

Educator Advancement Council

Zoom Webinar: July 8, 2020 9:00AM - 11:00 AM

Register in advance for this webinar:

https://us02web.zoom.us/webinar/register/WN_G-TbhnJIRF-T7bzdGgovRw

(after registering, you will receive a confirmation email)

Call-in number: 1 669 900 6833

Webinar ID: 858 5803 5613 and Password: 557305

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

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

9:00	1.0 Call to Order and Acknowledgment of the Original People of the Land	Chair Koskela
	1.1 Roll Call	Elizabeth Castillo-Lopez
	1.2 Agenda Review	Chair Koskela
9:10	2.0 Consent Agenda – Action Item	Chair Koskela
	2.1 Agenda Approval	
	2.2 Approval of June 17, 2020 minutes	
9:15	3.0 Public Comment	
	<i>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.</i>	
9:20	4.0 REN Process Discussion	Belle Koskela
9:40	5.0 Regional Educator Networks (REN)	Daniel Ramirez
	5.1 REN Plan - Oregon Trail	Caitlin Russell
	5.2 REN Plan - Central Oregon	Catherine Halliwell-Templin
	5.3 REN Plan - Western REN	Tracy Conaghan
	5.4 REN Plan - Southern Oregon	Dr. Heidi Olivadoti
11:00	6.0 Adjourn	Chair Koskela

EDUCATOR ADVANCEMENT COUNCIL

Meeting Minutes

Wednesday June 17, 2020

9am – 2pm

Join Zoom Meeting

https://us02web.zoom.us/webinar/register/WN_C0YAzPLkRSqdbVQ7Pq_y1g

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Call-in number: 1 669 900 6833

Webinar ID: 875 2203 0316 and Password: 833493

Attending: Colt GIII, Veronica Dujon, Miriam Calderon, Anthony Rosilez, Belle Koskela, Don Grotting, Paul Andrews, Mark Girod, Martha Richards, Melissa Wilk, Michele Oakes, Marvin Lynn, Laura Scruggs, Bill Graupp, Nick Viles, Susan Roebber, Representative McLain

Excused: Matt Yoshioka, Lindsey Capps

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

9:05 1.0 Call to Order and Acknowledgment of the Original

Chair Koskela

Chair Koskela calls meeting to order and sets off with the Land Acknowledgement

People of the Land

1.1 Roll Call

Elizabeth Castillo-Lopez

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

1.2 Agenda Review

Chair Koskela

9:10 2.0 Consent Agenda – Action Item

2.1 Agenda Approval

2.2 Approval of May 20, 2020 minutes

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

9:13 3.0 Public Comment

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.

Elizabeth confirms we do not have any public comment.

9:16 4.0 Regional Educator Networks

Daniel Ramirez

4.1 REN Plan - Southcoast to Valley

Charlotte Pecquex

9:16am Charlotte Pecquex presents her REN Plan. (South to Coast Valley REN) and Daniel outlines strengths and areas to improve.

Strength

Equity: The South Coast to Valley REN Plan demonstrated a comprehensive attention to equity and culturally relevant/sustaining practices related to both internal operations as well as the changes it has proposed to educator retention.

Understanding local context: In addition to extensive empathy interviews and listening sessions SC2V completed a comprehensive analysis of local CIP plans, coordinated with SSA initiatives, met with regional leadership, and continued to get feedback on their plan throughout this process. It was also noted by the review team that the SC2V included equity focused local organizations in their process.

Continuous Improvement: The SC2V REN plan demonstrated a clear understanding and operationalization of the continuous improvement process. They had a clear problem of practice connected to the educator continuum and informed by local needs and the flip of their problem statement they have a clear regional northstar (aim statement). We also noted that their working theory was comprehensive, informed by scholarship, local context, and regional data.

Implementation: It was obvious that a lot of thought had gone into implementation. SC2V has already begun outlining local design networks led by members of the coordinating body.

Area of Growth:

Local strengths: There was little evidence of a process to identify and build on local strengths. We would suggest that SC2V outline regional strengths (organizations, educators, current initiatives, etc.) and provide a process to incorporate these into the improvement efforts.

Implementation: We note that SC2V could further develop their implementation plan - outlining specifically how their networks would operate in concordance with local design teams.

9:36am- Director Lynn moves motion to approve, Director Graupp seconds. Roll call vocal vote, all approved motion passes.

4.2

REN Plan - Columbia Gorge

Gabi Deleone

9:40am Gabrielle deLeone presents her REN Plan. (Columbia REN) and Daniel outlines strengths and areas to improve.

Strength

Equity

From the very beginning it was evident that equity and culturally relevant/sustaining practices were central to the work of the Columbia REN. From their internal processes (including equity “pause cards”) to their external feedback loops and evidenced by their finalized changes to the system, Columbia REN prioritized working alongside BIPOC educators and disrupting current inequitable systems. Of particular note is how the Columbia REN centered local BIPOC educators in listening sessions that ultimately guided their working theory and change ideas.

Understanding Local Context

The Columbia REN conducted a broad and comprehensive assessment of local needs and strengths. They engaged with the community through empathy interviews with novice educators, listening sessions with local educators/administrators, focus groups with BIPOC educators, 1 on 1 superintendent meetings, other regional meetings, and educators focused surveys.

Continuous Improvement

Much like the previous REN, Columbia REN has operationalized a comprehensive and educator centered continuous improvement process. They have a clear aim statement that accounts for both the quantitative measurement related to novice educator retention but also a qualitative measure to help them better understand the lived experiences of novice educators. Columbia RENs working theory is also extensive - guided by research, local context, and regional data.

Implementation

Columbia REN has identified a clear focus for the coming year and has identified member districts that will participate in their initial change ideas.

Area of Growth

Local Strengths

The review committee noted that although the Columbia REN identified local strengths there could be more attention paid to ways to build on these local strengths.

Implementation

The REN Plan review committee appreciated the broad outline of implementation and would like to see a little more detail related to specific districts, schools, or structures related to implementation.

10:00am- Director Rosilez moves motion to approve, Director Graupp seconds. Roll call vocal vote, all approve motion passes.

10:04am Erin Gardenhire presents her REN Plan. (MC REN) and Daniel outlines strengths and areas to improve.

Strength

Equity

The REN Plan review team noted that equity and culturally relevant/sustaining practices were the foundational and driving tenets throughout this REN plan. Equity was woven into every aspect of the Multnomah-Clackamas REN - guiding both their internal processes as well as their content decisions along the way. MC REN not only identified local needs and how to disrupt potential barriers, but also focused in on regional strengths and how the REN might act as a HUB to test and improve systems that serve BIPOC educators.

Understanding Local Context

The MC REN engaged in a comprehensive assessment of local needs and strengths. The REN Coordinator and Coordinating body conducted empathy interviews, hosted listening sessions for BIPOC educators, surveyed the region to identify needs and strengths, and attended a myriad of meetings throughout the region. They have also developed a thorough communication plan that identifies key stakeholders and outlines a detailed plan for feedback loops. This REN Plan not only

Continuous Improvement

Much like the previous REN, MC REN has operationalized a comprehensive and educator centered continuous improvement process. They have a clear problem of practice and aim statement focused on the retention rates of BIPOC educators in the region. Their working theory is informed by local input, extensive scholarship, and regional data. The MC RENs change ideas are focused on disrupting inequitable systems and also building on local systems/strengths.

Implementation

The first draft of the implementation is thoughtful and we appreciated the direction you are headed. Consider more details as to what districts might be involved in what changes and how you plan on operationalizing the first set of change ideas. Understandably, this might be developed over the summer

Area of Growth

Measurement

The REN Plan Review team noted that the MCREN could propose some intended measures for their change ideas - these will ideally be co-developed with local design teams but it would be worth considering what success looks like and how we will know these changes are a success before implementat.

Implementation

The first draft of the implementation is thoughtful and we appreciated the direction you are headed. Consider more details as to what districts might be involved in what changes and how you plan on operationalizing the first set of change ideas. Understandably, this might be developed over the summer

10:17am- Director Richards moves motion to approve, Director Dujon seconds. Roll call vocal vote, all approve motion passes.

10:20 BREAK

10:25 4.4 REN Plan - Douglas

Debbie Price

10:25am Debbie Price presents her REN Plan (Douglas REN)

11:00am Director Graupp moves motion to approve, Director Scruggs seconds. Roll call vocal vote, all approve motion passes. Daniel outlines strengths and areas to improve.

Strength

Equity

The initial push from Douglas REN was focused on establishing an equity stance. They engaged in professional learning using several articles to guide discussions, partnered with the Cow Creek Band of Umpqua Indians Tribe to host their initial convening, and used a set of equity questions and understandings through some of the work.

Understanding Local Context

The Douglas REN did an impressive job understanding local context, partnering with local organizations, creating a geographically inclusive coordinating body membership, and analyzing data to understand the regions needs and strengths. We wanted to highlight their robust partnerships and, once again, that their coordinating body has a broad representation.

Continuous Improvement

Much like the previous REN, MC REN has operationalized a comprehensive and educator centered continuous improvement process. The Douglas REN conducted a robust root cause analysis to identify their problem of practice, aim statement, and working theory. The Douglas REN is focused on creating a robust, regional professional learning system for educators.

Implementation

The Douglas REN provided a thorough timeline of how they intend to implement their changes throughout the coming years. It is a thoughtful table that outlines specifics to implementation.

Area of Growth

Equity

We would suggest Douglas ESD continue to embed a strong culturally relevant/sustaining stance including empathy interviews with BIPOC educators, listening sessions, and continued PL on equity. Asking how folks most marginalized by the system can be the drivers of this work. There were efforts to attend to geographic diversity. We would suggest that Douglas ESD outline a more robust plan on how they will include and center these voices moving forward.

Continuous Improvement

Again, there was a robust root cause analysis as well as a thorough working theory. We did see that many of the proposed changes were actually concepts and/or decisions and not actually changes that would lead to an inquiry cycle of improvement. We would suggest Douglas REN reconsider what changes they are making and how they align with an improvement lens.

Implementation

The outline was greatly appreciated. We would suggest that the Douglas REN consider deeper considerations related to implementation - such as what changes are going to be implemented and where and how these changes will be scaled/spread if they are promising.

4.5

REN Plan - Northwest REN

Dr. Mariana Zaragoza

11:03am- Mariana Zaragoza presents her REN Plan (NW Regional REN)

11:20am - Director Richards moves motion to approve, Director Andrews seconds. Roll call vocal vote, all approve motion passes. Daniel outlines strengths and areas to improve.

Strength

Equity

It was evident to the review team that everything the NW REN did throughout this process was situated from an antiracist, antioppressive, educator driven stance. The very core of the work from the NWREN was focused on the lived experiences of BIPOC educators and better understanding the needs/strengths of the system to support BIPOC educators. They also used critical questions at every decision to ensure they were considering who was included/not included in the decision and who was impacted by the decisions.

Understanding Local Context

Related to the deep commitment to antiracist/antioppressive systems, the NWREN was deeply engaged in understanding local context. They conducted over 40 empathy interviews with BIPOC educators, hosted BIPOC listening sessions, and analyzed a comprehensive list of quantitative regional data related to both educator measures as well as student measures.

Continuous Improvement

Much like the previous REN, NWREN has operationalized a comprehensive and educator centered continuous improvement process. They have a clear problem of practice and aim statement focused on the retention rates of BIPOC educators in the region. Their working theory is informed by local input,

extensive scholarship, and regional data. The NWRENs change ideas are focused on disrupting inequitable systems and also building on local systems/strengths.

Implementation

The implementation outlined specific changes they will make over the coming year as well as a broad timeline of how NWREN

Area of Growth

Coordinating Body

The REN Plan Review committee noted that the coordinating body only represented 7 of the 20 districts in the region and had a lower representation of teachers. We would suggest considering ways to expand and deepen this representation over the coming years.

Implementation

The NWREN provided a broad outline of their implementation plan but we are hoping they can provide more detail as it relates to local design teams, networked learning (spreading and scaling ideas)

11:24 BREAK

11:40 5.0 EAC Equity Commitment Consultancy

Shadiin Garcia and Daniel Ramirez

Shadiin and Daniel lead a discussion on equity using a consultancy protocol. Please refer to the meeting materials for the slide deck.

12:30 Working LUNCH

Chair Koskela

1:01 6.0 Meeting dates

Chair Koskela

6.1 July 8 EAC Meeting Dates

6.2 Dates for the new year

Chair Koskela moves forward with the agenda. July meeting date.

We table the voting as we do not have quorum as of now, we will wait to see if Director Gill can join later on to vote on this agenda item.

1:32 With Director Gill back, Chair Koskela asked for a motion to approve the July 8 meeting date and proposed 2020-2021 EAC meeting schedule. Director Richards moved to approve the July 8 meeting date and proposed 2020-2021 EAC meeting schedule. Director Wilk seconds, Roll call vocal vote, all approve motion passes.

1:13 7.0 Executive Director Update

Shadiin Garcia

7.1 Recognition of service from EAC members

Shadiin Garcia

Shadiin Garcia, Executive Director recognizes Director Scruggs for all her hard work and years of service and dedication to the EAC. Directors join in on recognizing Director Scruggs and Director Andrews.

7.2 Section 48

Lynne Gardner

1:34pm- Lynne Gardner gives an update on Section 48 of the SSA plan. Please refer to the meeting materials for the slide deck.

7.3 Oregon Teacher Scholars Program

Horalia Rangel

1:42pm- Horalia Rangel Oregon Teachers Scholars Program coordinator gives a quick update on OTSP. Please refer to the meeting materials for the slide deck.

1:45 8.0 Membership Vacancies

Shadiin Garcia

1:45pm-The Executive Director proposes that the council move into a subcommittee for vacancies. An email will be sent to Directors to see who would like to participate in the subcommittee.

2:00 9.0 Adjourn

Chair Koskela

Closing remarks, Chair thanks all directors for all the hard work and ends the meeting.



June 25, 2020

Dear Chair Koskela, Directors of the Educator Advancement Council, and EAC Director Dr. Shadiin Garcia:

The Educator Advancement Council marks a turning point for education that the Oregon Education Association has long championed – putting educator voice at the center of decision making and ensuring educators are in the driver’s seat of their profession.

OEA, which represents the voices of more than 43,000 educators across the state, is a proud partner and advocate of the EAC work accomplished to date. We were part of a state-level effort with the EAC to hold several community connection sessions to support our Black, Indigenous, and People of Color (BIPOC) educators, and are continuing to partner with EAC leaders and staff to hold 10-20 more sessions to support educators across the state more broadly. OEA appreciates the authenticity and humanity around which the EAC has planned these sessions, and we understand the power of centering care and concern as we work to heal from our shared trauma brought on by COVID-19.

However, our world is not just navigating through a pandemic - we are also experiencing a more insidious disease that has continued its centuries-long spread in our nation. Racism and hate have done more damage to this country than this virus ever will, and that terrible truth is on full display as a devastating and growing list of black individuals continue to be killed in the shadow of our country’s pervasive racism. We grieve with communities of color in Oregon and throughout the United States, and we recognize that it is our responsibility to step up, move past our mutual grief and rage, and move forward with corrective and collective action. The Oregon Education Association is redoubling our commitment to match our words with tangible action. We will work to engage our members around equity initiatives and work with Black-led organizations and movements in Oregon to assure that the fight for justice in our state continues.

This includes making clear and public our support for the five Regional Educator Networks (RENs) focused on recruiting, supporting, and retaining educators of color, along with the “Section 48” work the EAC has been charged with through the Student Success Act. OEA sees this collective work as essential, and now more than ever, the work to support our BIPOC educators is crucially important as we look into an uncertain future. The time to prioritize a more diverse educator workforce is now, as is the time for OEA to take an active role in ensuring this happens in a racially just system. To that end, we welcome a continued collaborative partnership with the EAC and the RENs, and we are ready to do our part to keep a statewide and state-level focus on these vital efforts and advocate to fund this important work.

Thank you for all you do,

John Larson
OEA President

6900 SW Atlanta St. | Portland, OR 97223 | 503.684.3300 | www.oregoned.org

EMPOWERING EDUCATORS TO HELP STUDENTS SUCCEED



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?

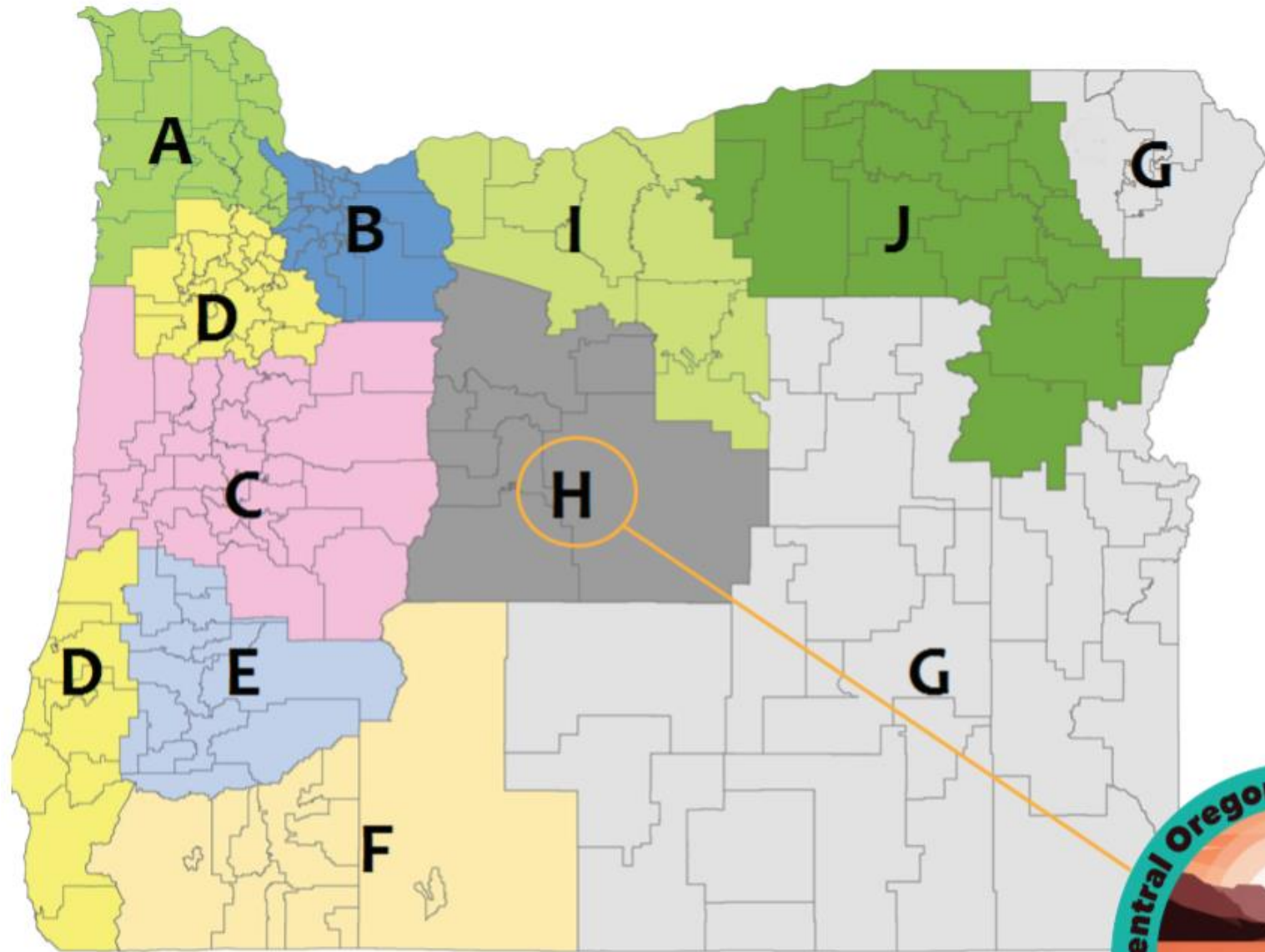
2. What questions do you still have?

3. Do you have future agenda items for consideration?

4. What might we improve on?



Central Oregon REN
EAC Presentation
July 8, 2020
Catherine Halliwell-Templin



Central Oregon Regional Educator Network

- 8000 sq. miles across three counties (Crook, Deschutes, Jefferson)
- Includes the Confederated Tribes of Warm Springs
- 8 Districts (including Black Butte and Ashwood)
- 2 ESDs
- 2 Higher Ed Institutions – Plus satellite sites
- 33,000 Students
- 1850+ Teachers

Strengths of Region

- Working together to meet the needs of the entire region while honoring needs of autonomy of each individual district
- Long standing Regional Roundtables of key leadership
- Trust and communication between districts and ESDs
- Strong and growing partnerships with Higher Ed. Institutions
- Community Partnerships and leveraging of funds through Better Together
- Innovation and Continuous Improvement is developing
- Commitment to Equity throughout our region



Parameter	Central Oregon REN Coordinating Body Characteristics
School-based Educators	53% classroom teachers (10/19)
Geographic Representation	3 of 3 Counties represented plus Confederated Tribes of Warm Springs
School District Representation	6 of 8 School Districts represented (Black Butte SD and Ashwood SD chose not to accept offered seats)
School Size Representation (of those tied to a specific school and/or district)	15% Small Districts (ADMr<1499) 31% Medium Districts (ADMr 1500-4499) 54% Large Districts (ADMr>5000)
Ethnic/Racial Diversity	Total 32% Non-White Representation (6/19) Latinx: 3 Representatives Other non-White: 1 Representative Native American: 2 Representatives (Confederated Tribes of Warm Springs)
Educator Breakdown (of those tied to a specific K-12 school and/or /district)	Elementary Education: 4 Representatives Secondary Education: 5 Representatives Special Education: 1 Representative Administrator: 1 Representative
State Agency	1 Representative (EAC)
ESD	1 Representative (High Desert ESD)
Federally Recognized Tribe	2 Representatives (Confederated Tribes of Warm Springs)
Early Learning	3 Representatives (COCC Early Learning, High Desert ESD, Warm Springs)
Higher Education	3 Representatives (COCC, OSU-Cascades, George Fox University)
School Board Member	1 Representative (Jefferson County School District)
Education-focused Nonprofit	2 Representatives (Better Together)
Philanthropic Organization	1 Representative (St Charles Health Systems)
Professional Education Assoc.	2 Representatives (Bend Education Association, High Desert ESD Assoc.)

Coordinating Body Communications

- 1:1 meetings in person and virtually
- December through March – In Person Live meetings
- March through June – Zoom meetings
- Notebook with important documents
- Shared Google Folder
- Google Surveys
- Zoom breakout groups
- Emails

Weaving in Equity

- Commitment from the entire CB
- Layering each step with questions from the Equity Lens
- Sharing our experience and understanding
- Land acknowledgement and songs
- Book lists
- Scheduled trainings (cancelled)
- Partnerships with Districts Equity work
- Future Professional Learning with PLC

Learning about CI as we narrow our focus

What is CI ?

How do the EAC Recommendations mean to us?

How do our districts shape up?

Opportunities for Growth

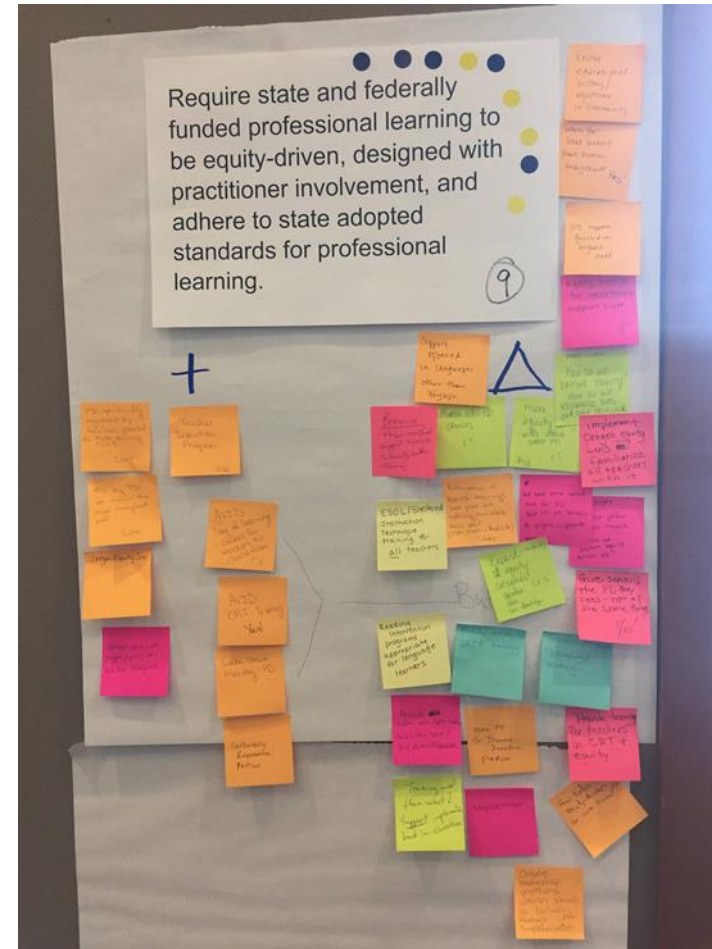
Developing Priorities

Applying the Equity Lens

Considering the Career Continuum in C.O.

Using the Equity Report to dig into the needs throughout our state and region

Learning about PoP's



Problems of Practice



Problems of Practice

- Why does our region lack authentic Professional Development in culturally sustaining and relevant practices?
- Why do teacher perceptions and regional data show an increase of student conduct issues?
- Why do 30.7% of teachers leave after 3 years of teaching?

Driver Diagram

Aim Statement:
Increase the recruitment and retention of qualified and certified teachers that reflects the diversity of student populations in the region from ___% to ___% annually (based on district baseline data)



Primary Drivers

1. A welcoming and supportive teaching and learning environment

2. Educator preparation, learning and development (sustained, ongoing, regionally relevant)

3. Recruit and retain a diverse workforce that reflects the faces of our students

4. Productive partnerships

Secondary Drivers

Relationships

Experiences

Externships

Define critical content

Build alignment around a common skillset for Educator Preparation, Professional Learning and Induction Programs

Design metrics that matter and align to Educator prep learning and development outcomes

Create novice teacher induction

Educator career pathways for HS students

Incentives and resources to recruit educators of color and educators in hard to fill positions

Create feedback loops at all educator levels

Develop partnerships with communities of color to create pathways to educator careers and benefit from cultural collaboration with schools

Develop partnerships to develop grow your own teacher preparation programs

Establish healthy communication and cooperation across the educational system from Pre-K to postsecondary

Change Ideas

Meet quarterly to plan and collaborate a successful pre-K transition to K for students, families and schools

Host job fairs in diverse areas within communities and region to attract a wide range of candidates

Design culturally appropriate protocols for office staff to support staff, families and visitors to feel welcome and safe

Identify and/ or create opportunities for preservice/practicing educators to attend diverse community events to get to know the cultures/communities of their students and families

Provide access to trauma informed professional learning where teachers, administrators and para-professionals can learn together to acquire 2-3 trauma informed strategies/tools per quarter

Organize committees to design an ongoing professional learning series in cultural competence for leaders and educators to participate in together

Create a committee with college/university, district and community experts to embed/ align cultural competencies in preservice and novice teacher programs

Obtain feedback from novice teachers to develop success indicators of New Teacher Induction

Conduct 30-day and 90-day New Hire empathy interview/listening sessions with all newly hired staff to determine needed supports and Prof. Learning

Use information gathered from surveys and empathy interviews to develop a plan for New Teacher Induction

Survey IT departments to determine capacity for online, on demand and rural professional learning

Identify qualified mentors to guide and assist novice teachers in areas that were identified in feedback, research and district goals.

Identify hard to fill teaching positions and create a plan for recruiting these teachers through partnerships with communities, college/university, to reach ed. Assistants and other diverse populations

Identify a lead teacher and committee to design and develop an educator career pathway for high school students that recruits racial and ethnically diverse student candidates (Grow your own).

Identify steps to determine how to offer early career electives (and credit) to high school students to recruit more interest in becoming a teacher

Locate and identify native experts or elders who will offer expertise and experience to design a course in native languages, culture and history

Partner with local colleges/univ/state agencies to establish a specially funded program (and scholarships) to recruit students of color into the teaching profession

Recruit retired/ active teachers of color to mentor preservice and novice teachers in person and virtually

Work with regional partnerships to find and recruit talent that is not in the traditional system (CTE/STEM, Better Together, LSI, ELHub)

Find ways to enhance district relations between early childhood/PreK centers and the school district (such as offering opportunities to attend district sponsored professional learning with other early childhood K-1 teachers)

Implementation/ Next Steps

- Transition to new REN Coordinator
- Transition our TA to CDP
- Develop an "application" for each of the COREN districts to choose the change ideas.
- Hire CI Coaches, Data Specialist and Admin/Communication staff
- COREN districts develop design teams and choose change ideas
- Update Coordinating Body membership and develop schedule for meeting and training (equity and Continuous Improvement)
- Regional and district equity work and PLC
- Continuous Improvement training across the region
- Explore possibility of presentation on what has been done and has worked within region
- Continue to strengthen existing partnerships and forge new ones

Continuing to Improve

- Needed to gather more district input despite the alignment with the REN PoP's
- Consider when to facilitate empathy interviews in our current model
- Additions to the CB
- Narrow our AIM statement
- Further Prioritize Change Ideas
- Balance teacher voice with District input

Thoughts from Daniel and the Committee



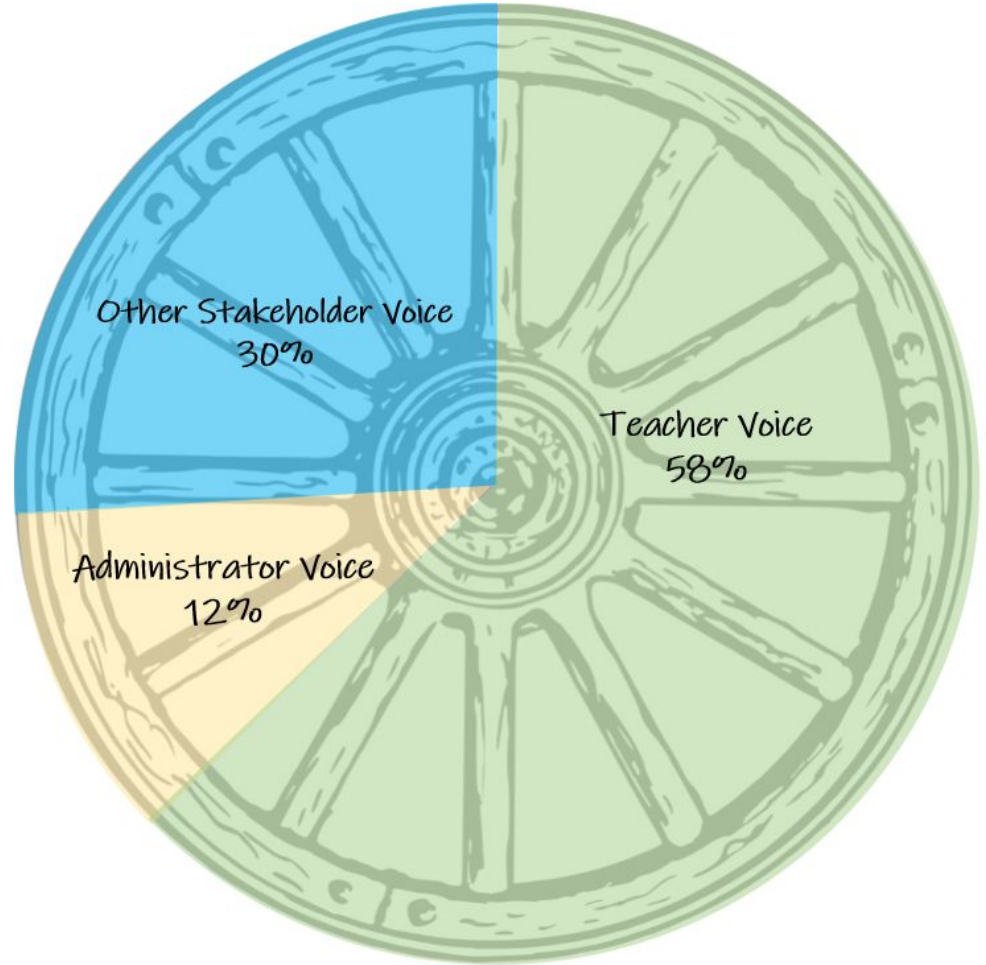
Educator Advancement Council 2020-2023 Plan Presentation

Region J

Coordinating Body

- 19/21 districts have teacher representative
- 4/4 counties have administrator voice
- 10/10 other stakeholder positions filled

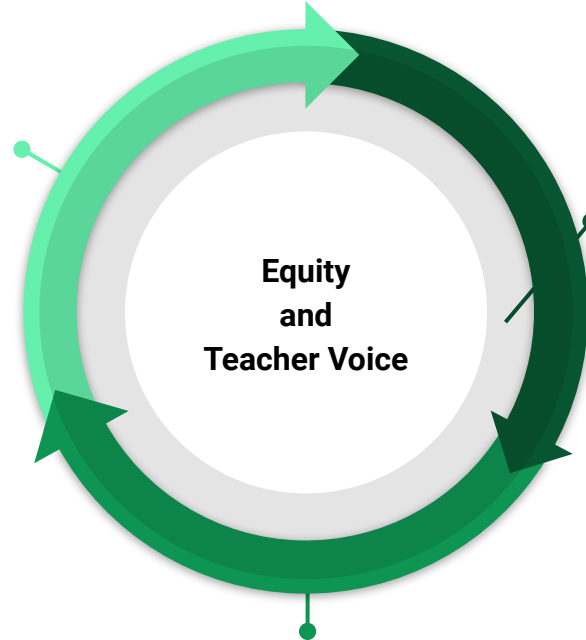
70% of teacher representatives were present at each in person convening



REN Plan Development Process Overview

Informed the Process

1. Long term vision of REN work
2. First interitive of regional aim
3. Informed the conditions that need be changed or elevated
4. Informed specific change ideas that would impact the systemic need



Regional Data Collection and Analysis:

1. Oregon TELL
2. Teacher Turnover and Salary
3. Oregon Equity Report
4. Coordinating Body Survey (1/3 of regional educators completed)
5. Empathy data on professional development practices

Frequent Communication and Updates

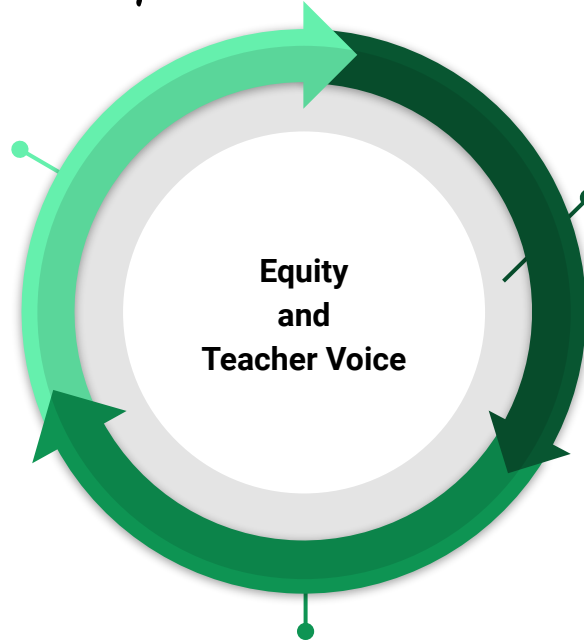
1. By Coordinating Body members to respective representing group
2. By REN Coordinator to Coordinating Body, ESD and district administrators
3. Solicitation of educator feedback during process to confirm or challenge assumptions
4. Established webpage with agendas, outcomes, meeting dates and information on EAC, Oregon Trail REN and its Coordinating body members



REN Plan Continuous Improvement

Inform the Process

1. Long term vision of REN work
2. The spread and scale of change ideas
3. Build on the strengths of the region
4. Acknowledge and improve in areas of growth



Feedback Loops

1. On efficacy of change ideas within districts
2. On effectiveness of regional efforts
3. With continued empathy data
4. Specifically with regional educators of color
5. On needed capacity building support

Frequent Communication and Updates

1. Local design teams with Coordinating Body
2. By Coordinating Body members to respective representing group
3. By REN Coordinator to Coordinating Body, ESD and district administrators
4. Established webpage with agendas, outcomes, meeting dates and information on EAC, Oregon Trail REN and its Coordinating body members

Equity and Teacher Voice at the Center of the Work

Throughout the Plan Development Process:

- Coordinating Body represented a cross section of the educators in the region - grade level, years of experience, gender, remote/rural, content, etc.
- Recognized that voices were missing when looking at regional and state data
- Collected 18 empathy interviews during March-April
- Shared resources, trainings and personal steps in journey



Next Steps:

- Be more intentional with matching student demographics with representing teacher voice
- Engage in educators of color in order to gain accurate perspective on their experiences
- Continue to collect stories to ensure that change ideas are relevant and necessary
- Embed culturally responsive practices and equity training into regional professional learning

Oregon Trail REN Working Theory

Vision → Oregon Trail REN seeks to build systems of recruitment, retention and support for rural educators.

Aim Statement → By June, 2023, there will be an increase in implementation and participation in relevant and progressive professional learning as reported by a regional survey.

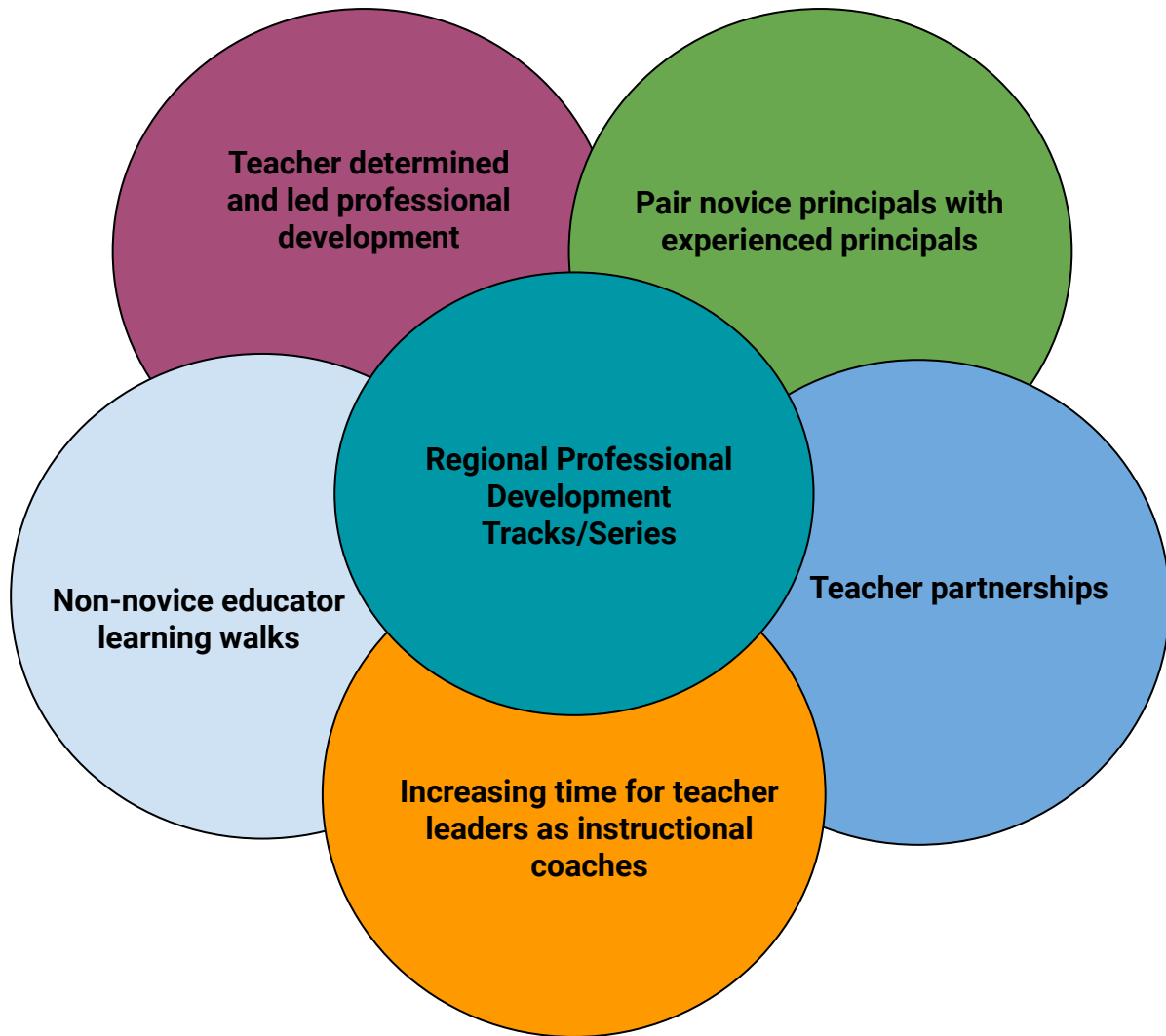


Change Ideas

2020-21

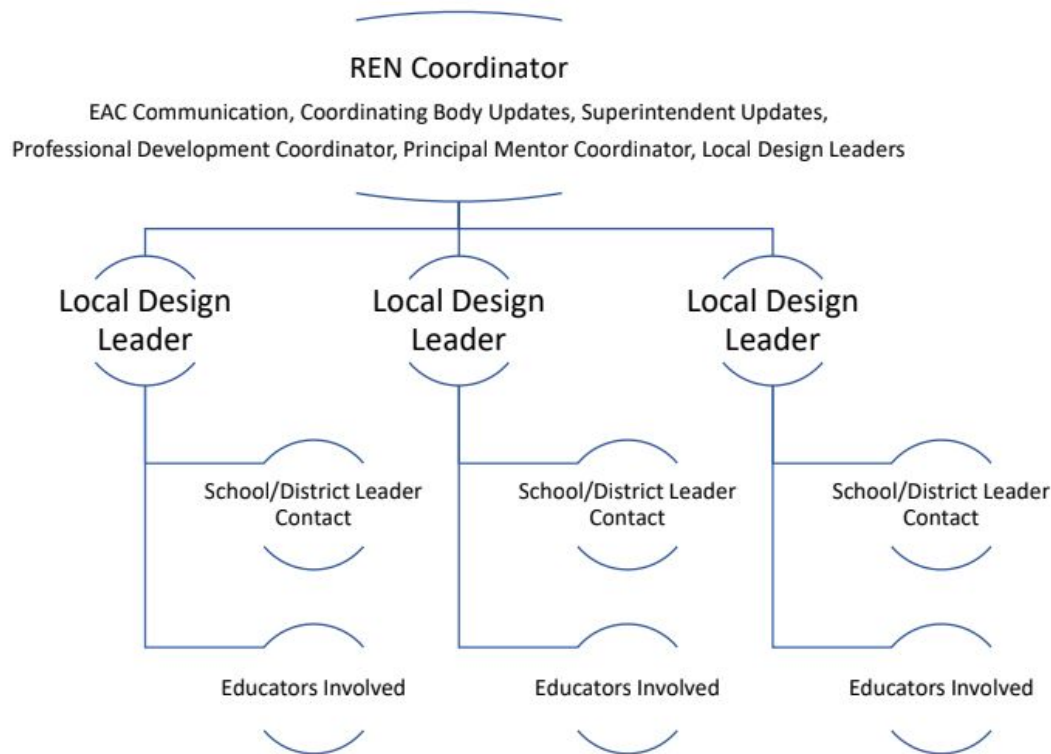
The Coordinating Body has outlined, for each change idea (Appendix F):

- *The question being answered;*
- *The overall goal;*
- *Who the target educators are;*
- *Important definitions;*
- *Examples of implementation;*
- *Ideal cohort capacity.*



Implementation and Sustainability Plan

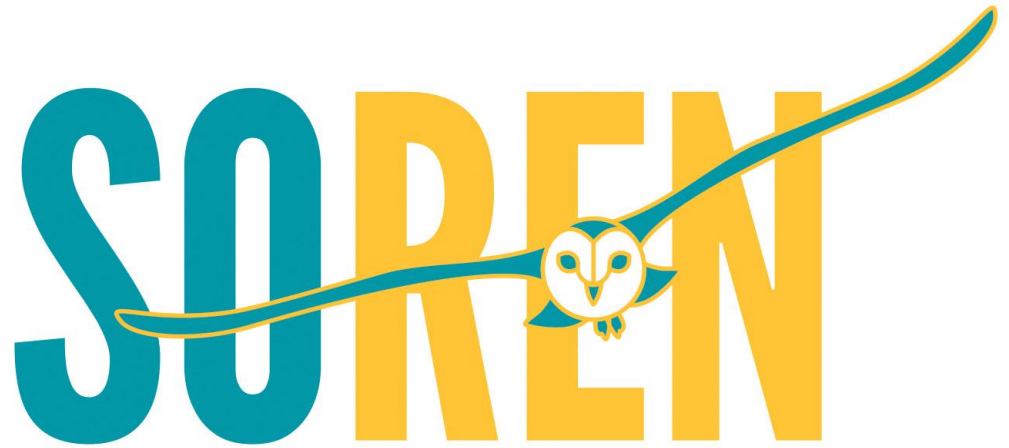
- Each district will be involved in at least one change idea
- Each district will have a Local Design Leader (teacher leader)
- Professional Development Coordinator
- Principal Mentorship Coordinator
- All change ideas identified are ones that the Oregon Trail REN expects to permeate existing systems and can be absorbed by districts



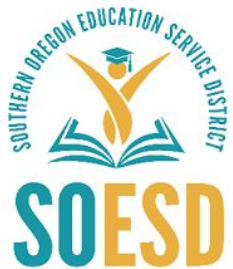
Budget Proposal: Year 2 of Current Biennium



<i>Category</i>	<i>Predicted Associated Costs, Could Include</i>	<i>Year 2 Allocation</i>
<i>Teacher Partnerships</i>	<i>Substitute, travel</i>	<i>\$50,000</i>
<i>Increase Teacher Leader's Flexibility</i>	<i>Substitute, training, collaborative PD opportunities</i>	<i>\$350,000</i>
<i>Facilitate Non-Novice Learning Walks</i>	<i>Substitute, travel</i>	<i>\$150,000</i>
<i>Pair Novice Principals with Experienced</i>	<i>Travel, stipend, PD vouchers, mentor coordinator, substitute administrator</i>	<i>\$150,000</i>
<i>Allow for Teacher Determined/Led PD</i>	<i>Substitute, PD opportunities, travel, conference costs</i>	<i>\$450,000</i>
<i>Establish Regional PD Tracks/Series</i>	<i>PD coordinator, travel, REN sponsored PD</i>	<i>\$500,000</i>
<i>General</i>	<i>CB travel and convening, supplies, regional survey development, Local Design Leaders</i>	<i>\$98,698</i>
<i>Unforeseen Expenses</i>	<i>Additional staffing needs, training, travel, ESD indirect fee @ 8.08%</i>	<i>\$154,000</i>



Southern Oregon Regional Educator Network



2020-2023 Plan

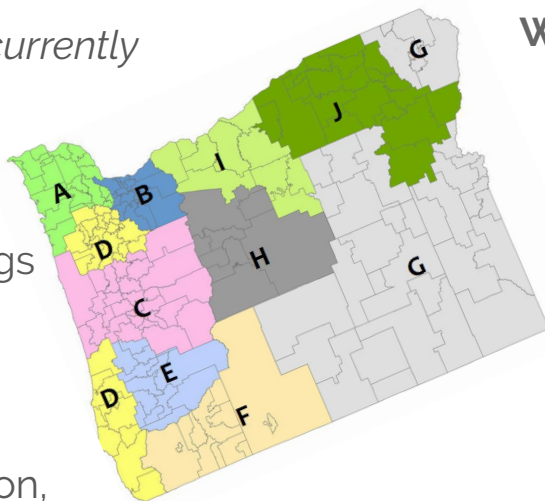
First Iteration | June 30, 2020

Heidi Olivadoti, Ed.D.
Region F Coordinator

Our region | Our priorities

Region F (for FUN), *currently*
represents:

- 13 school districts
- 100 school buildings
- 3,500 Teachers
- 52,000 students
- 474,381 people
- 3 Counties - Jackson, Josephine, and Klamath
- 10,000 sq. miles - about the size of Massachusetts
- 4 Sovereign Nations



We are committed to:

- Centering our work on equity
- Engage our community, beyond schools, to improve outcomes for kids.
- Increase safety, significance, and belonging for ALL
- Develop, support, and celebrate skillful teaching and instructional leadership.
- Improve student's lived experiences and outcomes.
- Increase the agency, efficacy, diversity, and retention of new educators

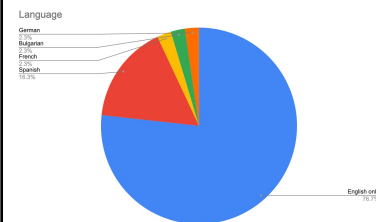
Who We Represent

19-20 SOREN Advisory Team Representation* ([Appendix L](#))

Licensed Educators (35)	Mental Health Public Safety (5)	High Potential Groups Historically Underserved and/or Systematically Marginalized (27)
Teachers -18 Special Ed - 2 Librarian - 1 Principal - 5 District Office Admin - 3 Higher Ed - 4 OEA - 3	Chief of Public Safety - 1 School Counselors - 2 Restorative Justice - 1	Federally Recognized Tribes - 2 People of Color - 8 LGBTQ+ - 4 Emerging Bilingual - 6 Early Learning - 2 Special Education - 3 Alternative Education - 2

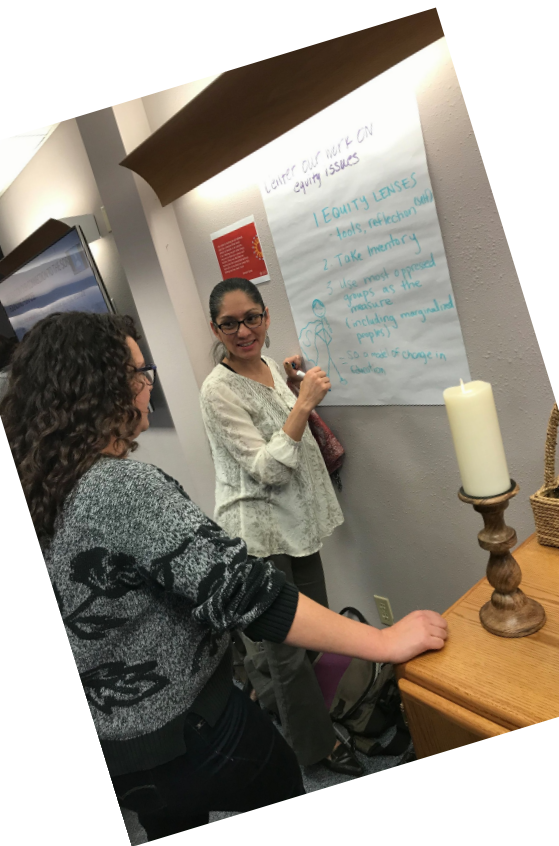
Languages:

Bulgarian - 1
 French - 1
 German - 2
 Spanish - 6
 English - 30



*Note: All 40 members represent intersectionality of the communities they serve. Due to members representation of multiple groups and local interests, the numbers below will not be equal to the number of members (Appendix L).

SOREN - We are Better Together



SOREN

Southern Oregon Regional Educator Network

Our Foundational Beliefs

Above all else, we want our students to know that they are protected, safe, and cared for. They are loved and lovable. **They matter.** Our words and actions will speak volumes about love and they will learn from how we treat them, treat others, and how we treat ourselves.

We are **courageous.** We will practice courage in our classrooms by showing up, being seen, and honoring vulnerability. We will share our stories of strength and struggle with confidence and care.

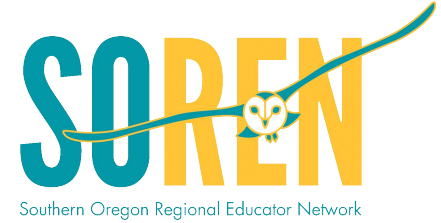
We are **compassionate.** We will teach compassion by practicing compassion with ourselves first; then with each other. We will set expectations with intention, nurture growth, and celebrate learning from mistakes. We value rest and play as well as hard work, hope, and perseverance.

We are **connected.** We want to know joy so we can practice **gratitude.** We may cry, face fears, and grieve together. We will express **empathy** by sitting with pain and teaching how to feel it. We will foster love, **belonging**, and joy by practicing self-compassion and embracing our own imperfections. We invite creativity, laughter, music, and movement. We extend permission to be ourselves with each other. We will not teach, love, or do anything perfectly. We will let our students see our imperfections so they can embrace their own. Our community is a place where everyone belongs.

We foster **resilience**, purpose, and meaning. We aim to **do no harm.** We promote health and healing in the midst of trauma and heartbreak. We engage with our whole hearts.

Southern Oregon Mentor Consortium
[Wholehearted Teaching Manifesto](#)

Teacher Voice - Listen...



[Teacher Voice Report](#) (Russell Quaglia)

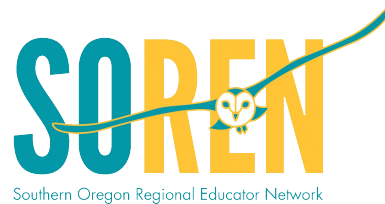
"Too often school staff can't reach their goals and dreams because the conditions around them are not supportive. As a result their aspirations flounder and effectiveness wanes, thus affecting the entire teaching and learning environment. In order for school staff to have and sustain high aspirations, the conditions that enable them to reach their goals must be in place. These conditions are known as the 8 Conditions (the first of which is **BELONGING**).

[NEA](#) "School improvement cannot be imposed from on-high without input from educators, but instead must have the full support of classroom teachers...teachers have sound ideas for school improvement, and they are eager to help students succeed."

[MetLife Survey of the American Teacher](#) **Factors whose origins are beyond school control represent the most significant challenges:** Over 75% of teachers felt that addressing the individual needs of diverse learners and engaging parents and the community in improving the education of students were the most significant challenges.

Two-thirds of teachers said they felt teachers were not adequately heard in the debate on education.

Engaging Educators with Empathy



Where have we been listening?

OEA Focus Groups *Disrupted Learning*
(Medford 2018)

Southern Oregon Mentor Consortium
Collaborative Discussions with Educators and
Mentor Forums

Community Engagement
Southern Oregon Success, ACE Interface, LGBTQ+
& Healthcare, SOESD Equity Summit
Higher Ed Summit

Empathy Interviews are embedded in almost everything we do: Conversations one to one, small groups, circles, surveys, Thoughtexchanges

Empathy has no script. There is no right way or wrong way to do it. It's simply listening, holding space, withholding judgment, emotionally connecting, and communicating that incredibly healing message of "You are not alone."

Brene Brown

wordables.

Equity - Safety Significance Belonging



What makes people do what they do?

Theory of Human Behavior from Alfred Adler (1870-1937)

We are all equally worthy of dignity and respect.

Behavior is purposive (goal-directed).

We are always moving toward **belonging** and **significance**.

“Americans have long been trained to see the deficiencies of people rather than policy”

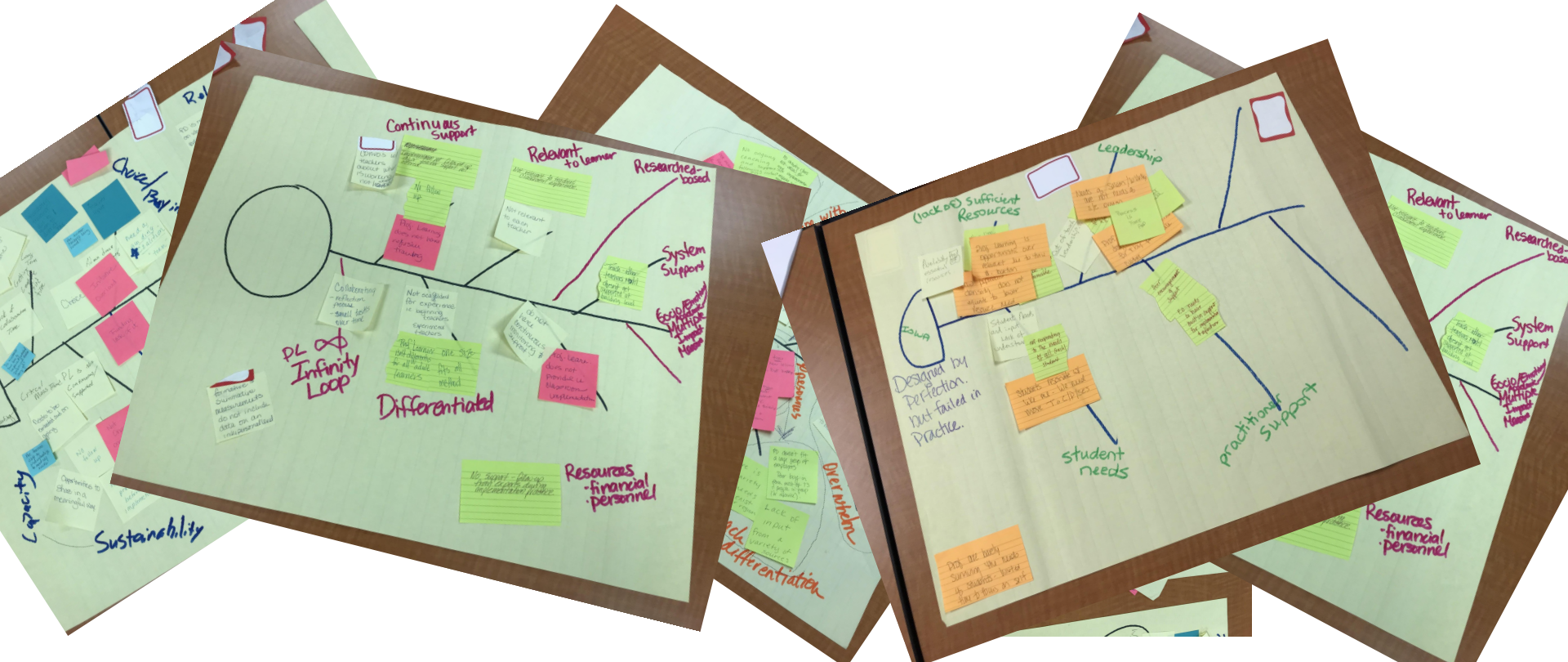
— Ibram X. Kendi, *How to Be an Antiracist*

“Denial is the heartbeat of racism, beating across ideologies, races, and nations. It is beating within us.”

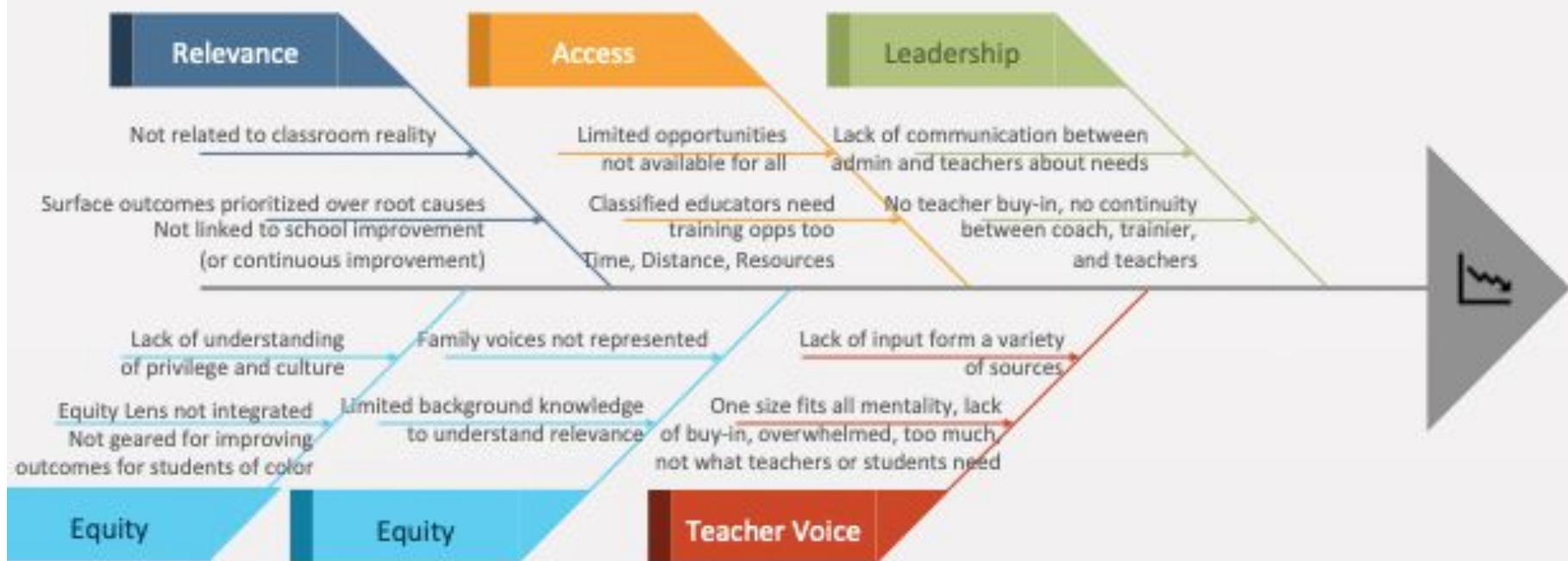
— Ibram X. Kendi, *How to Be an Antiracist*

Original Problem of Practice

Current professional learning systems are not meeting the needs of educators in Southern Oregon. .

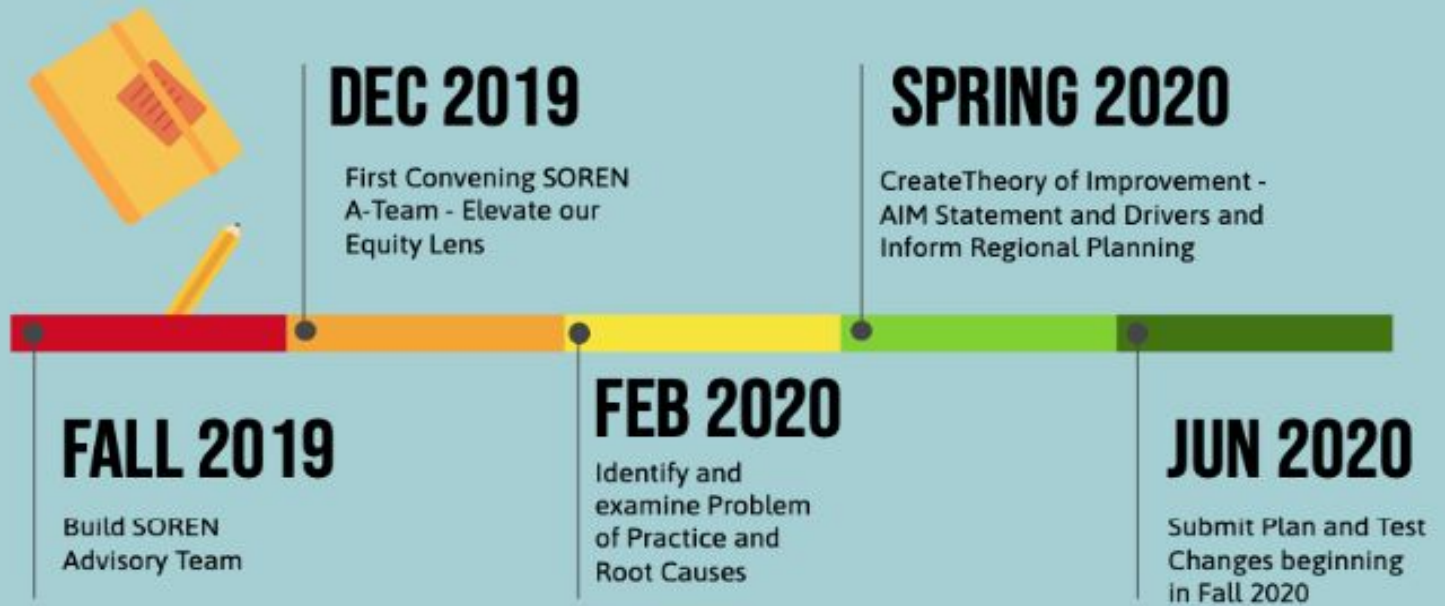


SOREN – PoP No.1 Root Cause Analysis



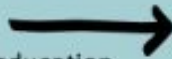
SOREN Design Process

FIRST ITERATION



VISION STATEMENT

We will increase access and opportunities for educators to engage in high quality professional learning that will create and sustain locally responsive education systems that are human-centered and support social/emotional needs, increase academic achievement, and reduce academic disparities for historically underserved.



PROBLEM OF PRACTICE

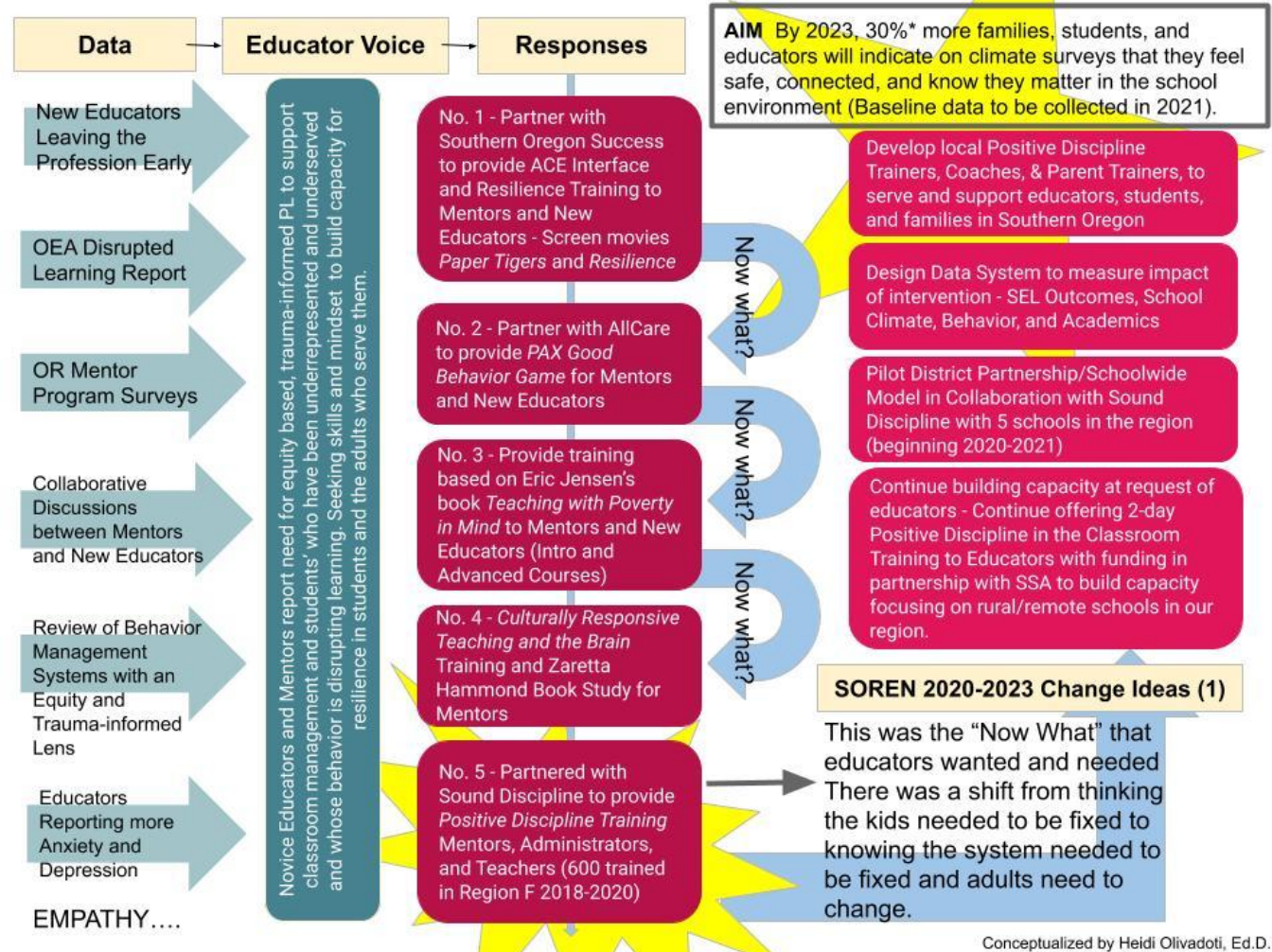
Professional Learning is not creating or sustaining educational systems that are rooted in equity and build on strengths and assets of youth, educators, families, and students who have been historically underserved.



AIM STATEMENT (revised 5/15/20)

By June 2023, ____% of educators will have **equitable access** to and participate in **relevant** professional learning that is **driven by educator voice**, **leverages strengths**, and is **rooted in equity**.

Flipping the Driver Diagram



Primary Drivers



AIM

By 2023, 30%* more families, students, and educators will indicate on climate surveys that they feel safe, connected, and know they matter in the school environment.

*Compared to baseline data to be collected in 2021. Growth target may be adjusted.

Primary Drivers

Equitable Access: System-wide commitment to professional learning for educators through resource allocation and partnerships with special attention to equity, Social Emotional Learning (SEL), and serving historically underserved areas and populations (i.e. rural/remote/diverse schools).

Relevance: Systems, data, and processes to identify needs, interventions, and measure impact to elevate strengths, respond to the needs of the community, address inequities, and continuously improve.

Educator Voice: Elevate voices of educators to drive decision making and establish and sustain regional focus on professional learning systems that are centered on equity, continuous improvement, collective responsibility, and to improve experiences and outcomes.

Equity: System-wide commitment to equity that is centered on establishing and maintaining safety, significance, belonging, and opportunities for ALL students and adults.

Secondary Drivers

Remedy historical inequities in professional learning and access to system improvement caused by lack of resources and geography

Identify limiting beliefs that have contributed to historical inequities and disparities.

Student, family, and educator voices are central to building a strong learning community.

Students, families, and educators are supported in identifying and developing opportunities to provide input and feedback to inform decisions and continuously improve.

Educators across the career continuum are offered multiple opportunities and avenues to provide input and drive decisions.

Communication and processes make decisions transparent, inspire relational trust, and invite collaboration toward system change.

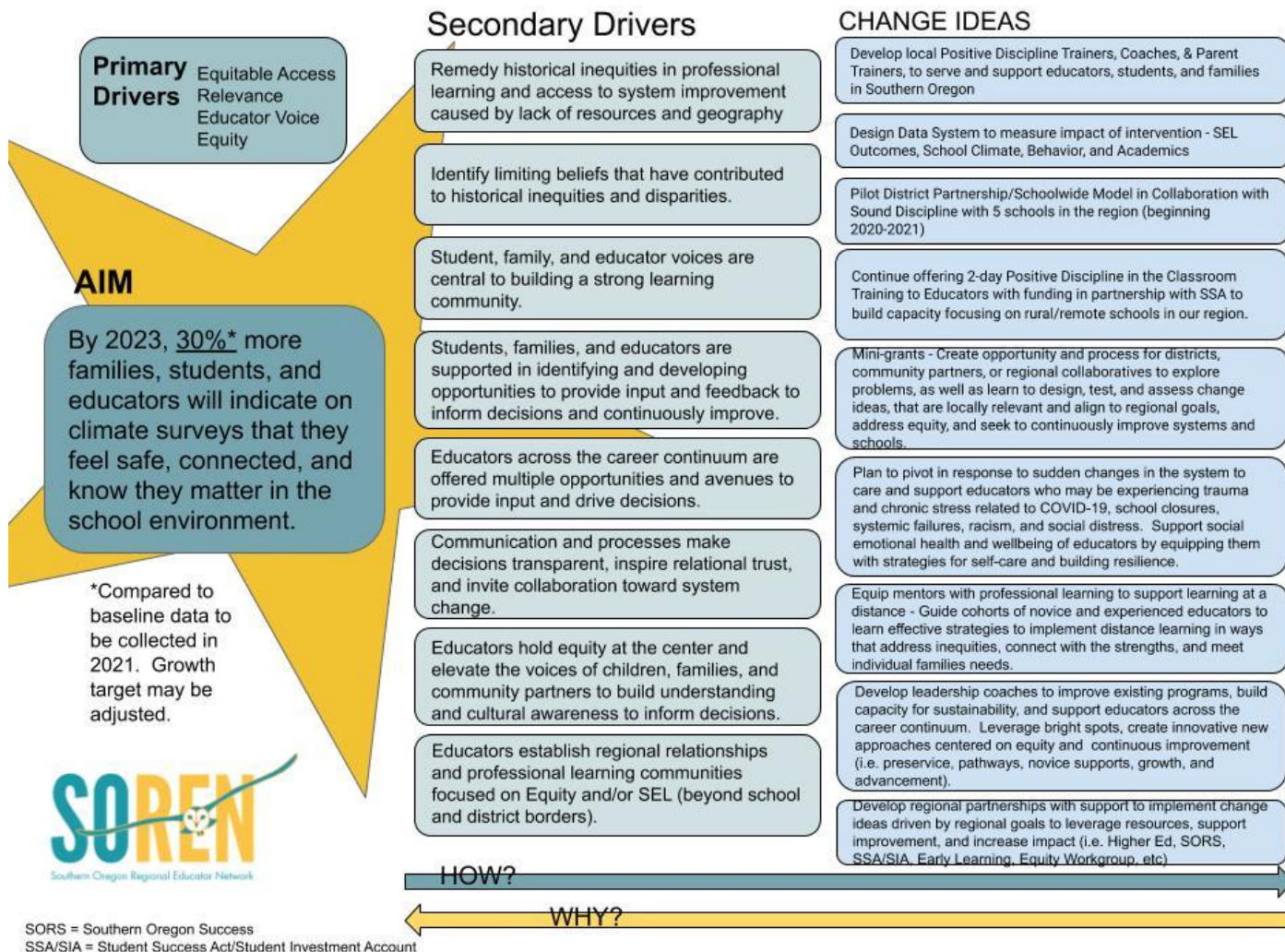
Educators hold equity at the center and elevate the voices of children, families, and community partners to build understanding and cultural awareness to inform decisions.

Educators establish regional relationships and professional learning communities focused on Equity and/or SEL (beyond school and district borders).

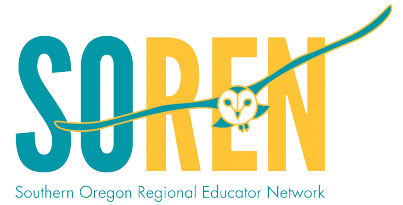
HOW

WHY

Secondary Drivers and Change Ideas



Southern Oregon Regional Network



Supporting Equity and Excellence in Education for All

SOREN holds equity and educator voice at its core by connecting educators with the professional learning support needed to best serve students.

We bring together educators, community leaders, and state officials to work on the best methods to ensure equitable access to professional supports for all public educators in our region.



We are **GRATEFUL** for opportunity to engage in this important work with the support of the Oregon Legislature and the Educator Advancement Council. THANK YOU.



Western Regional Educator Network

★ Lane ★ Linn ★ Benton ★ Lincoln



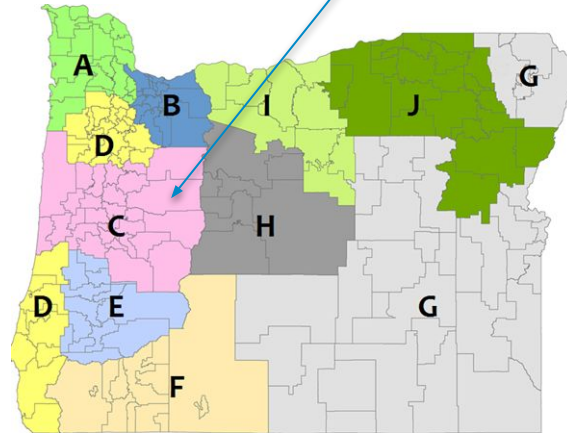
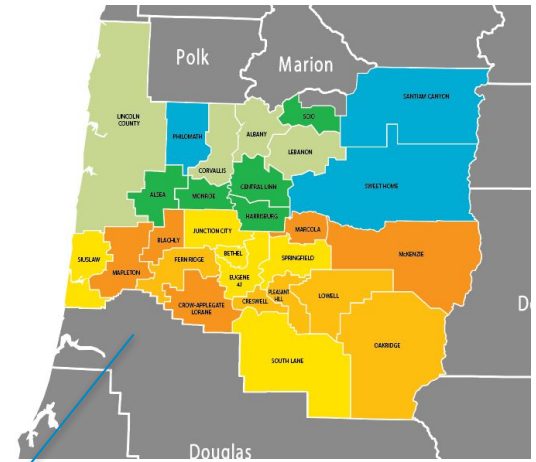
Region C

Lane ESD & Linn Benton Lincoln ESD

Our region spans 4 counties and serves 28 school districts.

Our REN serves:

- Members of 2 Federally Recognized Tribes: Confederated Tribes of Siletz Indians and Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians
- Approximately 84,000 students and 4,476 educators





EQUITY

Educator Advancement Council

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.

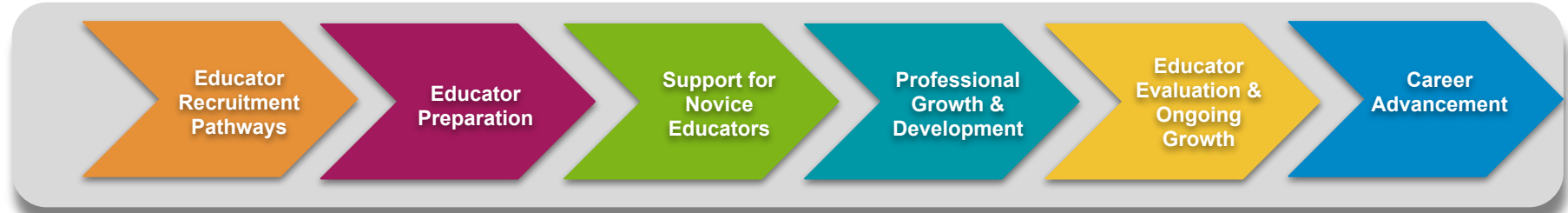
EQUITY

Coordinating Body Group Agreements

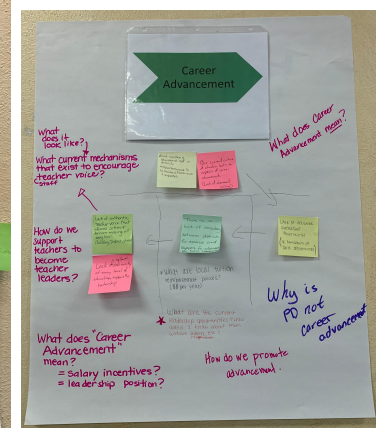
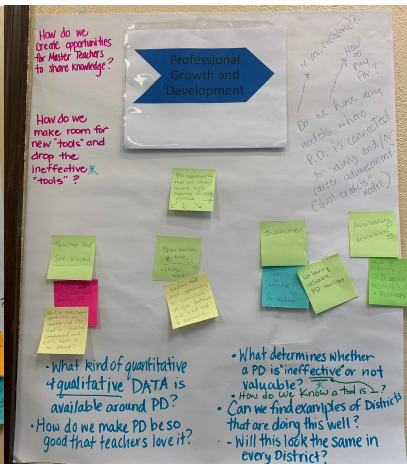
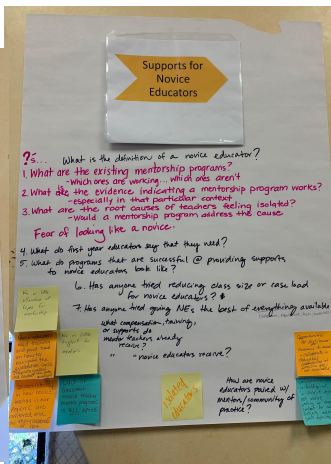
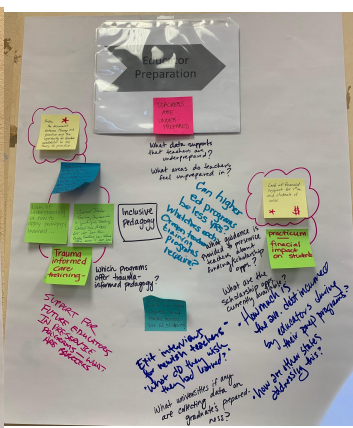
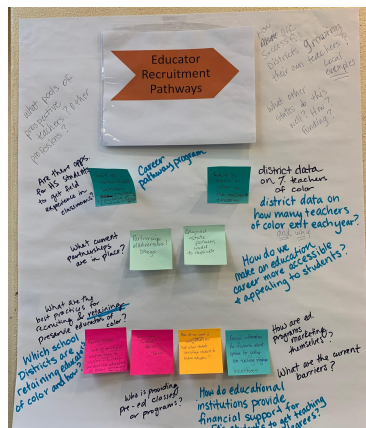
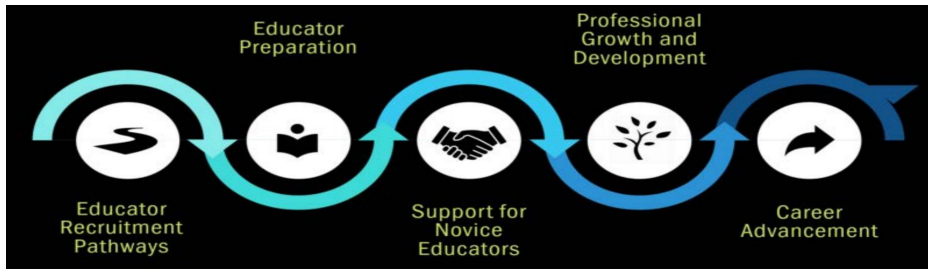


- Share space
- Stay engaged
- Speak your truth, responsibly
- Listen to understand
- Dialogue, don't sell - let's converse, not pitch
- Be mindful time spent speaking and listening

Educator Career Continuum Regional Priorities



Educator Career Continuum Regional Priorities



February 21, 2020 | OSU

Listening Sessions - Elevating Educator Voice

District Sessions: 20

EPP Teacher Candidate Sessions: 2

High School Classes Visited: 6



Due to COVID-19 listening sessions scheduled after March 20 are being held in the fall, including sessions specifically designed for BIPOC educators across the region.

Who Participated in Thought Exchange Listening Sessions?



487
Participants



872
Thoughts



14718
Ratings

How can we support all educators in our region through every stage of their career from recruitment through retirement while emphasizing the equity lens?



487
Participants



872
Thoughts



14718
Ratings



350

Participants shared
thoughts



348

Participants rated
thoughts



289

Participants explored
thoughts



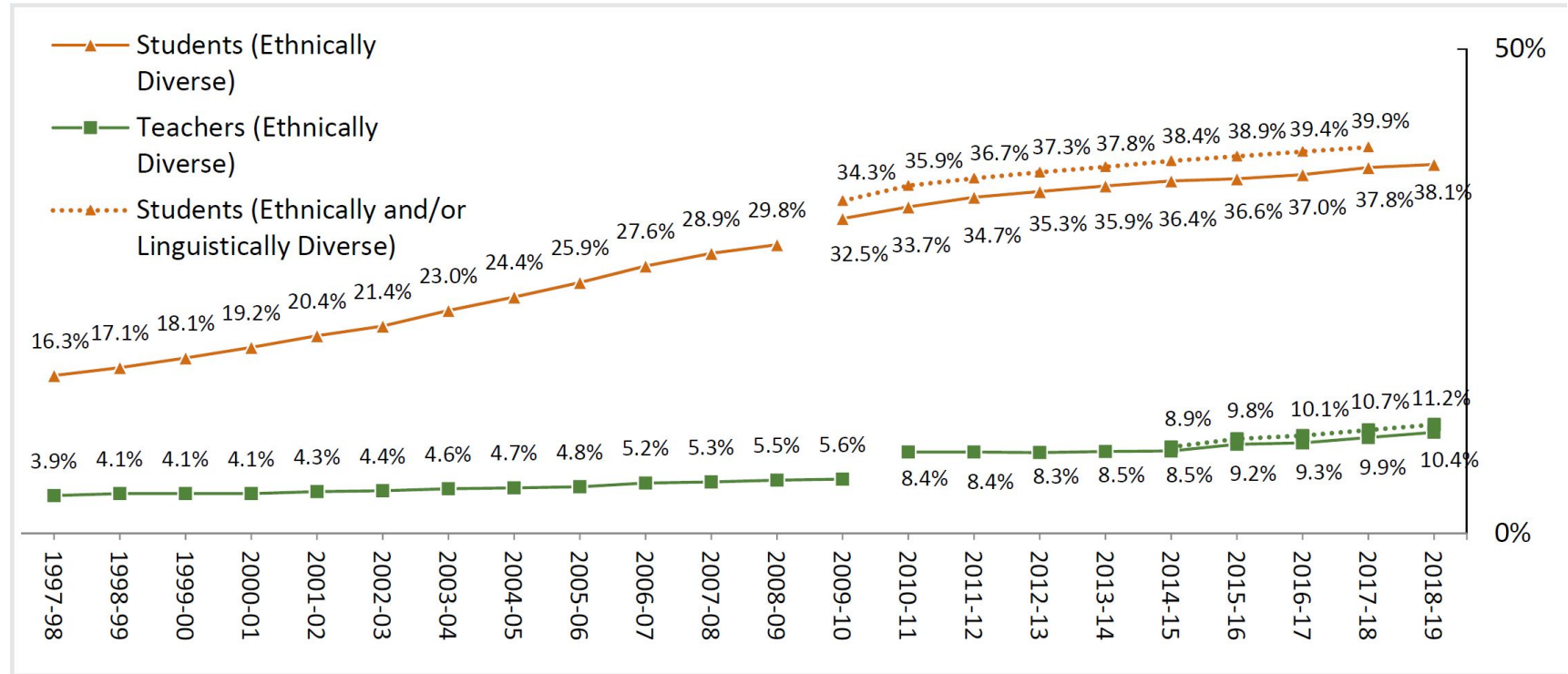
The primary
research question
was broad at the
beginning of our
process

Most highly rated thoughts

- **Professional Development** - Support for behavioral and social/emotional needs
- **Professional Development** - Time to collaborate
- **Retention** - Keeping teachers where they are, includes compensation issues
- **Leadership Development** - opportunities for growth in the profession

There is a large and growing gap in representation statewide

Figure 13: Oregon Student and Teacher Demographics Gap

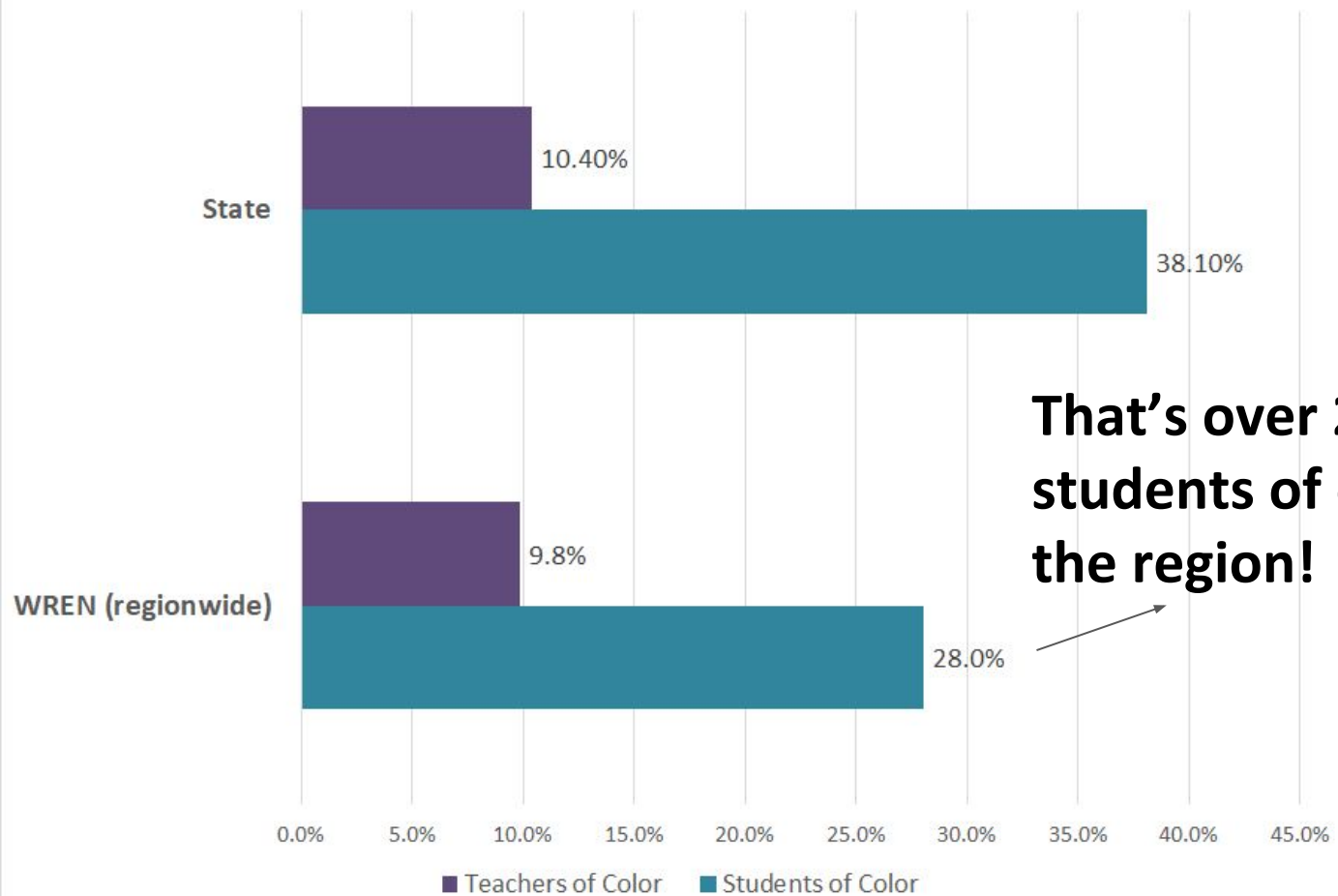


Sources: Fall Membership and Staff Position Collections **Oregon Educator Equity Report 2019**, p.

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

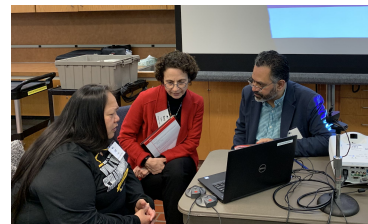
This gap is present in the WREN region too

WREN student and teacher demographics compared to Statewide (2018-19)



**That's over 23,000
students of color in
the region!**

Problems of Practice Prioritization

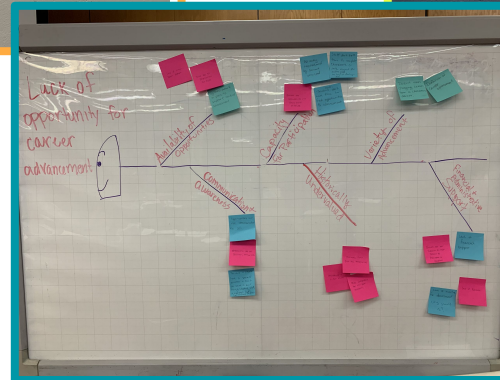
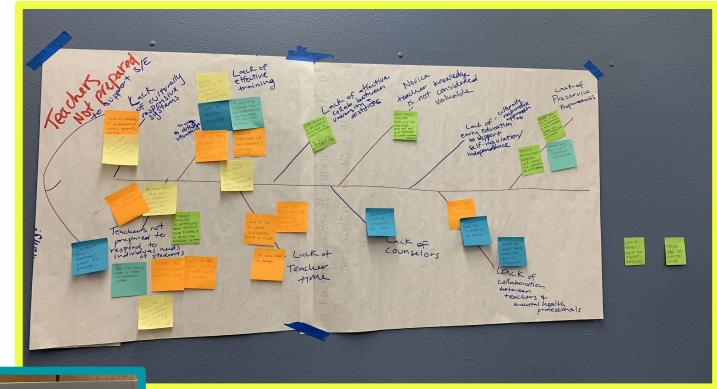
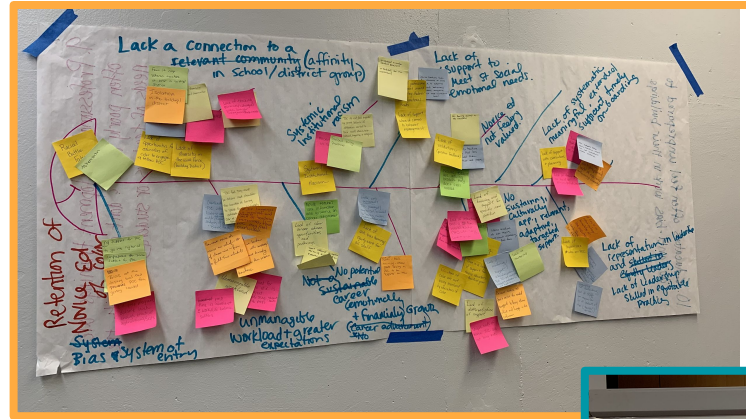


Three primary problems were lifted:

- Retention of novice educators of color.
- Teachers are not prepared to meet students' social/emotional needs
- Lack of opportunity for career advancement

1. Authentic teacher voice rarely informs action & decision-making at every level (building, district, state).
2. Career advancement opportunities are not developed, communicated or supported.
3. There is a lack of racial, ethnic and linguistic diversity in the educator workforce across the region.
4. Teachers, especially POC teachers, feel isolated in their school buildings.
5. Many POC pre-service teachers do not feel supported to enter the career--from high school, through college and placement.
6. Novice educators do not feel prepared to manage a classroom on their own.
7. New teachers experience a disconnect between theory and practice and don't have much opportunity to tie theory to practice during their preparation programs.
8. Teachers are not prepared to address students' social and emotional needs.
9. Professional development trainings are often poorly timed (inservice week), ineffective, and don't connect with the needs of teachers or students.
10. Educators often feel unprepared to do anti-bias work in their buildings.

WREN Fishbones - Based on Problems of Practice



Then, the world turned upside down...

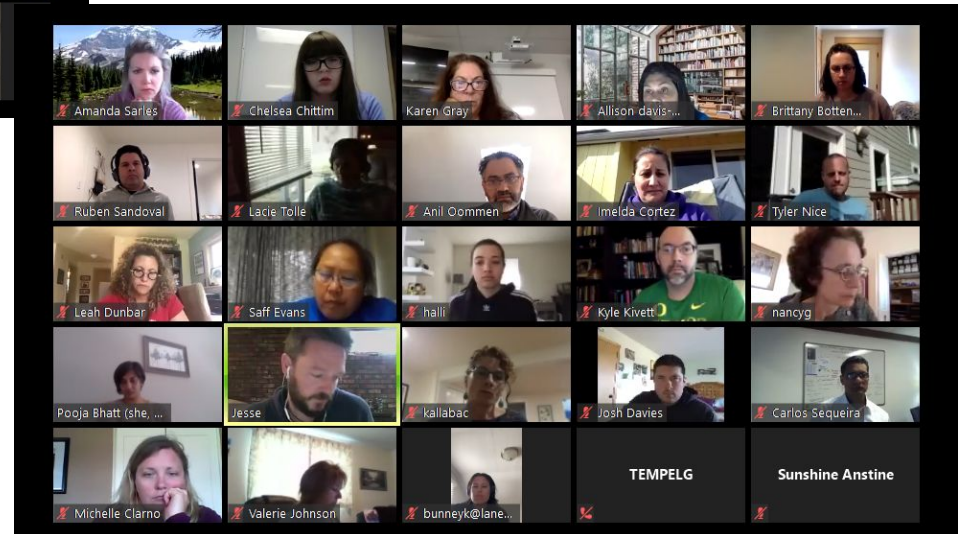


Image by [Santa3](#) from [Pixabay](#)

April 2020 Coordinating Body Meetings Shifted



*Weekly
Virtual via Zoom*

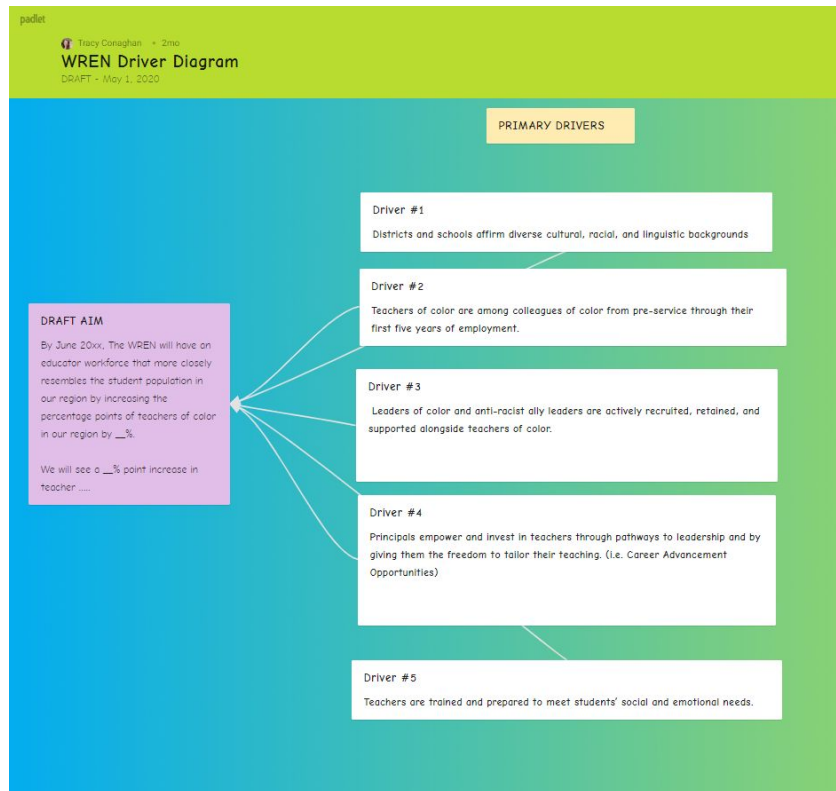


Problems of Practice → AIM

How are these related? Which is primary?
Which feed into the primary problem?



5 Primary Drivers



WREN Headline - AIM Statement

Our regional goal for improvement



By 2023, the Western Regional Educator Network will advance diversity by increasing the percentage of teachers of color in the region from 9.8% to 14.3%* and enhancing teachers' professional supports for meeting students' social/emotional needs as well as creating more inclusive and empowering school cultures.

What is a Change Idea?

Examples



Concept: More support for novice teachers

Change idea:

an alteration to a system or process that requires testing

Change idea:

Educators new to the district will be asked how they want to be matched with a mentor, considering race, gender, and role (within the district or the region)



Program: New Teacher Center's Evidence-Based Mentoring Program

Equity-Based Decision-Making Tool

WHO ARE WE SERVING IF WE ADDRESS THIS PROBLEM:

Would addressing this problem reduce racial/ethnic disparities? If so, for whom?

Would addressing this problem reduce geographic disparities? If so, for whom?

Who would most benefit from addressing this problem?

WHAT DO WE KNOW ABOUT THE PROBLEM: Who is saying that this is a problem (consider race, ethnicity, and language; consider roles within education continuum and who is over and under-represented)? Who is informing our understanding of this problem? What are the barriers to equal access to opportunity for the people most impacted by this problem?"

HOW DO WE PRIORITIZE THIS PROBLEM RELATIVE TO OTHERS: Does this problem create other problems? (i.e. if we address this problem, will it help us address other problems too?) If we prioritize this as a problem now, are we saying no or “not right now” to other problems, what are we saying “no” or “not right now” to? Is this a problem within our control as a Regional Educator Network? Are the REN resources able to be used to address the problem? (e.g. does teacher compensation problems fit within something that the REN can actually invest in?)"

WHAT LEVEL OF CHANGE IS THIS ADDRESSING: Does addressing this problem require change to individual mindsets, organizational policies or procedures, or regional/state systems and structures? If this problem only addresses one or two levels of change, will addressing it still be impactful?

Theory of Change



Aim Statement

Primary Drivers

Secondary Drivers

Change Ideas

Our Story

By 2023, the WREN will advance diversity by increasing the percentage of teachers of color in the region from 9.8% to 14.3% and enhancing teachers' professional supports for meeting students' social/emotional needs as well as creating more inclusive and empowering school cultures.

Key

Dk Orange - (Y1) 2020-2021

Lt Orange - (Y2) 2021-2022

Outline - (Y3) 2022-2023

Diversify and support educator pathways to enhance recruitment of teachers of color.

Hiring processes are grounded in best practices around disrupting bias and hiring committees include representation for educators of color with decision making power.

2a. ESDs develop anti bias interviewing processes for each district to adopt, including training for hiring committee members.

6. Expand existing Teacher Cadet (or similar) programs to provide opportunities in every district for all interested students. (This is a BIG idea, how might we create a first step around this?)

Develop a plan for expanding existing high school teacher prep courses to the region that includes a specific focus on ensuring that these courses are being offered and accessed by students of color

Develop CTE Programs for area high schools focused on early childhood workforce development that includes a specific focus on ensuring that these courses are being offered and accessed by students of color (This is a BIG idea, how might we create a first step around this?)

Review high school teacher training courses to ensure they have culturally responsive teaching elements infused into the theory and practicum.

High schools share information with students of color about the culturally specific/culturally sustaining teaching programs that exist in the state

Strengthen the teacher pathway between high schools and educator prep programs.

Pre service and novice teachers of color connect with each other.

7. Colleges offer students connections to a current teacher mentor based on race, gender and role.

Novice teachers of color connecting with each other

Regional opportunities to connect future teachers, teacher candidates, novice teachers of color, and veteran teachers of color.

2b. Invite every teacher of color in the region, beginning at hiring, to participate in an affinity group either at the district or regional level.

Conduct focus groups with teachers of color in the region so they can co-create region wide promising practices about how pre-service teachers of color can connect with one another

Districts and schools support the social/emotional needs of teachers with diverse cultural, racial, linguistic backgrounds.

School and district leaders create a culture of listening for and responding to acts of institutional racism and implicit bias.

5. Empower educators of color and allies to come up with a protocol for responding to acts of institutional racism.

Develop an equity committee in each district to examine issues of racism and bias

School admin. recognize the work of being an equity leader (and it isn't a default position for teachers of color) and provide additional resources and support that are meaningful and self-determined by these teachers.

Ask teachers of color in the region what they want in terms of support and mentorship pairings (interviews, surveys, etc)

District Leaders/Central Office have clear structures for supporting staff of color.

4. Districts develop written commitments around how they will support the social/emotional needs of teachers with diverse cultural, racial, linguistic backgrounds.

Superintendents at least twice a year ask teachers of color in the region what they want in terms of support and mentorship pairings (interviews, surveys, etc)

School materials, family supports and other education tools are multilingual, and culturally sustaining.

Provide novice teachers with an understanding of the community the school serves and provides clear support for translation/interpretation, and culturally sustaining practices

All school staff and school boards engage in foundational learning about anti racism, anti bias, culturally responsive support.

1. Develop regional plans for every educator to engage in ongoing professional learning around culturally responsive teaching practices.

The ESD in partnership with teachers of color create a plan for sharing anti-racism, anti-bias practices regionwide.

School policies are driven by the belief that all learning is social and emotional for all students (students are whole people, self-knowledge matters).

Conduct empathy interviews with students and have ongoing student groups provide input on school policies

Implementation

Year 1 - 2020-2021

ESDs develop anti-bias interviewing processes for each district to adopt, including training for hiring committee members

Invite every teacher of color in the region, beginning at hiring, to participate in an affinity group either at the district or regional level

Develop regional plans for every educator to engage in ongoing professional learning around culturally responsive teaching practices

Year 2 - 2021-2022

Expand existing Teacher Cadet (or similar) programs to provide opportunities in every district for all interested students.

Colleges offer students connections to a current teacher mentor based on race, gender and role

Empower educators of color and allies to come up with a protocol for responding to acts of institutional racism.

Districts develop written commitments around how they will support the social/emotional needs of teachers with diverse cultural, racial, linguistic backgrounds

AIM

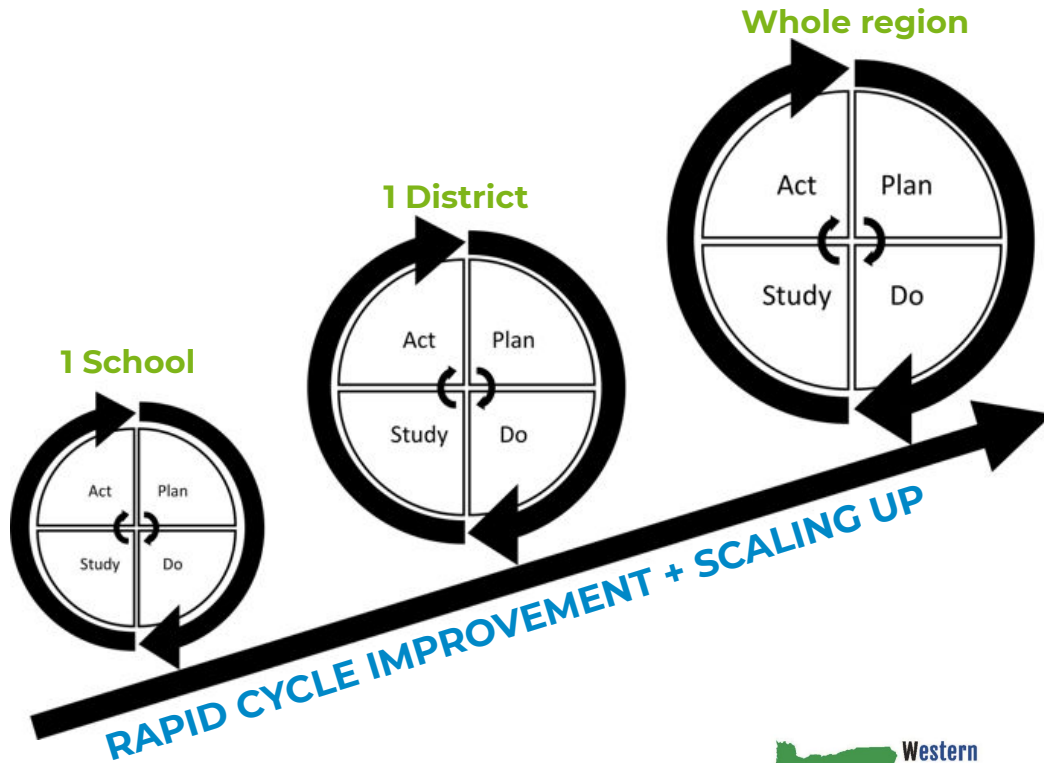
What are we trying to accomplish?

MEASURE

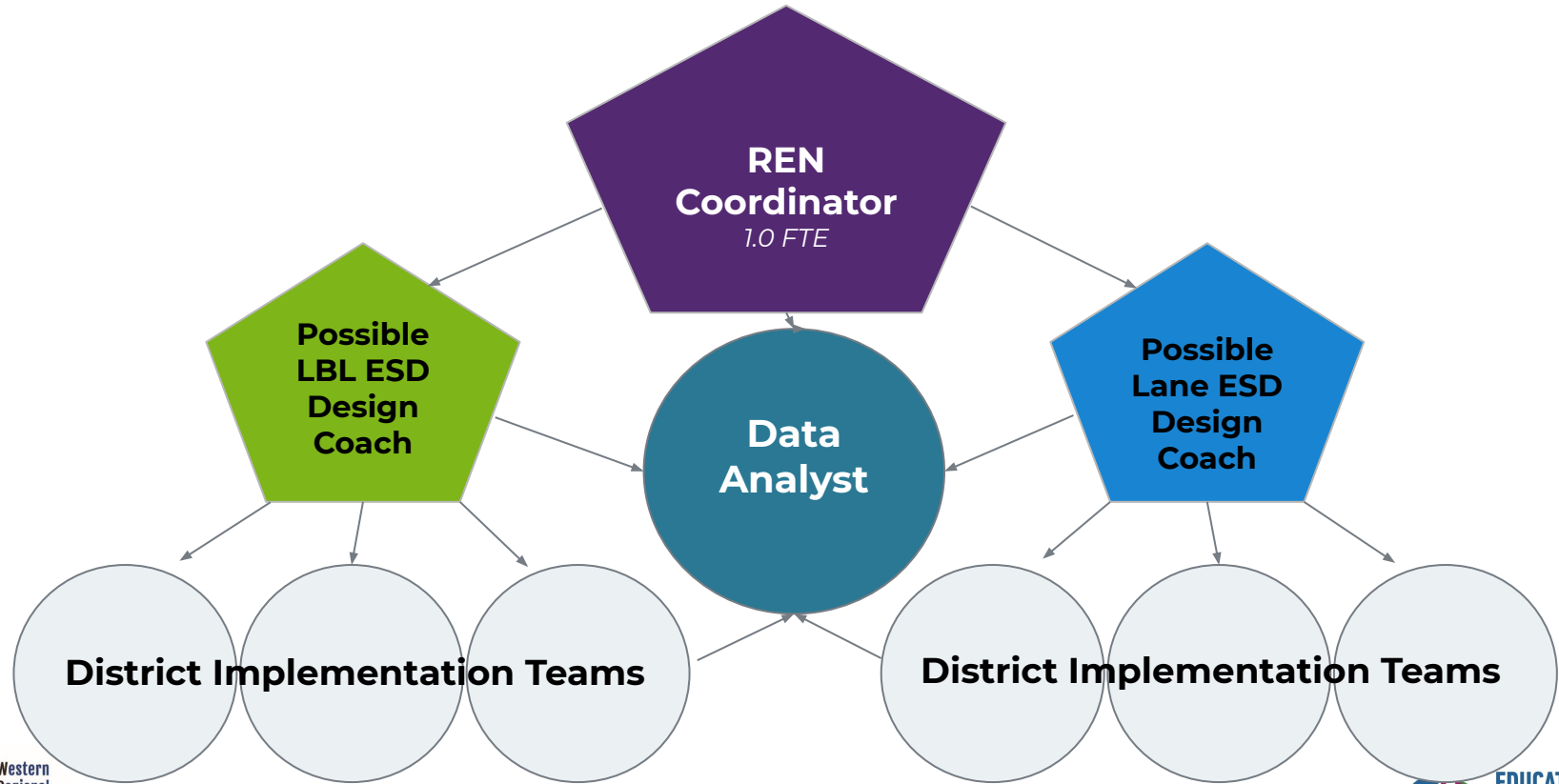
How will we know if a change is an improvement?

CHANGE

What changes can we make that will result in an improvement?



Implementation



Thank you!

