn Benton Lincoln ESD Superintendents – April 17, 2020
- COSA Off the Record Event – April 17, 2020

REGIONAL EDUCATOR NETWORKS

“We need...organizations capable of learning and improving, that see learning and change as what it means to be vital, to be alive.” - Tony Bryk

Over the last month REN coordinators have continued to plan and facilitate coordinating body meetings in their regions. All of the regions have identified a problem of practice and several are developing working theories to address these problems of practice. REN coordinators and coordinating body members have also engaged in regional empathy interviews - actively listening to the stories and experiences of local educators in order to better understand the problem they are trying to solve, identify root causes to this problem, and devise a working theory of how to address these problems. What follows are a few more updates related to coordinating bodies, REN coordinators, and EAC support:

- 25% of Coordinating Body Members identify as people of color
- All 9 federally recognized tribes have representation on coordinating bodies
- Many REN coordinators, coordinating body members, and EAC staff will be attending the Carnegie Summit in San Francisco on April 1-3
- REN coordinators are meeting weekly to work collectively around small problems of practice related to their work

REN coordinators are meeting in person monthly to engage in their own continuous improvement process. Through a series of protocols we landed on our own problem of practice: *Schools, communities, and regions do not understand the vision, purpose, and practice of the REN's*. Our next steps are to compose an aim statement, devise a working theory, and test out small changes to improve our own work.

REN Master Timeline			
Task	Deadline	Lead	Notes
Create draft rubric	Feb 15	Daniel	
Get feedback on REN Reviewer application and timeline	Feb 26	Shadiin at EAC meeting	
Applications to be a REN Plan reviewer released	Feb 30	Daniel	
Finalize rubric with REN feedback	March 15	Daniel	
REN plan working group (REN coordinators and Daniel)	March 17	Daniel	
Applications to be a REN Plan reviewer due	March 30	Applicants	
Announce REN plan review team and schedule rubric training	April 5	Daniel	
REN plan working group (REN coordinators and Daniel)	April 23	Daniel	
REN Plan Submission Round 1	May 30	REN Coordinators	
First round application review	June 3, 4, 5	Review Team	

Announce approvals and revisions for Round 1	June 15	Daniel	
REN Plan Submission Round 2 AND Round 1 revisions where applicable	June 30	REN Coordinators	
Second round application review	July 3, 5, 6	Review Team	
Announce approvals and revisions to Early Bird	July 15	Daniel	
Round 2 revisions, if applicable	July 30	REN Coordinators	

Application Process Draft

Hello! This is an invitation to apply to review the Regional Educator Network plans. All ten regions are current engaging in a design process to identify a problem of practice that can improve the educator workforce.

We are assembling a team of 5 (myself, two directors from the Educator Advancement Council and at least two outside subject matter experts).

Priority is given to folks who have content knowledge in one or more of the following:

- Continuous Improvement Design (ie Improvement Science)
- Systems level change
- Educator pathways
- Structural racism in education

Time commitment:

- One hour training on rubric
- At least 9 hours over three days of submission review for Round 1
- At least 9 hours over 3 days for submission review for Round 2

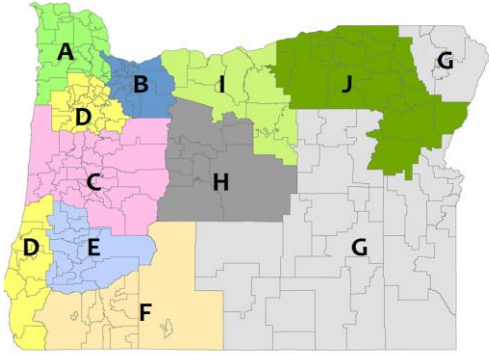
The EAC will pay for travel and release time for teachers.

If you are interested please click the link here to apply. Applications are due on March 30. If you have any questions, please email me or call me at daniel.l.ramirez@ode.state.or.us or 503.428.8998.

Daniel Luis Ramirez, Ph.D.

Director of Equity, Policy, and Strategic Initiatives

Regional Educator Networks REPORTING MANUAL



2020-2022 BIENNIUM

Version 3
2.13.20



Produced by:



255 Capitol Street NE
Salem, Oregon 97310-0203

Please share this document with your colleagues!

All or any part of it may be photocopied for educational purposes
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INTRODUCTION

The purpose of this manual is to set forth reporting requirements associated with the [Educator Advancement Council](#) (EAC) funding awards for the [Regional Educator Networks](#) (RENs) and provide step by step instructions on how to successfully complete the specified reporting requirements. **This manual will continue to be developed in collaboration with EAC staff, REN Coordinators, and partners in order to meet ongoing needs as the REN program matures. New versions will be posted and made available to REN Coordinators and partners.**

Educator Advancement Council

The Educator Advancement Council is an innovative partnership aimed at helping Oregon achieve high-quality, well-supported and culturally-responsive public educators in every classroom.

Building upon the [Governor's Council on Educator Advancement recommendations](#), the 2017 Oregon Legislature created the Council through the passage of [Senate Bill 182](#). The Council will expand on Oregon's current efforts to further support educators statewide including, but not limited to:

- Establishing a system of local educator networks that prioritize and enhance educators' access to professional learning and support services, combining state investment and other leveraged resources driven by educator need.
- Supporting the [Oregon Teacher Scholars Program](#) to help achieve purposes of the Educator's Equity Act, including scholarships, mentoring, networking and other resources for racially or linguistically diverse teaching candidates.
- Better aligning early learning professional development efforts with K-12.
- Researching and addressing issues related to educator workforce supply and demand.
- Beginning in Fall 2019, the EAC began distributing funds to Regional Educator Networks (RENs) across the state who will facilitate content and processes that supports school districts. The system will not initially organize around a solution, program, or an initiative, but rather around improving systems of support for educators along the educator advancement continuum.

The Purpose of Regional Educator Network Investments

The EAC, in coordination with the Oregon Department of Education, formalized \$4.5 million in new grant agreements with 10 regions throughout the state to form Regional Educator Networks (REN)/ Sponsoring Organizations to serve all Oregon educators, the first part of a \$35 million investment in supporting educators across the state. The RENs will meet with educators, along with a wide variety of stakeholders within their region, identify local needs and strengths, and ultimately leverage and distribute state dollars in a noncompetitive way to best serve students.

One of the first steps for each REN is the formation of a Coordinating Body comprised of at least 51 percent teachers and specific partners outlined in SB 182. This group will analyze local needs and strengths, guide development of a REN Plan, make decisions about REN use of formula funding, oversee regional implementation, and document outcomes.

The EAC's establishment of RENs represents significant changes in the way the state supports educators. In the past, the state has primarily offered competitive grants to school districts for professional learning and mentoring, which has resulted in sporadic efforts not reaching all educators and geographic areas. This new approach allows the EAC to reach more educators and include more community partners.

FUNDING DISTRIBUTION & INVOICING

Calendar*

Year 1 (August 1, 2019 to June 30, 2020) \$250,000.00		Year 2 (July 1, 2020 – June 30, 2021) \$200,000.00	
Invoice Date	Amount	Invoice Date	Amount
Within 30 days of Execution Date	Year 1 seed funding in the amount of \$100,000.00	7/31/2020*	Year 2 seed funding in the amount of \$50,000.00
1/31/2020	Actual expenditures for 10/1/19 – 12/31/19	10/31/2020	Actual expenditures for 7/1/20 – 9/30/20
4/30/2020	Actual expenditures for 1/1/20 – 3/31/20, plus the unspent amount from the previous periods	1/31/2021	Actual expenditures for 10/1/20 – 12/31/20, plus the unspent amount from the previous periods
7/31/2020*	Actual expenditures for 4/1/20 – 6/30/20, plus the unspent amount from the previous periods	4/30/2021	Actual expenditures for 1/1/21 – 3/31/21, plus the unspent amount from the previous periods
*These year 1 and year 2 amounts can be combined in one invoice at Grantee’s discretion.		7/31/2021	Actual expenditures for 4/1/21 – 6/30/21, plus the unspent amount from the previous periods
Amendment 1 – Interim Technical Assistance:			\$60,000.00
Total Grant:			\$450,000.00*
(including Amendment 1 – Interim Technical Assistance)			\$510,000.00

*Calendar is copied directly from grant contract – changes on due dates are reflected in the tables below

Invoicing

When submitting invoices for expenses, please **use the following codes** to designate which body of funds you are invoicing **AND the quarter dates** included from the Quarterly Reporting Chart below – you CAN use the same invoice as long as the distinction between the funding is clear:

Index Number	Name of Fund and notes
28203	Capacity Grant – operational costs, coordinating body reimbursements, salary, etc. See section on “Capacity Funds”
28204	TA Grant – training and related expenses for developing culturally responsive engagement with partners, contracting to develop process, tools, etc. See section on “TA Funds”
28202	Formula Grant – implementation costs of the REN Plan (TBD)

Reporting Calendars

Monthly Summary Report 2020

Month	Reporting Period	Submission Date*
Jan	Date funds received – Jan 13	Jan 14, 2020
Feb	Jan 14-Feb 17	Feb 18, 2020
Mar	Feb 18-March 9	March 10, 2020
Apr	March 10-April 13	April 14, 2020
May	April 14-May 11	May 12, 2020
June	May 12-June 8	June 9, 2020
July	June 9-TBD	TBD
Aug	TBD	TBD
Sept	TBD	TBD
Oct	TBD	TBD
Nov	TBD	TBD
Dec	TBD	TBD

*Please note: if the EAC meeting date changes, this submission deadline will change to match it. REN Coordinators will be notified ASAP in advance of the change in submission date.

Detailed Quarterly Progress Report

Quarter	Reporting Period	Submission Window*
Q1	Inception – Jan 31, 2020	Feb 14 – Feb 21, 2020**
Q2	Feb 1 – March 31, 2020	March 31- April 10, 2020
Q3	April 1 – June 30, 2020	June 30- July 10, 2020
Q4	July 1 – Sept 30, 2020	Sept 30 - Oct 9, 2020
Q5	Oct 1 – Dec 31, 2020	Dec 31 – Jan 8, 2021
Q6	Jan 1 – March 31, 2021	March 31 – April 9, 2021
Q7	April 1 – June 30, 2021	June 30- July 9, 2021

*Please note: the earlier the submission the more time to address any needed edits.

**First submission time altered due to delay in building reporting mechanisms

Annual Report 2020-2021

Year	Reporting Period	Submission Window
2020	Inception – Dec 31, 2020	Dec 31, 2020 – Jan 22, 2021
2021	Jan 1 – Dec 31, 2021	Dec 31, 2021– Jan 21, 2022

Grant Contact Information

Name	Email	Phone	Questions on.....
Shadiin Garcia	Shadiin.garcia@ode.state.or.us	503-428-7181	Partnerships within REN, district interactions
Angela Bluhm	Angela.bluhm@ode.state.or.us	503-947-5930	Deadlines, help on Smartsheet, all things grant
Holley Oglesby	Holley.oglesby@ode.state.or.us	503-373-1707	Contract questions
Daniel Ramirez	Daniel.ramirez@ode.state.or.us	503-947-5837	PLC, REN Plan

Technical Assistance Funds

Approved uses of TA funds are listed below, as outlined in the Grant Amendment:

- Developing continuous system improvement processes and tools;
- Developing authentic and culturally responsive engagement of teachers, member organizations, higher education, Oregon’s federally recognized tribes, community organizations, and other partners;
- Alignment with early learning initiatives, ensuring teacher voice drives systems changes;
- Developing the REN plan;
- The provision of quantitative and qualitative results of Grantee’s outcome metrics; and
- Evaluating effectiveness, reporting continuous improvement efforts, analyzing work completed and remaining needs, and providing both quantitative and qualitative results.

In selecting a contractor(s) for this purpose, Grantee must emphasize the following attributes:

- Demonstrated experience with Oregon Equity Lens-driven policies and practices, including engagement of community stakeholder groups;
- Proven experience in leading collaborative systems change projects focused on educator effectiveness;
- Knowledge and experience of continuous improvement processes;
- Willingness to collaborate with other Sponsoring Organizations’ technical assistance contractors; and
- Willingness to collaborate with EAC staff.

Grantee shall ensure any contractor(s) selected to provide this assistance incorporates and adopts the principles of the Oregon Equity Lens. Oregon’s Equity Lens clearly articulates the shared goals of our state and guides the use of intentional investments needed to reach the goals of an equitable educational system. Grantee shall further ensure contractor(s) applies particular focus on race and ethnicity to create clear accountability structures ensuring active progress is realized and course corrections made as needed.

Grantee shall ensure any contractor(s) working on the Project documents their engagement in a manner that allows the EAC and other technical assistance contractors to pick up and build from any work completed.

Capacity Funds

Approved uses of Capacity Funds are listed below, as outlined in the Grant Contract:

- Staffing for a dedicated REN coordinator to work with individuals and schools in their region (ideally this coordinator will also be a trained coach in concepts including continuous improvement, Equity Lens, authentic engagement, etc. so they may provide technical assistance for their region.) Each coordinator will also collaborate with other REN coordinators to link networks;
- Paying the costs to convene the Coordinating Body, including costs for travel, substitutes for teachers, REN staff traveling to distant districts for engagement purposes, and supplies; and
- Contracting for needed support/expertise (e.g. evaluation/data collection, content expertise to support educator networks working through a problem of practice).

Monthly Summary Reports, Detailed Quarterly Progress Reports, and the Annual Report are intended to:

- Keep the EAC informed and engaged with the RENs
- Create accountability for public funds in reports to the Legislature and other stakeholders
- Encourage thoughtful reflection on progress and planning for short-term, mid-term, and long-term goals
- Create a record for each REN to serve as guidance to other RENs, REN staff, and future RENs

The ability of the EAC and the RENs to document their journeys, including successes, failures, and lessons learned, as well as to account for funds to the legislature, is critical to sustaining REN funding and forward momentum long-term.

Keeping that in mind, these reports and the reporting process are a work in progress and the EAC seeks to continually improve the reporting process. Questions and suggestions are welcome and valued!

Reports and Invoices go hand-in-hand. After the initial seed funding each year, payments to each REN will be made as reimbursements. Each REN will submit an invoice and an expense report along with a quarterly report to the Grant Manager via the Smartsheet portal (contact information and links below). The Expenditure Report should include the balance of the seed funding in addition to the expenses. It is not necessary to exhaust your seed funding before receiving reimbursements for expenses. Both the Expenditure Report and the Detailed Monthly Progress Report must be received and approved before the invoice is paid. If you run into extenuating circumstances and will be late submitting, please let us know – we will work with you.

Getting Started

Each Coordinator will create a Smartsheet login by visiting this [page](#) and setting up an account using their REN coordinator email and a password of their choice (this is free). Once the Coordinator sets up an account, they will receive reminders a week before the report is due and a reminder to submit on submission day. An additional reminder may be sent the Saturday following the submission day if no report was submitted.

Use the form links on this page to report both your Monthly Summary Reports and your Detailed Quarterly Progress Reports. The form will prompt you for basic information - please attach the requested documents to elaborate on details. You will have access to your monthly summary reports in aggregate form, which should help you produce your quarterly and annual reports.

[Monthly Summary Report Form](#)

[Detailed Quarterly Progress Report Form](#)

Requirements

The following requirements must be met in order for reporting to be approved. Invoices will be paid only if reporting is complete.

IMPORTANT: The following items are required for the approval of reports.

Monthly Summary Report:

- Status of your Coordinating Body, such as empty seats, summaries of meetings, composition, and membership attendance at meetings
- Engagements with stakeholders such as trainings
- Anything else you want to celebrate or need assistance with

Quarterly Detailed Progress Report :

1. Expense detail report and invoice: you may use your district's templates or the provided templates
2. Narrative report including the above details plus:
 - Use of the Technical Assistance (TA) vendor (what has their role been and what have they provided)
 - Documentation provided by/created by the TA vendor that you think would be beneficial to other coordinators (we would like to create a catalogue of resources)
 - Progress on milestones/goals laid out in your REN Plan (such as problems of practice) *Note: this will not be possible until AFTER the submission of your REN Plan in May and the creation of milestones and outcome measures
 - A description of specific equity trainings the REN hosted or participated in
 - Communications that went out on behalf of the REN such as announcements and press releases (please attach these)
 - *Please make sure to detail any activities not already listed above that will show up in the invoice*

Annual Report – All of the above plus:

- The metrics listed in this chart (these may change as REN Plans are developed and may require contract amendments):

- | |
|---|
| <ol style="list-style-type: none">1. REN backbone functions<ul style="list-style-type: none">○ Evidence of an inclusive, equity-driven, and functioning coordinating body○ Coordinating Body satisfaction surveys (tool to be provided from the EAC)○ Participation of all school districts within the designed REN○ Participation of local stakeholders including teachers, early learning professionals, administrators, families, tribes, and community/business partners in REN activities○ Regional satisfaction with access to EAF resources (tool to be provided from the EAC)○ Leveraging of additional resources○ Earned media2. Participation of the REN in EAC recommended Technical Assistance and coaching. |
|---|

- Additional metrics outlined in your REN plan
- A narrative of your journey and any specific insights you would pass on to other REN coordinators and the state about what you learned (these can and should be drawn from your monthly and quarterly reports)
- An updated plan for the coming year to continue the work
- Identify additional needs of the REN that could be met by the state

-
- Audited financial documents showing payments to appropriate school districts and other entities for reimbursement of expenses.
 - An expense report for any expenses not included in the quarterly reporting
 - Remaining balances of each of the three funds: TA Funding, Capacity Funding, Formula Funding

ATLAS Protocol

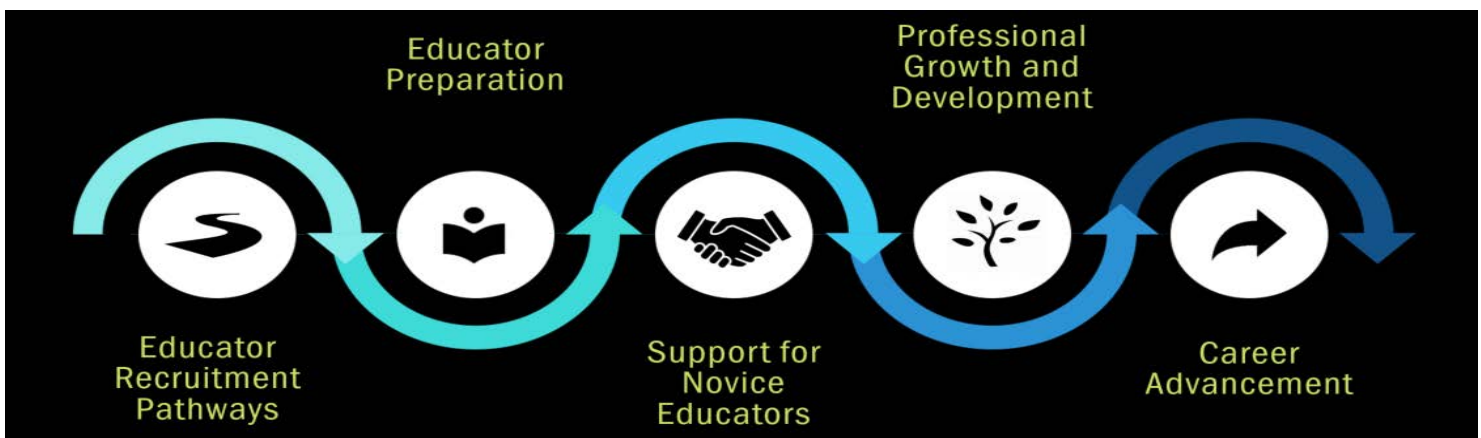
- 1. (2 min) Individually review EAC/REN data**
- 2. (4 min) Describe the data: avoid judgment**
 - a. What do we see? Just observations of the data
- 3. (4 min) What strengths emerge in looking at our data?**
- 4. (10 min) Interpret the data: ask why**
 - a. What do the data suggest?
 - b. What assumptions are we making about membership?
 - c. Who is represented and who is not?
 - d. What questions do we still have?
- 5. (10 min) Implications: Membership of the EAC**
 - a. How is power represented, distributed, and/or considered?
 - b. How are we meaningfully including or excluding people (communities of color) who are impacted by this work?
 - c. Who is included/excluded from these conversations? Whose voice are we not considering/amplifying?
 - d. What questions are we not asking?

The Educator Advancement Council (EAC) is an innovative public/nonprofit partnership created by the Oregon Legislature through the passage of Senate Bill 182 (2017) to support the public educator profession.

Mission: The Educator Advancement Council empowers, supports, and diversifies Oregon's educator workforce through local, educator-led networks, and statewide resources to provide the quality teaching and learning Oregonians desire.

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.

How will it work? Utilizing Educator Advancement Funds and EAC support, the state's investment is organized through 10 Regional Educator Networks consisting of school districts, ESDs and partners working together to identify and solve common system problems, using approaches that best fit their strengths, learning what works as they go and refining their approaches before they spread and scale. The system will not organize around a solution, program or an initiative, but rather around improving systems of support along the educator advancement continuum using an equity lens:



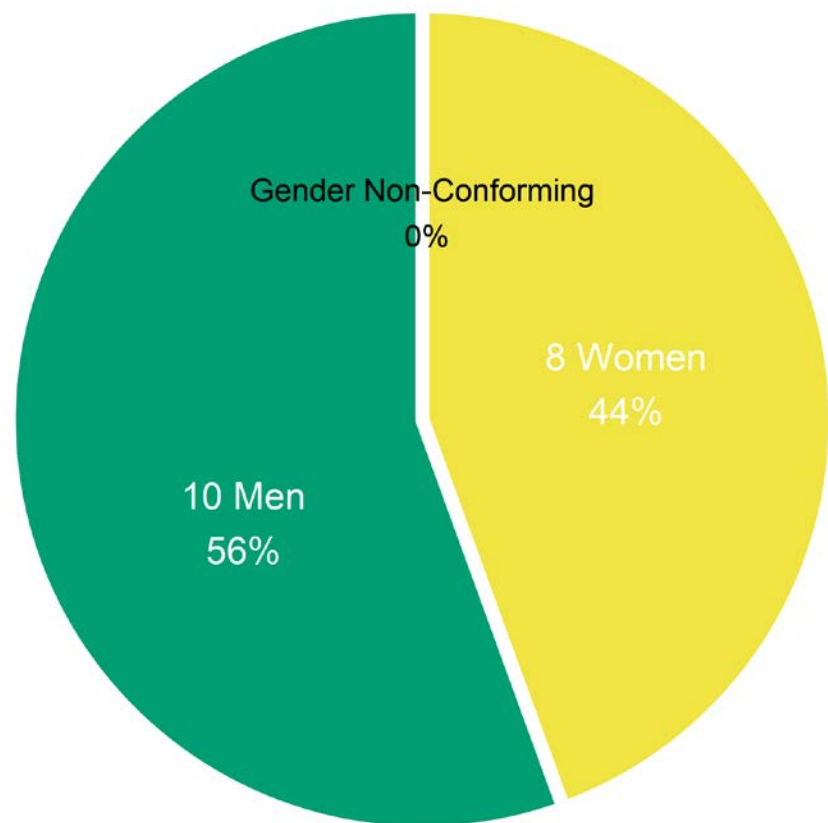
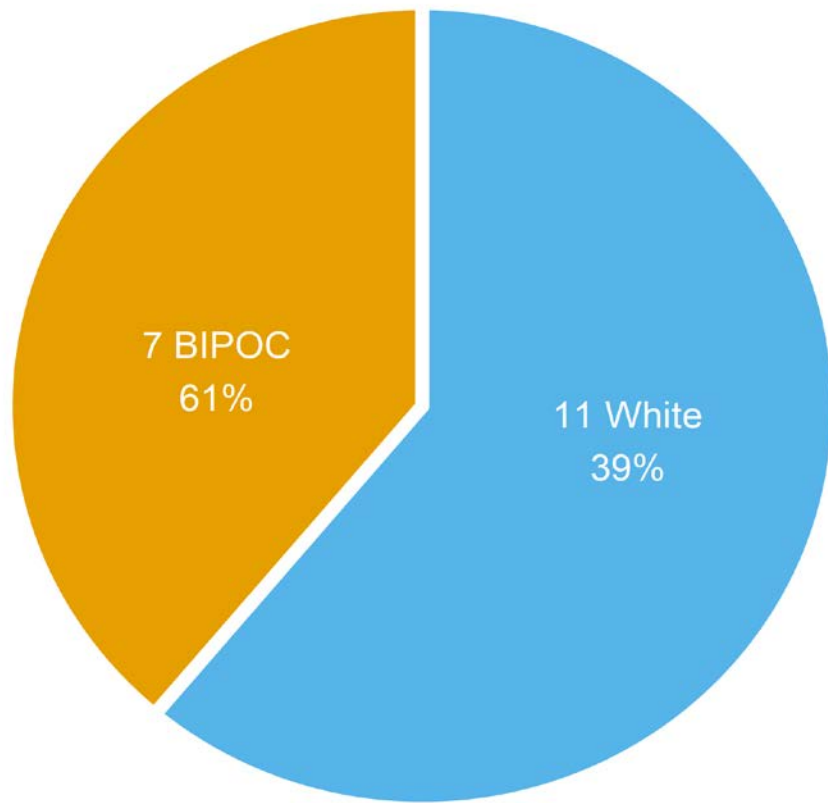
Roles required:

- State level = 4
- Teachers = 6
- Philanthropy = 1
- K 12 Administrator = 1
- Edu Service District = 1
- School district rep = 1
- School Board member = 1
- Prof Ed Association = 1
- Ed Prep Program = 1
- Fed Rec Tribe = 1
- Community Based Org = 1
- Early Learning Provider = 1
- Non-profit Org = 1

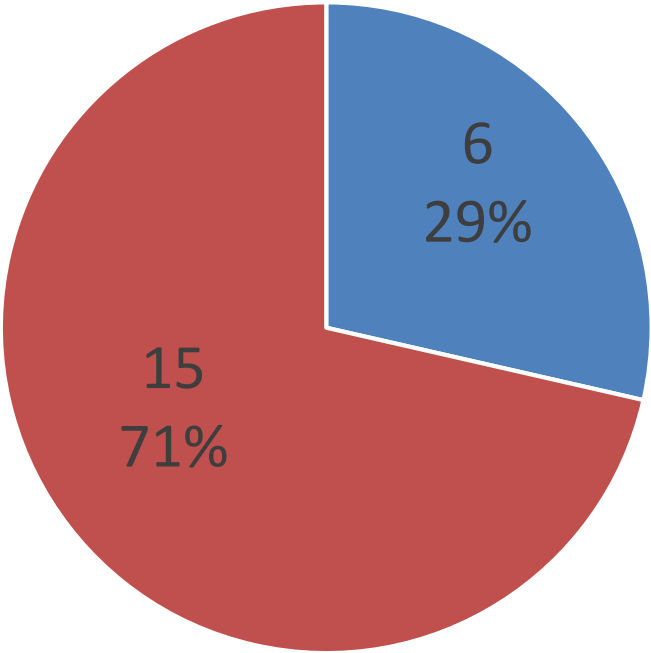
Current Roles (overlapping):

- Higher ed= Anthony (Statewide); Marvin; Mark
- State level = Anthony, Colt, Miriam, Ben
- Teachers = Melissa, Laura, Michele, Belle, Susan
- Philanthropy = Martha
- School Board Member = Bill
- Education Service District - Paul
- K 12 Administrator = Matt and Don
- School district rep = Don
- Prof Ed Association = Mark
- Ed Prep Program = Marvin, Mark
- Fed Rec Tribe = Nick
- Community Based Org = Amanda
- Early Learning Provider = vacant
- Non Profit = vacant
- High School Teacher = vacant

	Role	First	Last	Title	Location
1	ODE	Colt	Gill	Deputy Super of Public Instruction	statewide
2	Early Learning Division	Miriam	Calderon	Early Learning System Director	Statewide
3	TSPC	Anthony	Rosilez	Executive Director	Statewide
4	HECC	Ben	Cannon	Executive Director	statewide
5	Elementary School Teacher	Melissa	Wilk	1st grade, Glide SD	Douglas
6	Middle School Teacher	Laura	Scruggs	8th grade teacher, Springfield SD	Lane
7	K12 Educator	Michele	Oakes	Mentor Program Coordinator, Bend-LaPine SD	Deschutes
8	K12 Educator	Belle	Koskela	HS Instructional Coach/HS teacher, DDS	Multnomah
9	K12 Administrator	Matt	Yoshioka	Director, Curriculum & Instruction, Pendleton SD	Umatilla
10	Education Service District	Paul	Andrews	Superintendent, High Desert ESD	Deschutes
11	School District	Don	Grotting	Superintendent, Beaverton SD	Washington
12	School Board Member	Bill	Graupp	Technical Marketing, Mentor Graphics	Marion
13	Professional Education Association	Mark	Girod	Dean, WOU College of Education	Polk
14	Educator Preparation Program	Marvin	Lynn	Graduate School of Education Dean, PSU	Washington
15	Philanthropy	Martha	Richards	Executive Director, James & Marion Miller Foundation	Multnomah
16	Federally-recognized Tribe of Oregon	Nick	Viles	Education Specialist, Conf. Tribes of Siletz Indians	CTSI
17	CBO	Amanda	Squibb	ED, Friends of the Children – Kl. Basin	Klamath
18	K12 Educator Candidate	Susan	Roebber	Federal Programs TOSA, Linc County SD	Lincoln
19	High School Teacher				
20	Nonprofit Organization				
21	Early Learning Provider				

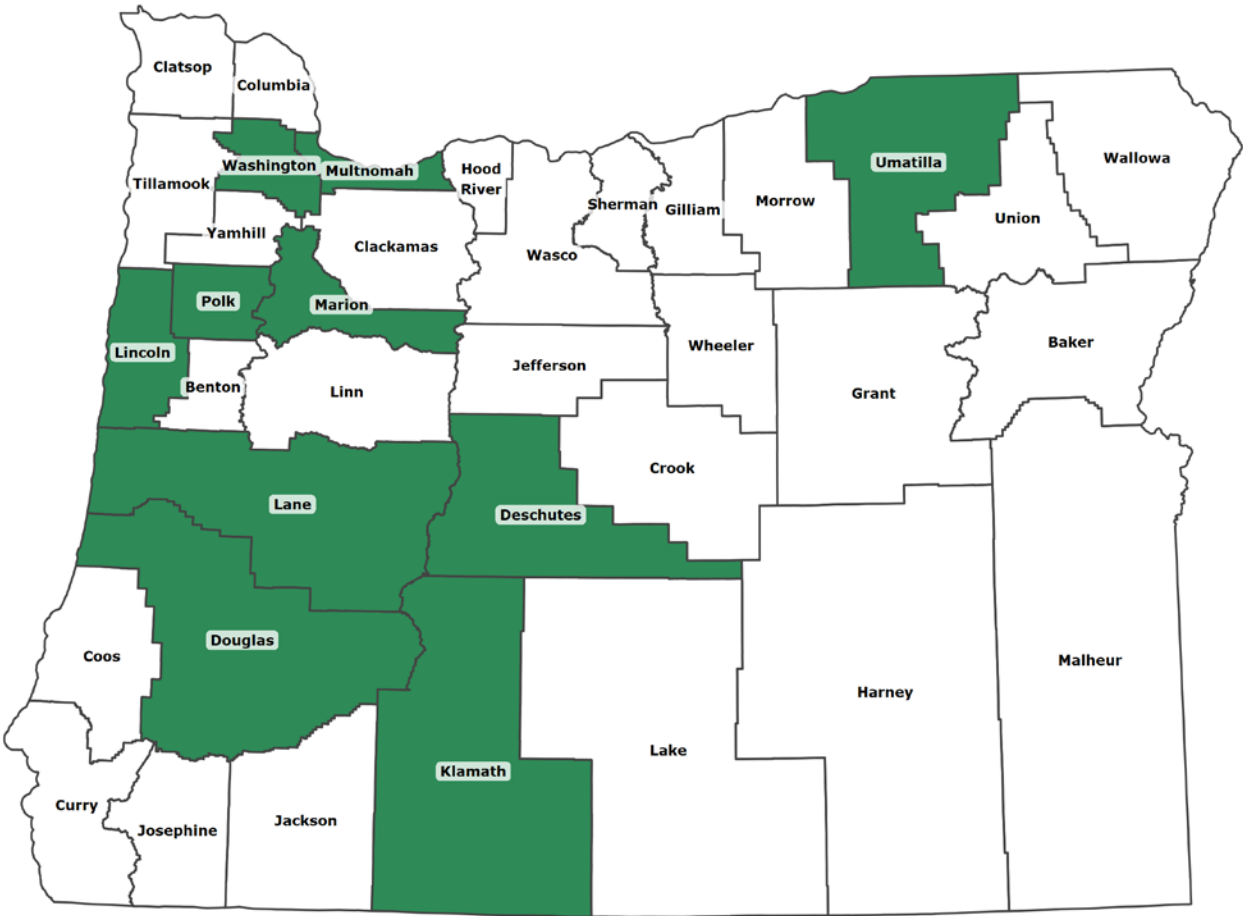


Allowed Teachers Positions



■ teachers ■ non teachers

Counties represented



Enrolled Senate Bill 182

Printed pursuant to Senate Interim Rule 213.28 by order of the President of the Senate in conformance with presession filing rules, indicating neither advocacy nor opposition on the part of the President (at the request of Governor Kate Brown for Chief Education Office)

CHAPTER

AN ACT

Relating to professional development for educators in early learning through grade 12; creating new provisions; amending ORS 327.008, 329.788, 329.795, 329.800, 329.805, 329.815, 329.820, 329.838, 342.950 and 342.953 and section 72, chapter 774, Oregon Laws 2015; repealing ORS 342.950; and declaring an emergency.

Whereas high-quality educator preparation and ongoing, effective professional learning and supports for educators are critical variables to excellent teaching, improved student learning and educator retention; and

Whereas system coordination and current levels of funding have been inadequate in providing open access to high-quality and culturally responsive professional learning and supports for educators in this state; and

Whereas teacher voice, local contexts and stages of an educator's career should be reflected in the types and structure of educator professional learning and supports; and

Whereas this state seeks to recruit and retain more diverse educators and to enhance the capacity of all educators to create inclusive learning environments and address institutional barriers that limit opportunities for many students in this state; and

Whereas students will benefit from a systemic approach to continuously assessing needs and coordinating future priorities for resources to support Oregon educators to meet the needs of their diverse students with diverse learning needs and styles; and

Whereas Oregon's vision for a workforce for early learning requires a vigorous and comprehensive early childhood professional development system; and

Whereas there are limited opportunities and resources for license-exempt family child care providers, who serve some of this state's most vulnerable low-income families; and

Whereas early learning providers have limited access to culturally specific and language-diverse professional development curricula; and

Whereas early learning providers have limited access to relevant training and support for their professional development; and

Whereas compensation levels for the workforce for early learning are insufficient to encourage continuing professional development and have led to high turnover rates; and

Whereas recent actions taken by the Legislative Assembly have emphasized the need to address Oregon's early childhood and kindergarten through grade 12 professional development system; now, therefore,

Be It Enacted by the People of the State of Oregon:

**ESTABLISHMENT OF EDUCATOR ADVANCEMENT COUNCIL AND
LOCAL EDUCATOR NETWORKS, AND TECHNICAL CHANGES TO
NETWORK OF QUALITY TEACHING AND LEARNING AND
TO BEGINNING TEACHER AND ADMINISTRATOR PROGRAM**

SECTION 1. (1) As used in this section and section 2 of this 2017 Act, “educator” means a teacher, administrator or other school professional who is licensed, registered or certified by the Teacher Standards and Practices Commission.

(2)(a) The Educator Advancement Council is created, as provided by ORS 190.010 (5) and with the authority described in ORS 190.110, for the purposes of providing resources related to educator professional learning and other educator supports.

(b) The council shall function through an intergovernmental agreement, as provided by ORS 190.003 to 190.130. The intergovernmental agreement shall outline the governance framework and the administrative details necessary for the efficient and effective implementation of the duties of the council.

(3)(a) The council shall consist of members who are representatives of the members of the intergovernmental agreement creating the council, including representatives of state agencies, school districts and education service districts.

(b) In addition to the members of the council specified in paragraph (a) of this subsection, the council shall consist of members who are:

(A) Practicing educators, early learning providers and professionals and school district board members; and

(B) Representatives of educator preparation providers, education-focused nonprofit organizations, education-focused philanthropic organizations, professional education associations, community-based education organizations that represent families and students, post-secondary institutions of education and federally recognized tribes of this state.

(c) The majority of the members of the council identified under paragraphs (a) and (b) of this subsection may identify additional members of the council.

(4) The council shall:

(a) Establish a system of educator networks, as described in section 2 of this 2017 Act, by which every educator in this state has access to professional learning opportunities; and

(b) Connect educator networks and facilitate communications within and among the networks to improve teaching and learning.

(5) The Chief Education Office shall provide support to the strategic direction of the council by:

(a) Conducting and coordinating research to monitor:

(A) Teaching and learning conditions;

(B) Educator workforce supply and demand; and

(C) Common outcomes and measures anticipated to promote improvement in teaching and learning.

(b) Assisting the council in coordinating and connecting educator networks, supporting professional learning priorities, enabling access to professional learning and supports, leveraging funding sources and managing innovation funds.

(c) Recommending statutory and agency rule changes needed to support the purposes of the council.

(d) Supporting programs that help to achieve the purposes of the Educators Equity Act.

(e) Supporting a statewide plan for increasing:

(A) The supply of culturally diverse teacher candidates; and

(B) The successful recruitment of effective educators to work in high-need schools and in practice areas with a shortage of educators.

(f) Identifying high-leverage educator practices to be developed by educators throughout their careers.

- (g) Providing accountability of the council by ensuring that the council:
 - (A) Gives preference, when making recommendations about funding distributions, to entities that have demonstrated success in improving student indicators.
 - (B) Considers the delivery of services for the benefit of all regions of this state when establishing the system of educator networks.
 - (C) Works toward improving student progress indicators identified by the Chief Education Office or set forth in ORS 350.014.
 - (D) Includes and connects education providers and leaders from prekindergarten through post-secondary education.
 - (h) Providing staff support for the administrative functions of the council.
- (6) The Department of Education shall provide support to the council by:
 - (a) Developing a system that allows for the statewide dissemination of emerging practices and evidence-based models.
 - (b) Providing technical assistance to the council, including online systems for sharing professional learning resources and supporting educator networks.
 - (c) Administering the distribution of grant and contract funds for programs described in this section.
 - (d) Providing administrative support to the educator networks, including:
 - (A) Making recommendations to the Chief Education Office and the council about the selection of the sponsors of educator networks;
 - (B) Providing technical assistance to educator networks; and
 - (C) Entering into grant agreements or contracts for the distribution of funds to educator networks.
- (7)(a) The Chief Education Office, the State Board of Education and the Teacher Standards and Practices Commission may adopt any rules necessary at the request of the council to support the council or to perform any duties assigned to the office, board or commission under this section.

(b) The council may adopt rules pursuant to ORS chapter 183 for the purpose of section 2 of this 2017 Act.

SECTION 2. (1) The Educator Advancement Council shall establish a system of educator networks, including prescribing characteristics of educator networks and selecting the entities to serve as educator networks.

- (2) An entity is eligible to sponsor an educator network if the entity:
 - (a) Is a school district, an education service district, a nonprofit organization, a post-secondary institution of education, a federally recognized tribe of this state or a consortium that is any combination of the entities described in this paragraph;
 - (b) Has demonstrated the ability to oversee the use of funds in support of professional development, mentoring or other direct supports to educators;
 - (c) Has demonstrated a commitment to equity-driven policies and practices;
 - (d) Has the capacity to coordinate services across the region served by the educator network;
 - (e) Has demonstrated experience in developing and managing partnerships; and
 - (f) Has, or agrees to establish, a coordinating body for the educator network that includes:
 - (A) A majority of educators who are based in schools from different grades and content areas and who are reflective of the student demographics of the region served by the educator network; and
 - (B) Members representing state agencies, school districts, education service districts, early learning providers and professionals, school board members, educator preparation providers, education-focused nonprofit organizations, education-focused philanthropic organizations, professional education associations, community-based education organizations that

represent families and students, post-secondary institutions of education and federally recognized tribes of this state.

(3) Each educator network shall:

(a) Establish professional educator priorities that reflect local needs for each school and school district served by the educator network based on professional learning plans submitted by educators;

(b) Ensure equitable access by educators to resources that are distributed through the council;

(c) Pursue state and other funds and resources on behalf of the members of the educator network and the educators served by the educator network; and

(d) Coordinate communications and accountability for resources distributed through the council to educators served by the educator network.

(4) When establishing professional educator priorities that reflect local needs, each educator network shall strive to:

(a) Enhance a culture of leadership and collaborative responsibility that elevates and advances the teaching profession among professionals employed by early learning services, schools serving students in kindergarten through grade 12, education service districts, educator preparation providers, nonprofit organizations, professional associations and community-based organizations.

(b) Enhance access for educators to high-quality professional learning that:

(A) Supports culturally responsive practices;

(B) Is guided by the needs of educators served by the educator network;

(C) Maximizes collaborative leadership among teachers and administrators; and

(D) Reflects professional learning standards.

(c) Strengthen and enhance existing evidence-based practices that improve student achievement and that reflect changing students needs and demographics.

(d) Improve the recruitment, preparation, induction and support of educators at each stage of the educators' careers.

(e) Enhance leadership and career advancement opportunities for teachers and increase the perspectives of teachers in identifying priorities for funding educator professional learning and educator supports.

(5) Any school district, education service district or post-secondary institution of education that is a member of an educator network may serve as the fiscal agent for the educator network.

SECTION 3. The Educator Advancement Council shall submit a report on the progress of the council toward implementing the duties prescribed to the council by sections 1 and 2 of this 2017 Act to the interim committees of the Legislative Assembly related to education no later than January 15, 2018.

SECTION 4. ORS 342.950, as amended by section 1, chapter 8, Oregon Laws 2016, is amended to read:

342.950. (1) The Network of Quality Teaching and Learning is established. The network consists of the Chief Education Office and public and private entities that receive funding as provided by this section to accomplish the purposes of the network described in subsection (2) of this section.

(2) The purposes of the network are the following:

(a) To enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and educator preparation providers.

(b) To strengthen and enhance existing evidence-based practices that improve student achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.

(c) To improve recruitment, preparation, induction, career advancement opportunities and support of educators.

(3) To accomplish the purposes of the network described in subsection (2) of this section, the Department of Education, subject to the direction and control of the Chief Education Officer, shall distribute funding as follows:

(a) To schools, school districts, education service districts, nonprofit organizations, post-secondary institutions and consortiums that are any combination of those entities for the purpose of supporting the implementation and delivery of common core state standards and other state standards that indicate whether a student is prepared for college.

(b) To school districts, education service districts and nonprofit organizations for the purpose of providing teacher and administrator evaluations and aligned professional development in a manner that complies with the core teaching standards adopted as provided by ORS 342.856 and with related standards prescribed by federal law.

(c) To school districts and nonprofit organizations for the purpose of providing teachers with opportunities for professional collaboration and professional development and for the pursuit of career pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

(d) To school districts, education service districts and nonprofit organizations for the purpose of providing beginning teachers and administrators with mentors in a manner that is consistent with the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

(e) To school districts, education service districts, nonprofit organizations, post-secondary institutions and the tribes of this state for the purpose of closing achievement gaps by providing and improving the effectiveness of instruction and professional development, implementing data-driven decision making, supporting practice communities and implementing culturally *[competent]* **responsive** practices.

(f) To school districts, nonprofit organizations and post-secondary institutions for the purposes of:

(A) Strengthening educator programs for educators at all levels to:

(i) Improve educator preparation, recruitment and leadership.

(ii) Advance the purposes of the Educators Equity Act, to improve the cultural competence of educators and to ensure educators are trained in culturally relevant educational practices.

(B) Supporting the development and sustainability of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and post-secondary institutions.

(g) To school districts to ensure that a sufficient number of kindergarten through grade five teachers have received training to understand and recognize dyslexia and to implement appropriate instruction.

(h) To school districts for the design and implementation of programs to provide professional development to educators on strategies that decrease rates of school absenteeism among students by using trauma-informed approaches in schools.

(4) The Chief Education Office shall provide strategic direction to the network by:

(a) Conducting and coordinating research to determine best practices and evidence-based models.

(b) Convening *[an advisory group]* **the Educator Advancement Council created by section 1 of this 2017 Act** to guide network activities and expand the implementation of effective practices.

(c) Working with educator programs to ensure ongoing collaboration with education providers.

(d) Supporting programs that help to achieve the purposes of the Educators Equity Act.

(e) Creating and supporting a statewide plan for increasing the successful recruitment of high-ability and culturally diverse candidates to work in high-need communities and fields.

(5) The Department of Education shall support the network by:

(a) Developing a system that ensures statewide dissemination of best practices and evidence-based models.

(b) Supporting the development and implementation of standards-based curriculum, high-leverage practices and assessments that promote student learning and improve student progress indicators for

students who are enrolled in an English language learner program under ORS 336.079 and for students with disabilities.

(c) Administering the distribution of funding as described in subsection (3) of this section.

(6) The Chief Education Office shall develop processes to establish the network and ensure the accountability of the network. The processes must ensure that the network:

(a) Gives preference to entities that have demonstrated success in improving student progress indicators.

(b) Delivers services for the benefit of all regions of this state.

(c) Is accountable for improving student progress indicators identified by the Chief Education Office or set forth in ORS 350.014.

(d) Includes and connects education providers and leaders from prekindergarten through post-secondary education.

(7) No more than two percent of all moneys received for the purposes of this section may be expended by the Chief Education Office or the Department of Education for administrative costs incurred under this section. For the purpose of this subsection, the following are not considered administrative costs:

(a) Technical assistance and direct program services provided to school districts and nonprofit organizations; and

(b) Any administrative costs incurred under ORS 329.838 related to the administration of the School District Collaboration Grant Program.

(8) The State Board of Education may adopt any rules necessary for the Department of Education to support the network and perform any duties assigned to the department under this section or assigned to the department by the Chief Education Office. Any rules adopted by the State Board of Education must be consistent with this section and with actions taken by the Chief Education Office to implement this section.

SECTION 5. ORS 342.953 is amended to read:

342.953. (1) The Network of Quality Teaching and Learning Fund is established in the State Treasury, separate and distinct from the General Fund. Interest earned by the Network of Quality Teaching and Learning Fund shall be credited to the [*General*] **Network of Quality Teaching and Learning Fund**.

(2) Moneys in the Network of Quality Teaching and Learning Fund are continuously appropriated to the Department of Education for the Network of Quality Teaching and Learning established by ORS 342.950 **and for the Educator Advancement Council created by section 1 of this 2017 Act**.

(3) The Department of Education, on behalf of the State of Oregon, may solicit and accept gifts, grants or donations from public and private sources for the Network of Quality Teaching and Learning **or for the Educator Advancement Council**. Moneys received under this subsection shall be deposited into the Network of Quality Teaching and Learning Fund.

SECTION 6. ORS 329.788 is amended to read:

329.788. As used in ORS 329.788 to 329.820:

(1) "Beginning administrator" means a principal or superintendent who:

(a) Possesses a preliminary administrative license issued by the Teacher Standards and Practices Commission;

(b) Is employed as a principal or superintendent by a school district; and

(c) Has been assigned for fewer than two school years in the administrator's present position.

(2) "Beginning teacher" means a teacher who:

(a) Possesses a preliminary teaching license or reciprocal license issued by the Teacher Standards and Practices Commission;

(b) Is employed at least half-time, primarily as a classroom teacher, by a school district; and

(c) Has taught fewer than two school years as a licensed probationary teacher in any public, private or state-operated school **in any state**.

(3) "Mentor" means an individual who:

- (a) Is an acting or retired teacher, principal or superintendent;
 - (b) Has met established best practice and research-based criteria as defined by the State Board of Education by rule;
 - (c) Possesses a teaching or administrative license issued by the Teacher Standards and Practices Commission;
 - (d) Has successfully served for five or more years as a licensed teacher, principal or superintendent in any public school; and
 - (e) Has been selected and trained as described in ORS 329.815.
- (4) "Mentorship program" means a program provided by a mentor to a beginning teacher or administrator that includes, but is not limited to, direct classroom observation and consultation, assistance in instructional planning and preparation, support in implementation and delivery of classroom instruction, development of school leadership skills and other assistance intended to assist the beginning teacher or administrator to become a confident and competent professional educator who makes a positive impact on student learning.

**PROFESSIONAL DEVELOPMENT FOR EARLY LEARNING
PROVIDERS AND FINANCIAL AID FOR
CERTAIN TEACHER CANDIDATES TO USE AT
EDUCATOR PREPARATION PROVIDERS**

SECTION 7. (1) The Early Learning Division, under the direction of the Early Learning Council and in collaboration with the Educator Advancement Council created by section 1 of this 2017 Act, shall establish and implement policies and practices to achieve vigorous and comprehensive early childhood professional development systems in this state that incorporate improved recruitment, preparation, induction, career advancement opportunities and support for early learning providers and professionals, including professionals who provide home visiting services.

(2) To achieve the objectives described in subsection (1) of this section, the division shall develop or expand:

- (a) Strategies and partnerships that connect early learning providers and professionals with access to education pathways, including college credentials, degrees and certificates;
- (b) Coaching and mentorship programs that make available cohorts, mentors and quality improvement specialists to advise, assist, educate and provide information to early learning providers and professionals;
- (c) Professional development tracking systems for the workforce for early learning to ensure coverage of the necessary skills and knowledge required of early learning providers and professionals, including professionals who provide home visiting services; and
- (d) Collaborations that support exempt family child care providers, as defined in ORS 329A.430, through the advancement of research in child development, peer learning and mentoring.

(3) The division shall collaborate with any state agencies or other partners to achieve the objectives described in subsection (1) of this section and to carry out the provisions of subsection (2) of this section.

SECTION 8. Section 9 of this 2017 Act is added to and made a part of ORS chapter 348.

SECTION 9. (1) In addition to any other form of student financial aid authorized by law, the Higher Education Coordinating Commission may award scholarships to culturally and linguistically diverse teacher candidates to use at approved educator preparation providers, as defined in ORS 342.120, for the purpose of advancing the goal described in ORS 342.437.

(2) Scholarships awarded under this section shall be in amounts of \$5,000 each academic year, for a maximum of two academic years.

(3) The commission shall adopt rules necessary for the implementation and administration of this section in consultation with the Educator Advancement Council and the Chief Education Office.

USE OF MONEYS BY LOCAL EDUCATOR NETWORKS

SECTION 10. ORS 342.950, as amended by section 1, chapter 8, Oregon Laws 2016, and section 4 of this 2017 Act, is amended to read:

342.950. (1) The Network of Quality Teaching and Learning is established. The network consists of the Chief Education Office and public and private entities that receive funding as provided by this section to accomplish the purposes of the network described in subsection (2) of this section.

(2) The purposes of the network are the following:

(a) To enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and educator preparation providers.

(b) To strengthen and enhance existing evidence-based practices that improve student achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.

(c) To improve recruitment, preparation, induction, career advancement opportunities and support of educators.

(3) To accomplish the purposes of the network described in subsection (2) of this section, the Department of Education, subject to the direction and control of the Chief Education Officer, shall distribute funding as follows:

(a) To schools, school districts, education service districts, nonprofit organizations, post-secondary institutions and consortiums that are any combination of those entities for the purpose of supporting the implementation and delivery of common core state standards and other state standards that indicate whether a student is prepared for college.

(b) To school districts, education service districts and nonprofit organizations for the purpose of providing teacher and administrator evaluations and aligned professional development in a manner that complies with the core teaching standards adopted as provided by ORS 342.856 and with related standards prescribed by federal law.

(c) To school districts and nonprofit organizations for the purpose of providing teachers with opportunities for professional collaboration and professional development and for the pursuit of career pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

(d) To school districts, education service districts and nonprofit organizations for the purpose of providing beginning teachers and administrators with mentors in a manner that is consistent with the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

(e) To school districts, education service districts, nonprofit organizations, post-secondary institutions and the tribes of this state for the purpose of closing achievement gaps by providing and improving the effectiveness of instruction and professional development, implementing data-driven decision making, supporting practice communities and implementing culturally responsive practices.

(f) To school districts, nonprofit organizations and post-secondary institutions for the purposes of:

(A) Strengthening educator programs for educators at all levels to:

(i) Improve educator preparation, recruitment and leadership.

(ii) Advance the purposes of the Educators Equity Act, to improve the cultural competence of educators and to ensure educators are trained in culturally relevant educational practices.

(B) Supporting the development and sustainability of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and post-secondary institutions.

(g) To school districts to ensure that a sufficient number of kindergarten through grade five teachers have received training to understand and recognize dyslexia and to implement appropriate instruction.

(h) To school districts for the design and implementation of programs to provide professional development to educators on strategies that decrease rates of school absenteeism among students by using trauma-informed approaches in schools.

(i) To educator networks established under section 2 of this 2017 Act for the purpose of supporting educator networks.

(4) The Chief Education Office shall provide strategic direction to the network by:

(a) Conducting and coordinating research to determine best practices and evidence-based models.

(b) Convening the Educator Advancement Council created by section 1 of this 2017 Act to guide network activities and expand the implementation of effective practices.

(c) Working with educator programs to ensure ongoing collaboration with education providers.

(d) Supporting programs that help to achieve the purposes of the Educators Equity Act.

(e) Creating and supporting a statewide plan for increasing the successful recruitment of high-ability and culturally diverse candidates to work in high-need communities and fields.

(5) The Department of Education shall support the network by:

(a) Developing a system that ensures statewide dissemination of best practices and evidence-based models.

(b) Supporting the development and implementation of standards-based curriculum, high-leverage practices and assessments that promote student learning and improve student progress indicators for students who are enrolled in an English language learner program under ORS 336.079 and for students with disabilities.

(c) Administering the distribution of funding as described in subsection (3) of this section.

(6) The Chief Education Office shall develop processes to establish the network and ensure the accountability of the network. The processes must ensure that the network:

(a) Gives preference to entities that have demonstrated success in improving student progress indicators.

(b) Delivers services for the benefit of all regions of this state.

(c) Is accountable for improving student progress indicators identified by the Chief Education Office or set forth in ORS 350.014.

(d) Includes and connects education providers and leaders from prekindergarten through post-secondary education.

(7) No more than two percent of all moneys received for the purposes of this section may be expended by the Chief Education Office or the Department of Education for administrative costs incurred under this section. For the purpose of this subsection, the following are not considered administrative costs:

(a) Technical assistance and direct program services provided to school districts and nonprofit organizations; and

(b) Any administrative costs incurred under ORS 329.838 related to the administration of the School District Collaboration Grant Program.

(8) The State Board of Education may adopt any rules necessary for the Department of Education to support the network and perform any duties assigned to the department under this section or assigned to the department by the Chief Education Office. Any rules adopted by the State Board of Education must be consistent with this section and with actions taken by the Chief Education Office to implement this section.

SECTION 11. ORS 329.788, as amended by section 6 of this 2017 Act, is amended to read:

329.788. As used in ORS 329.788 to 329.820:

(1) "Beginning administrator" means a principal or superintendent who:

(a) Possesses a preliminary administrative license issued by the Teacher Standards and Practices Commission;

- (b) Is employed as a principal or superintendent by a school district; and
 - (c) Has been assigned for fewer than two school years in the administrator's present position.
- (2) "Beginning teacher" means a teacher who:
- (a) Possesses a preliminary teaching license or reciprocal license issued by the Teacher Standards and Practices Commission;
 - (b) Is employed at least half-time, primarily as a classroom teacher, by a school district; and
 - (c) Has taught fewer than two school years as a licensed probationary teacher in any public, private or state-operated school in any state.
- (3) "Educator network" means an educator network established under section 2 of this 2017 Act.**

- [3] (4) "Mentor" means an individual who:
- (a) Is an acting or retired teacher, principal or superintendent;
 - (b) Has met established best practice and research-based criteria as defined by the State Board of Education by rule;
 - (c) Possesses a teaching or administrative license issued by the Teacher Standards and Practices Commission;
 - (d) Has successfully served for five or more years as a licensed teacher, principal or superintendent in any public school; and
 - (e) Has been selected and trained as described in ORS 329.815.

[4] (5) "Mentorship program" means a program provided by a mentor to a beginning teacher or administrator that includes, but is not limited to, direct classroom observation and consultation, assistance in instructional planning and preparation, support in implementation and delivery of classroom instruction, development of school leadership skills and other assistance intended to assist the beginning teacher or administrator to become a confident and competent professional educator who makes a positive impact on student learning.

SECTION 12. ORS 329.795 is amended to read:

329.795. (1) The State Board of Education shall establish a beginning teacher and administrator mentorship program to provide eligible beginning teachers and administrators in this state with a continued and sustained mentorship program from a formally assigned mentor.

(2) Any **school district or educator network** is eligible to participate in the mentorship program.

(3) A school district may **participate through an educator network or may** enter into a partnership with another school district, an institution of higher education, an education service district or another organization to operate jointly a mentorship program if:

(a) All moneys received as grants-in-aid for the mentorship program are administered by the participating school district **or educator network** to provide direct services to beginning teachers and administrators; and

(b) All other requirements of ORS 329.788 to 329.820 are met.

(4) All programs in ORS 329.788 to 329.820 are subject to the availability of funds appropriated therefor.

SECTION 13. ORS 329.800 is amended to read:

329.800. (1) Each school district **or educator network** that wishes to participate in the beginning teacher and administrator mentorship program shall submit a formal application to the Department of Education. The application shall include:

(a) A description of the priorities to be addressed by moneys received by a school district **or an educator network** for the mentorship program, as described in ORS 329.805 (2);

(b) The names of all eligible beginning teachers and administrators employed by the school district **or a school district within the educator network** and a description of their assignments; and

(c) A description of the proposed mentorship program, which must provide at least 75-90 hours of frequent contact between the mentors and beginning teachers and administrators throughout the school year.

(2) The school district **or educator network** shall certify in the application that no eligible beginning professional educators are or may be under a conditional license, except as provided in rules of the Teacher Standards and Practices Commission.

SECTION 14. ORS 329.805 is amended to read:

329.805. (1) Subject to ORS 291.232 to 291.260, the Department of Education shall distribute grants-in-aid to qualifying school districts **or educator networks** to offset the costs of beginning teacher and administrator mentorship programs. A qualifying district **or educator network** shall receive annually an amount that is aligned with evidence-based best practices.

(2) If the funds are insufficient for all eligible proposals, the Department of Education shall award grants on a competitive basis, taking into consideration:

(a) The priorities to be addressed by moneys received by a school district **or an educator network**, including efforts related to:

(A) Increasing the number of culturally and linguistically diverse educators hired; and

(B) Reflecting the demographics of the students of the school district **or school districts within the educator network** with the demographics of the educators of the school district **or school districts within the educator network**; and

(b) Whether the school district is a small school district or serves a rural community **or whether the educator network serves small school districts or a rural community**.

(3) The State Board of Education may adopt such rules as it considers appropriate for the distribution of grants-in-aid under this section.

(4) A **school district or an educator network** that is determined by the Department of Education to be in violation of one or more of the requirements of ORS 329.788 to 329.820 may be required to refund all grants-in-aid moneys distributed under ORS 329.788 to 329.820. The amount of penalty shall be determined by the State Board of Education.

SECTION 15. ORS 329.815 is amended to read:

329.815. (1) Based on the requirements of ORS 329.788 to 329.820, the selection, nature and extent of duties of mentors shall be determined [*by the school district.*]:

(a) **By the school district that is the employer of the teacher or administrator and of the mentor; or**

(b) **Jointly by the school district that is the employer of the teacher or administrator and the school district that is the employer of the mentor.**

(2) A teacher, principal or superintendent may not be designated as a mentor unless willing to perform in that role.

(3) For purposes of actions taken under ORS 342.805 to 342.937:

(a) A mentor may not participate in the evaluation of a beginning teacher or administrator assigned to the mentor; and

(b) Any written or other reports of a mentor regarding a beginning teacher or administrator assigned to the mentor may not be used in the evaluation of the beginning teacher or administrator.

(4) Each mentor shall complete successfully training provided or approved by the Department of Education while participating in the beginning teacher and administrator mentorship program.

(5) The stipend received for each beginning teacher or administrator may be used by the school district **or educator network** to compensate mentors or to compensate other individuals assigned duties to provide release time for teachers, principals or superintendents acting as mentors.

SECTION 16. ORS 329.820 is amended to read:

329.820. (1) The Department of Education shall be responsible for the regular and ongoing evaluation of implementation and administration of programs under ORS 329.788 to 329.820 and may contract for such evaluation. The department may not expend in a biennium more than 2.5 percent of the total amount of moneys available for the programs on the evaluation of the programs. The evaluation may include assessments of the following:

(a) The effectiveness of the mentorship program in the retention of beginning teachers and administrators in [*the*] **a school district that has participated in the program** and in the profession; and

(b) Student performance on statewide and other assessments.

(2) The department may accept contributions of moneys and assistance for the purpose of the evaluation of programs from any source, public or private, and agree to conditions placed on the moneys not inconsistent with ORS 329.788 to 329.820. All moneys received by the department under this subsection shall be deposited into the Department of Education Account to be used for the evaluation of programs conducted under this section.

SECTION 17. ORS 329.838 is amended to read:

329.838. (1) The School District Collaboration Grant Program is established to provide funding for school districts **or educator networks established under section 2 of this 2017 Act** to improve student achievement through the voluntary collaboration of teachers and administrators to design and implement new approaches to:

- (a) Career pathways for teachers and administrators;
- (b) Evaluation processes for teachers and administrators;
- (c) Compensation models for teachers and administrators; and
- (d) Enhanced professional development opportunities for teachers and administrators.

(2)(a) The Department of Education shall ensure that the grant program established by this section is administered and may provide technical expertise to school districts **or educator networks** applying for or receiving a grant under this section.

(b) For the purpose of ensuring that the grant program is administered, the department may directly administer the grant program or may enter into a contract with a nonprofit entity to administer the grant program.

(c) For the purpose of providing technical expertise, the department may enter into contracts with nonprofit entities that have experience in designing and implementing approaches that are similar to the approaches described in subsection (1) of this section.

(3) Each school district **or educator network** may apply for a grant under this section, **but a school district may receive grant funds under this section only as a school district or through an educator network**. Applications may be for the design or for the implementation of an approach identified in subsection (1) of this section.

(4) Prior to applying for a grant **as a school district or through an educator network**, the school district must receive the approval to apply for the grant from:

(a) The exclusive bargaining representative for the teachers of the school district or, if the teachers are not represented by an exclusive bargaining representative, from the teachers of the school district;

(b) The chairperson of the school district board; and

(c) The superintendent of the school district.

(5) Funding for the grant program established by this section shall be provided through the School District Collaboration Grant Account established by ORS 329.839.

(6) The amount of each grant shall be determined as follows:

(a) For grants that are for the design of an approach identified in subsection (1) of this section **and that are awarded to a school district**, the amount determined by the *[administrator of the grant program]* **department** based on:

(A) The application submitted by the school district;

(B) The portion of the total funds available for grants that are for the design of an approach; and

(C) Any other criteria or limitations established by the State Board of Education by rule, which may include a minimum amount or a maximum amount for a grant.

(b)(A) For grants that are for the implementation of an approach identified in subsection (1) of this section **and that are awarded to a school district**, the Grant Amount = School district ADMw $\times$ (the total amount available for distribution for an implementation grant in a fiscal year through the School District Collaboration Grant Program $\div$ the total ADMw of the school districts that receive an implementation grant for the fiscal year through the School District Collaboration

Grant Program). For the purpose of the calculation made under this paragraph, ADMw shall be calculated as provided by ORS 327.013, 338.155 (1) and 338.165 (2).

(B) Notwithstanding subparagraph (A) of this paragraph, a school district may receive a grant for an amount that is 10 percent more than the amount calculated under subparagraph (A) of this paragraph if the grant program administrator approves a school district's supplemental plan to design and implement new approaches to improve student achievement that are in addition to the approaches identified in subsection (1) of this section and that are research-based best practices.

(C) In addition to any amounts received under subparagraphs (A) and (B) of this paragraph, a school district that has an average daily membership of less than 1,500 may receive a supplemental amount of up to \$50,000 if:

- (i) The supplemental amount is used for expenses incurred in relation to a grant manager who:
 - (I) Manages the use of a grant received under this paragraph;
 - (II) Supports the school district's committees related to the grant;
 - (III) Monitors and measures the implementation of new approaches funded by the grant;
 - (IV) Ensures timely and accurate communications with educators in the school district;
 - (V) Completes all Department of Education requirements related to the grant; and
 - (VI) Attends meetings and collaborates with other school districts; and
- (ii) The total of the implementation grant and the supplemental amount does not exceed \$150,000.

(c) For grants that are awarded to an educator network, the amount determined by the department based on:

- (A) The application submitted by the educator network;
- (B) The portion of the total funds available for grants that are for educator networks; and

(C) Any other criteria or limitations established by the State Board of Education by rule, which may include a minimum or maximum amount for a grant.

(7) Grants shall be awarded based on:

- (a) The application submitted by the school district **or educator network**;
- (b) Other funds received by a school district **or educator network** for a purpose identified in subsection (1) of this section; and

(c) Any other criteria established by the State Board of Education by rule.

(8) Moneys received by a school district **or an educator network** under this section must be separately accounted for and may be used only to provide funding for the purposes described in the application submitted by the school district **or educator network**.

(9) The department shall accumulate, evaluate and publish student achievement results of school districts receiving grants under this section **as a school district or through an educator network** to determine the effectiveness of the approaches designed and implemented by the school districts **or educator networks** under the grant program.

(10)(a) Except as provided by paragraph (b) of this subsection, the State Board of Education may adopt any rules necessary for the implementation of the grant program established by this section.

(b) The board may not adopt any rules that establish statewide standards for the design and implementation of the approaches described in subsection (1) of this section.

SECTION 18. The amendments to ORS 329.788, 329.795, 329.800, 329.805, 329.815, 329.820, 329.838 and 342.950 by sections 10 to 17 of this 2017 Act become operative on June 30, 2018.

DISSOLUTION OF NETWORK OF QUALITY TEACHING AND LEARNING

SECTION 19. ORS 342.950 is repealed.

SECTION 20. Section 1 of this 2017 Act is amended to read:

Sec. 1. (1) As used in this section and section 2 of this 2017 Act, "educator" means a teacher, administrator or other school professional who is licensed, registered or certified by the Teacher Standards and Practices Commission.

EMPATHY INTERVIEWS

The stories that people tell and the things that people say they do are strong indicators of their deeply held beliefs about the way the world is.

Listening is a powerful way to understand individuals. Empathy interviews are designed to elicit stories and uncover hidden needs through deep listening and asking smart follow-up questions. Empathy interviews should not be confused with traditional interviews which ask for opinions and feedback on narrow topics. Rather, empathy interviews use a semi-structured protocol but follow the themes and topics that the users bring up through their stories.

These materials describe strategies for before, during, and after empathy interviews.

BEFORE INTERVIEWS

Be clear about purpose. Are you collecting stories to identify or refine a problem of practice? To understand the root causes more deeply? To identify the specific needs of certain users to ensure you design for them? In other words, how will you use the data and not just admire it?

Write interview questions. Empathy interviews use a semi-structured approach which means you begin an interview with a pre-established series of questions, but you also have the freedom to ask follow-up questions and go more deeply when possible. Your protocol should:

Ask open-ended questions. Host a conversation that builds upon stories rather than asking binary questions that are answered with one word like yes/no. Use question stems such as...

- Tell me about a time when...
- Tell me about the last time you...
- What are the best/worst parts about...?
- Can you help me understand more about...?

Ask about specific examples. Don't ask users to report what they "usually" do. Rather, ask them to specifically "tell me about a time when..."

Don't ask for the solutions. Users aren't designers. Interviewers should stick to concrete examination of what is happening and how the users feel, not "what should we do?"

Create conversation starters. Pictures, prototypes, or other objects can help elicit responses during interviews.

EMPATHY INTERVIEWS

Minimize the number of questions. Usually you only have 10-15 minutes to talk to a person, so 4-6 good, open-ended questions will be sufficient.

Deal with data logistics. Who is going to collect data? When? From whom? How will you ensure that historically underserved users are represented in the sample? How will data be recorded?

Decide on the number of interviews. There is not a magic number of interviews to conduct. Think about how to have a diverse sample, including historically underserved users. Consider your resources, the size of the interview team, and the purpose of interviews. Often, four interviews can yield as many insights as 40. However, because the data collection experience itself is powerful, make sure there are enough interviews for everyone on your team.

Train your team. Model an empathy interview and then practice together. Make sure everyone conducting the interviews is familiar with the guidelines, the questions, and expectations for note-taking. Role-play an interview, or use these videos: Empathy Do's <https://vimeo.com/91484863> Empathy Don'ts <https://vimeo.com/91484570>

Find a partner. Conducting interviews in pairs allows one person to take notes while the other person remains focused on listening and asking follow-up questions. When it isn't feasible to conduct interviews in pairs, plan your note-taking method carefully.

Attend to your own bias. Be sure to reflect on how your identity and role might affect how and what individuals share with you. Maintain an awareness of your biases and challenge them in order to see the community more authentically. Ask yourself how systemic oppression and/or privilege might affect your empathy interviews.

DURING INTERVIEWS

Make the person you're talking to feel comfortable. Provide the purpose of the interview and promise their answers will remain anonymous. Start with a light, positive, personal connection. Take the posture of humility.

Encourage stories. Stories reveal how users think about the world. Ask questions that elicit stories; not questions that can be answered on a survey.

Go deeper. Use prompts like these to learn more:

- Why? (Then ask why again). Why? Why did you say/do/think that?
- Really? Why was that? What do you think would change that?
- Tell me more. Can you say more about that?
- What were you feeling then? Why?

Be neutral. Don't imply your question has a right answer.

Look for inconsistencies. Sometimes what people say is different from what they do (e.g., I love my PLC, but I never go). These inconsistencies often reveal interesting insights.

Don't suggest answers to your questions. Even if they pause before answering, don't help them by suggesting an answer.

Capture what you hear. Capture as much as possible, including quotes. Use recordings only as a last resort and with permission.

AFTER INTERVIEWS

Prepare data for analysis. Remove any identifiable information, number the interviews, and print out the number of copies you need.

Bring a team together to analyze results. Involve people with diverse perspectives in the analysis of empathy data. Depending on the amount of data and team size, allow anywhere from 30 to 90 minutes.

Debrief the process. What was the experience like for people? What worked well? What would you do differently next time?

Analyze data. Always be prepared to uncover something quite different than you expected during analysis.

NOTES:

Interview Notes - Empathy Map

- Take notes during your interview directly in the grid.
- During the interview, focus on the *Say* and *Do* quadrants.
- The *Think* and *Feel* quadrants should be filled in immediately after the interview is over, when you are reviewing the *Say* and *Do* quadrants. Here, you can make inferences based on what your interviewee said and did.
- Note: use a new empathy map grid for each interview. Save these for your reference, as it may be useful to return to these later on in the design process.

SAY <i>What are some quotes and defining words your user said?</i>	DO <i>What actions and behaviors did you notice?</i>
THINK <i>What might your user be thinking? What does this tell you about his or her beliefs?</i>	FEEL <i>What emotions might your subject be feeling?</i>

Regional Educator Network Update- February 2020
South Coast 2 Valley & Oregon Trail REN
Charlotte Pecquex & Caitlin Russell

South Coast 2 Valley REN- Charlotte Pecquex

Coordinating Body Meeting Frequency:

The South Coast 2 Valley REN currently meets once per month from 9AM to 3PM.

Coordinating Body Meeting Attendance:

The South Coast 2 Valley REN has all seats required by Senate Bill 182 filled as of November 2019.

Engagements, Trainings, Presentations:

At this point, SC2V REN has met twice (December and January meetings) with our third meeting scheduled for February 24th, 2020. To date we have:

- Completed listening sessions with educators in all of the districts in our region.
- Created group norms and set future meeting times.
- Reviewed the creation and legislation history of the RENs and REN funds.
- Examined problems of practice that educators are facing within our region.
- Created local networks that will help roll out the work of the REN once the REN plan is approved.
- Analyzed data from our region in local network groups broken up into size
- Elevated three problem statements as starting points for the work of our REN
 - Professional development is not aligned to teacher and student needs.
 - Early career educators are leaving the profession.
 - The systems to recruit and retain educators of color are inadequate.
- Received ongoing technical assistance with Julie Smith from Community Design Partners to complete a root cause analysis of the three problem statements we have chosen to elevate

In our February meeting, we plan to:

- Write a shared AIM statement.
- Begin looking at drivers and creating a driver diagram
- Run through empathy interview protocol with the intention of having CB members complete empathy interviews with educators in the region.

High Notes:

Within our first two meetings, we were able to narrow down the priorities in our region to define three problem statements that we will elevate as a starting point within our region. We have begun to gather some momentum and group efficacy as we move into the next stages of the improvement science model.

In addition, six Coordinating Body members expressed interest in attending the Carnegie Foundation Summit for Improvement in Education in San Francisco in April. We have officially registered and will be attending as a team to continue our ongoing development of the improvement science model.

Oregon Trail Ren- Caitlin Russell

Coordinating Body Meeting Frequency:

Monthly

Coordinating Body Meeting Attendance:

November—75% (24/32)

December—91% (29/32)

January—canceled due to inclement weather

February—73% (24/33)

Engagements, Trainings, Presentations:

- REN Coordinator—Community Design Partners webinar on Human Centered Improvement
- REN Coordinator—Upcoming ODE equity conference (March)

High Notes:

Oregon Trail REN Coordinating Body did impressive work when introduced to empathy interviews. The Coordinating Body has also narrowed their focus down to three problems of practice and identified root causes. These root causes will be considered when gathering empathy data in our region in the coming months. The narrowed focus is looking at professional development opportunities, the marketing of our region for hiring, and administrative support.

Draft EAC Agenda Topics and Dates for 202-2021

Goals:

- Build equity fluency in the Council
- Update and be advised by Council on REN work
- Update and be advised by Council on educator recruitment to retention landscape
- Update and be advised by Council on Section 48 work

Rest of Academic Year 2019-2020

Draft Agenda Items

March 18 (SOREN) Ashland, Oregon	April 22 (NWRESO) Hillsboro, Oregon	May 20 (CGESD) The Dalles, Oregon	June 17 (DESD) Roseburg, Oregon
REN: Heidi/Catherine	REN: Mariana/Jennifer	REN Plan Deep Discussion (Interactive)	REN Plan Deep Discussion (Interactive)
AI/AN Plan	AA/Black Student Success Plan	SIA Update	EAC Evaluation Review and Discussion
Public EPPs Equity Plans - WOU	Public EPPs Equity Plans - PSU	Section 48 Eval/ E- Board Presentation	Section 48 Roll out
ELD Update	ELD Update	ELD Update	ELD Update
Community College Teachings	Classified Teachings		
ED Update	ED Update	ED Update	ED Update

DRAFT: Academic Year 2020 - 2021

Aug (retreat)	Oct	Dec	Feb	April	June
Aug 6-7	Oct 21	Dec 9	Feb 10	April 21	June 23
BEND	EOREN	Salem	Salem	InterMountain ESD	Eugene



Examining our Tools

Educator Advancement Council

February 2020

Shadiin Garcia

Erin Whitlock



- Didn't hear the command to drop their tools and run. (Communication)
- Didn't trust the command to drop their tools and run. (Trust)
- Tools may still be useful. (Utility and Conservation)
- Couldn't calculate the benefit of dropping the tool. (Calculation and the power of hindsight)
- Not having the tool seemed riskier. (The devil you know)
- Dropping the tool means admitting failure. (Fear of Failure)
- No one else was dropping theirs. (Fear of reprisal from colleagues)
- They didn't know how to drop their tools. (Limited training)
- Tools are a key piece of professional identity. (Fear of loss of control)

- Karl E. Weick, Drop your Tools: On Reconfiguring Management Education, 2006



Examining our tools
means
examining our
language and our
source(s).



AGREEMENTS



“Community agreements must become a living, breathing entity, not just words on a page. ...the vitality of your agreements depends upon the collective commitment and attention of your team.”

- National Equity Project, *Designing and Facilitating Meetings for Equity*, p. 53

Photo credit: Redfishingboat (Mick O),

<https://thatoregonlife.com/2015/05/oregonasm-10-waterfalls-in-oregon-thatll-get-you-really-wet/>

EAC Draft 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



Photo by Mike Edwards ([Mike Edwards Photography](#))

Suggested Norm	What it Means or Might Require	Needs/Strengths
Stay Engaged		
Speak Your Truth Responsibly and Monitor your Talk Time		
Listen to Understand		

Suggested Norm	What it Means or Might Require	Needs/Strengths
Experience Discomfort		
Expect and Accept Non-closure		
Reckon with Impact		

Our Agreements

5 Mins Take notes on your agreements sheet

15 Mins Get in pairs and discuss the following:

- Which might be hard for you?
- Which norm might be easy for you?

1 Mins On your own:

Pick a goal for yourself for this meeting on ONE of the agreements



Photo Credit: Tyler Willford | That Oregon Life

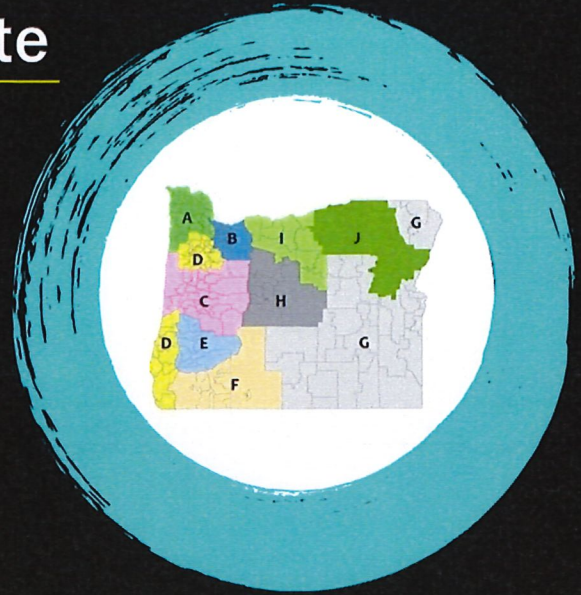
EAC Agreements

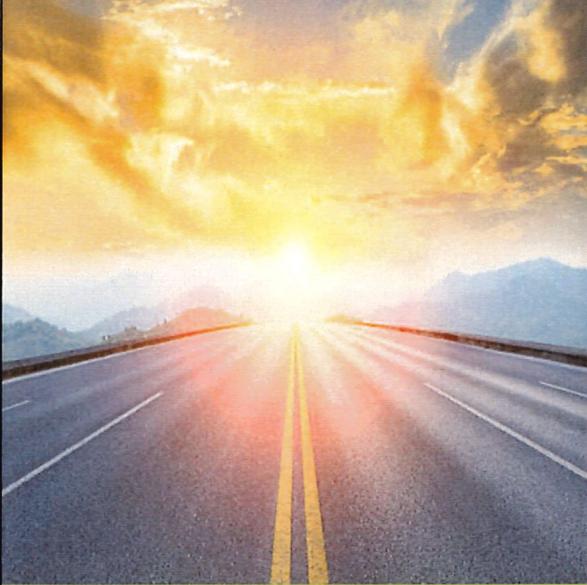
We are going to practice these agreements today and discuss them at the end of the meeting.

Executive Director Update

FOCUS:

- REN Reporting
- REN Plan Timeline





REN Plan Process

10 mins Review the document titled: FOR DIRECTORS TO ADD THEIR NOTES/FEEDBACK

15 mins Get in pairs and discuss the following:

- What changes would you recommend?
- What do you like about the process

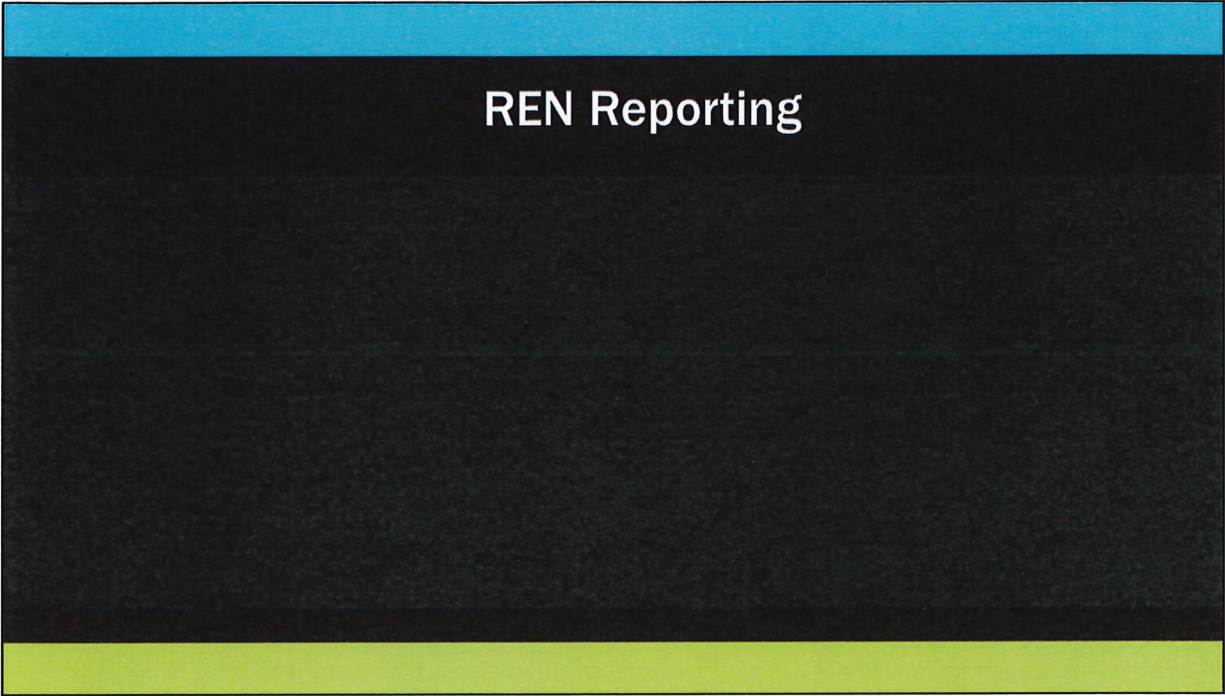
WHOLE GROUP:

Each pair: Report one highlight and hand your worksheet to Daniel

Process: Daniel will synthesize all the feedback and finalize the process by Feb 30

Creator: zhaojiankang

Credit: Getty Images/iStockphoto



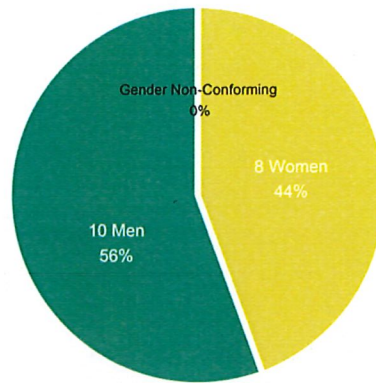
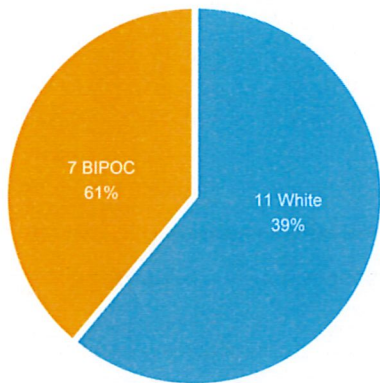
REN Reporting

Membership Discussion

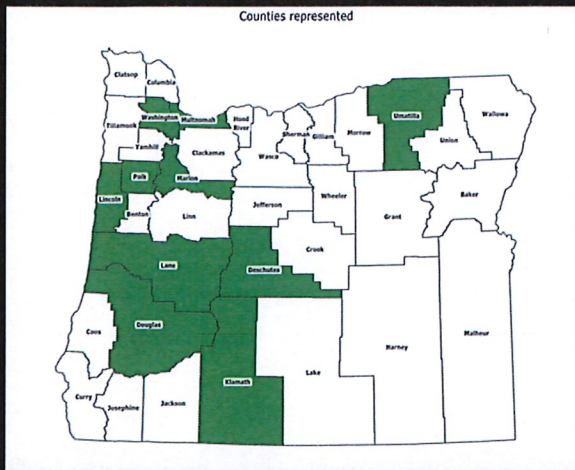
Via a protocol we are going to examine membership with the following data:

- The bill itself
- Current Roles
- Demographics (gender, race/ethnicity/location)
- Mission/values

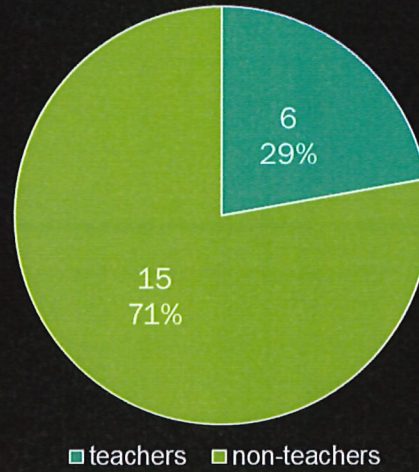
Photo Credit: Tyler Willford | That Oregon Life



Membership Discussion Data



Allowed Teacher Positions



Membership Discussion Data

Roles required:

State level = 4
Teachers = 6
Philanthropy = 1
K 12 Administrator = 1
Edu Service District = 1
School district rep = 1
School Board member = 1
Prof Ed Association = 1
Ed Prep Program = 1
Fed Rec Tribe = 1
Community Based Org = 1
Early Learning Provider = 1
Non-profit Org = 1

Current Roles (overlapping):

Higher ed = Anthony (Statewide); Marvin; Mark
State level = Anthony, Colt, Miriam, Ben
Teachers = Melissa, Laura, Michele, Belle, Susan
Philanthropy = Martha
School Board Member = Bill
Education Service District - Paul
K 12 Administrator = Matt and Don
School district rep = Don
Prof Ed Association = Mark
Ed Prep Program = Marvin, Mark
Fed Rec Tribe = Nick
Community Based Org = Amanda
Early Learning Provider = vacant
Non Profit = vacant
High School Teacher = vacant

Membership Discussion Data

Role	First	Last	Title	Location	Role	First	Last	Title	Location
1 ODE	Colt	Gill	Deputy Super of Public Instruction	statewide	12 School Board Member	Bill	Graupp	Technical Marketing, Mentor Graphics	Marion
2 Early Learning Division	Miriam	Calderon	Early Learning System Director	Statewide	13 Professional Education Association Educator	Mark	Girod	Dean, WOU College of Education	Polk
3 TSPC	Anthony	Rosilez	Executive Director	Statewide	14 Preparation Program	Marvin	Lynn	Graduate School of Education Dean, PSU	Washington
4 HECC	Ben	Cannon	Executive Director	statewide	15 Philanthropy	Martha	Richards	Executive Director, James & Marion Miller Foundation	Multnomah
5 Elementary School Teacher	Melissa	Wilk	1st grade, Glide SD	Douglas	16 Federally-recognized Tribe of Nick Oregon		Viles	Education Specialist, Conf. Tribes of Siletz Indians	CTSI
6 Middle School Teacher	Laura	Scruggs	8th grade teacher, Springfield SD	Lane	17 CBO	Amanda	Squibb	ED, Friends of the Children – Kl. Basin	Klamath
7 K12 Educator	Michele	Oakes	Mentor Program Coordinator, Bend-LaPine SD	Deschutes	18 K12 Educator Candidate	Susan	Roebber	Federal Programs TOSA, Linc County SD	Lincoln
8 K12 Educator	Belle	Koskela	HS Instructional Coach/HS teacher, DDSD	Multnomah	19 High School Teacher				
9 K12 Administrator	Matt	Yoshioka	Director, Curriculum & Instruction, Pendleton SD	Umatilla	20 Nonprofit Organization				
10 Education Service District	Paul	Andrews	Superintendent, High Desert ESD	Deschutes	21 Early Learning Provider				
11 School District	Don	Grotting	Superintendent, Beaverton SD	Washington					

Membership Discussion Protocol

(2 mins) Individually review EAC/REN data

(4 mins) Describe the data: avoid judgment

(4 mins) What strengths emerge in looking at our data?

(10 mins) Interpret the data: ask why

(10 mins) Implications: Membership of the EAC



Collective Learning and Sharing from the RENs



REN Empathy Interview

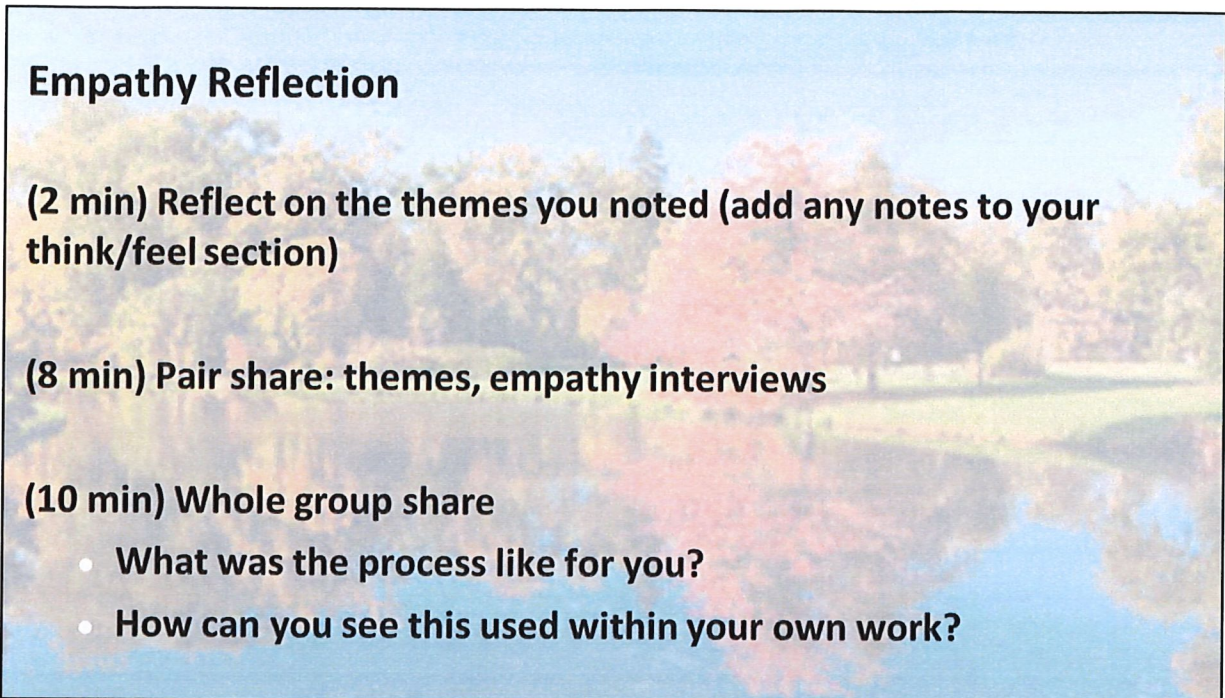
Have folks read the Empathy interview sheet - provide some examples of the power of empathy interviews

Why Empathy Interviews?



Have folks read the Empathy interview sheet - provide some examples of the power of empathy interviews

SAY <i>What are some quotes and defining words your user said?</i>	DO <i>What actions and behaviors did you notice?</i>
THINK <i>What might your user be thinking? What does this tell you about his or her beliefs?</i>	FEEL <i>What emotions might your subject be feeling?</i>

The background of the slide features a serene landscape with a calm pond reflecting the surrounding trees. The trees are in various stages of autumn, with some showing vibrant reds and oranges, while others are still green. The sky is a clear, pale blue.

Empathy Reflection

(2 min) Reflect on the themes you noted (add any notes to your think/feel section)

(8 min) Pair share: themes, empathy interviews

(10 min) Whole group share

- **What was the process like for you?**
- **How can you see this used within your own work?**

Agreements Reflection

(2 mins) Individually reflect on the agreement you focused on

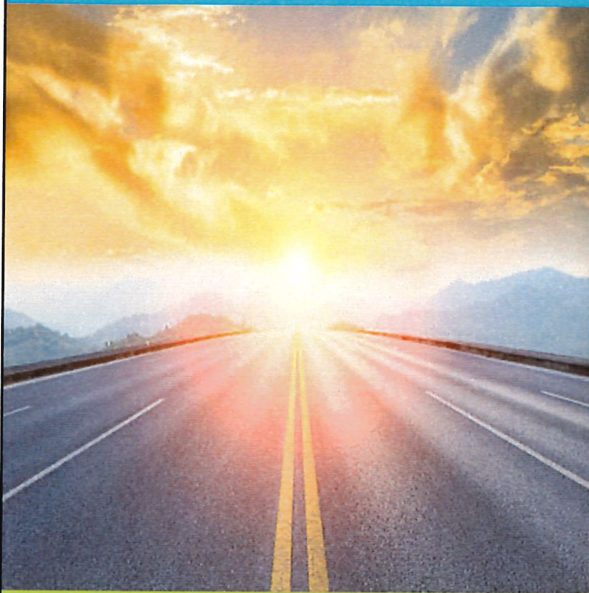
- How'd it go?
- How could you improve?

(4 mins) Pair-share

- What worked?
- What didn't?

(10 min) Group

- Do we need to add/delete any agreement?
- What processes should we consider to better support our use of agreement?



Future Agenda/Dates

5 mins Review the document titled: Draft EAC Agenda Topics and Dates for 2020-2021

15 mins Get in pairs and discuss the following:

- What changes would you recommend?

WHOLE GROUP:

Each pair: Report one highlight and hand your worksheet to Shadiin

Process: Shadiin will synthesize all the feedback and finalize the process by next EAC meeting.

Creator: zhaojiankang

Credit: Getty Images/iStockphoto



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?