



EDUCATOR ADVANCEMENT COUNCIL

Meeting Minutes

Wednesday July 8, 2020

9am – 11am

Join Zoom Meeting

Register in advance for this webinar:

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Call-in number: 1 669 900 6833

Webinar ID: 858 5803 5613 and Password: 557305

Attending: Colt Gill, Veronica Dujon, Anthony Rosilez, Belle Koskela, Don Grotting, Mark Girod, Martha Richards, Melissa Wilk, Michele Oakes, Marvin Lynn, Bill Graupp, Nick Viles, Susan Roebber, Representative McLain, Lindsey Capps

Excused:

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

9:08 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

9:11 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 Richards moves motion to approve consent agenda, Director Girod seconds, Roll call vocal vote, all approve motion passes.

9:15 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 have a letter from OEA, Chair Koskela reads the letter out loud. ([Letter can be found on the meeting materials packet](#))

9:17 4.0 REN Process Discussion

Belle Koskela

Chair Koskela begins the discussion with the REN process, including discussion regarding Equity stance, application and approval process, EAC Rules and tensions. Please refer to meeting materials for more information.

9:40 5.0 Regional Educator Networks (REN)

Daniel Ramirez

9:47 5.1 REN Plan - Oregon Trail

Caitlin Russell

Caitlin Russell presents [REN Plan \(Oregon Trail REN\)](#) and Daniel outlines strengths and areas for improvement. Please refer to the meeting materials for the slide deck.

Strength

Equity:

Oregon Trail REN is situated in a very diverse region both racially and geographically. The REN was able to capture an initial round of needs and strengths and elevated disproportionate experiences of educators in rural areas. They also identified how systems, more generally, are not serving educators.

Understanding local context:

Oregon Trail REN captured ⅓ of their teachers in a regional survey aimed at better understanding what part of the teacher continuum they should focus on. They also managed to squeeze in 18 empathy interviews with local educators right before the pandemic hit. The Coordinating Body was also centered in prioritizing and drafting all parts of the plan. The Oregon Trail REN plans on circling back with their community to reengage with folks as they move forward in this process.

Continuous Improvement:

Oregon Trail REN has a clear problem of practice and aim statement focused on relevant and progressive professional learning for educators in the region. Their working theory is informed by local input, scholarship, and regional data. The Oregon Trail REN co-created change ideas that align with the concept of small changes to the system and fit with their overall working theory.

Implementation:

Oregon Trail REN has done some work to identify structures to support the work and additional staff to help start and monitor changes to the system related to professional learning.

Area of Growth:

Equity:

We did note that the Oregon Trail REN needs to do more work around equity and culturally sustaining/relevant practices including and ensuring more diverse voices are included in the process moving forward. This was noted both within their CB and as part of their broader input in the work. We provided feedback and guidance related to more intentional inclusion of BIPOC educators. We do feel that there were stories that captured this willingness and after several revisions and a one on one meeting we are confident that Oregon Trail REN is moving in a more inclusive and equitable direction.

Local input:

The first draft of the Oregon Trail REN Plan did not adequately show how the data informed the rest of the process but after revisions and a one on one meeting it was clear that their extensive survey data and initial empathy interviews DID inform their problem of practice, aim statement and working theory.

10:08 Chair Koskela asks to move a motion to approve the Oregon Trail REN Plan. Director Lynn, Director Gill seconds the vote, roll call vocal vote. All approved motion passes.

Halliwell-Templin

Catherin Halliwell-Templin presents [REN Plan \(Central Oregon Regional Network\)](#) and Daniel outlines strengths and areas for improvement.

Please refer to the meeting materials for the slide deck.

Strength

Equity:

Central Oregon paid particular attention to equity and power throughout it's REN Plan related to both internal operations as well as the changes it has proposed to educator recruitment and retention. Throughout the REN plan there was evidence that the Central Oregon REN paused to ask, who is included/not included? Who is impacted? And, how can we improve this process to be more inclusive?

Local strengths:

It was clear from the very beginning that Central Oregon REN has strong existing relationships with the districts and broader community. The plan was incredibly strength based - identifying what organizations and policies that are currently working and how the REN might leverage these resources to better support educators. Also, the Central Oregon REN did a careful job of recognizing that we are not funding programs but instead leveraging the strengths of the region to make small changes to improve systems.

Understanding local context:

Central Oregon REN, again, leveraged the strong connections with other initiatives in it's region to analyze a trove of data from SSA community engagement, CIP plans, and the TELL survey. This context was then deeply embedded in their REN Plan.

Continuous Improvement:

Much like the previous REN, Central Oregon REN has operationalized a comprehensive continuous improvement process. They have a clear aim statement that focuses on the recruitment and retention of educators of color. Central Oregon RENs working theory is also strongly connected to their root cause analysis and local data.

Budget:

Central Oregon REN has a very detailed and extensive budget despite the template.

Area of Growth:

Equity:

Central Oregon REN definitely had equity at the center of it's work and many of the processes and proposed changes show evidence of that. We are advising that the Central Oregon REN branch out from existing data and engage in local BIPOC communities through listening sessions, empathy interviews, and other primary sources of data to guide the work. We would also suggest - related to both equity and understanding local context - that the Oregon Trail REN provide a more detailed plan of how they will continue to engage in linguistically, culturally, racially, and geographically diverse educators as they move into implementation.

Implementation:

Central Oregon REN has started to develop an implementation plan but we would like to see more detail in terms of local design teams, district interest, and possible change idea measures.

10:29 Chair Koskela asks to move a motion to approve the Central Oregon Regional Network RE Plan. Director Gill moves motion and Director Grotting seconds. Roll call vocal vote all approve motion passes.

10:31 5.3 REN Plan - Western REN

Tracy

Conaghan

Tracy Conaghan presents [REN Plan \(Western REN\)](#) and Daniel outlines strengths and areas for improvement.

Please refer to the meeting materials for the slide deck.

Strength

Equity:

Western REN incorporated equity and culturally sustaining practices into both its language and its practice. It is evident that this REN worked intentionally - both internally and externally - to center equity and culturally sustaining practices. The Western REN had a CB with 45% BIPOC members and indicated an ongoing professional learning on equity with its CB. The Western REN also conducted a massive amount of listening sessions with a diverse body of folks and plans to focus its attention this fall on BIPOC educators.

Understanding local context:

As mentioned above, Western REN engaged in and incorporated a large amount of local data to guide their work. They surveyed over 450 educators, conducted 20 listening sessions, had meetings with local leaders, engaged in empathy interviews, and connected with other local initiatives and organizations that might support the work. As a result it was clearly evident that Western REN had a comprehensive picture of the complexity of needs and strengths within its region.

Continuous Improvement:

Much like the previous REN, Western REN has operationalized a comprehensive continuous improvement process informed by local context. They have drafted a broad aim statement that focuses on the recruitment of BIPOC educators and professional learning. They also shifted the language of continuous improvement in a novel way - seeing this work as an unfolding story with chapters and plot points! The working theory and proposed change ideas were well informed and in line with a continuous improvement model.

Research on retention.

Area of Growth:

Equity:

The Western REN noted that they need to engage more intentionally with BIPOC educators to better understand the experiences of said educators in their system. They have a plan to engage in listening sessions this fall.

Local strengths:

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

Implementation:

Finally, Western REN has the beginnings of an implementation plan with change ideas identified for their first year as well as rough outline but we would ask that they further develop how, when, and who will be involved in the regional changes.

10:48 Chair Koskela asks to move a motion to approve the Western Network REN Plan. Director Rosilez moves motion and Director Wilk seconds. Roll call vocal vote all approve motion passes.

10:49 5.4 REN Plan - Southern Oregon

Dr. Heidi Olivadoti

Heidi Olivadoti presents [REN Plan \(Southern Oregon REN\)](#) and Daniel outlines strengths and areas for improvement.

Please refer to the meeting materials for the slide deck.

Strength

Equity:

From the beginning of their plan Southern Oregon REN incorporated a deep internal commitment to equity and culturally relevant/sustaining processes and work. SOREN engaged in ongoing professional learning related to equity and established systems and processes as a group that ensured equity of voice and engagement. It was also evident that a large amount of external sources (scholarship, speakers, etc.) helped guide the work. Finally, it goes without saying that the Southern Oregon REN shifted their focus in response to the recent organized resistance to ongoing systems of oppression. I will talk how this shift needs to be refined but it is worth noting that the REN was centering equity as it shifted its focus.

Understanding local context:

Similarly to the Central Oregon REN, Southern Oregon has strong existing relationships with multiple initiatives and programs that have already engaged with the local context - including but not limited to the Student Success Act Planning, Increasing Regular Attendance, SOESD Education Services, and the Southern Oregon Mentor Consortium. Southern Oregon also has a large and diverse CB that was fully engaged in the process as representatives of their context. Southern Oregon REN also used thoughtexchange as a platform to survey local educators. As a result, Southern Oregon has leveraged this deep understanding to inform their entire process.

Continuous Improvement:

Southern Oregon REN has engaged in a continuous improvement process informed by local context . They have drafted two successive broad aim statements that initially focused on relevant equity centered professional learning and shifted to connection, safety, and inclusion. They have also drafted a comprehensive working theory that was informed by local context and research.

Area of Growth:

Equity:

Southern Oregon REN definitely had equity at the center of it's work and many of the processes and references show evidence of that. We are advising that the Southern Oregon REN branch out from existing data and engage in local BIPOC communities through listening sessions, empathy interviews, and other primary sources of data to guide the work. We would also suggest - related to both equity and understanding local context - that the Southern Oregon REN provide a more detailed plan of how they will continue to engage in linguistically, culturally, racially, and geographically diverse educators as they move into implementation.

Continuous Improvement Process:

The REN Plan Review committee has suggested that Southern Oregon REN reflect on and refocus their aim statement - as of this iteration it is broad and could lead to diffuse implementation that doesn't

directly impact the proposed goal. We would also offer that SOREN include evidence of a root cause analysis so we see the connection between the working theory and the problems identified by the region.

Implementation:

Finally, Southern Oregon needs to focus on developing an implementation plan that identifies who, what, when and how they intend to operationalize their REN plan. We have confidence that alongside statewide TA that Southern Oregon REN will develop an implementation plan.

11:05 Chair Koskela asks to move a motion to approve the Southern Oregon Network REN Plan as some Directors need to step out of the meeting for other meetings. Director Oakes moves motion and Director Dujon seconds. Roll call vocal vote all approve motion passes.

11:00 6.0 Adjourn

Chair Koskela

Chair Koskela closes the meeting with closing remarks and appreciation to everyone.