

Educator Advancement Council

Zoom Webinar: Jun 17, 2020 9:00AM - 2:00 PM

Register in advance for this webinar:

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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	
	2.1 Agenda Approval	
	2.2 Approval of May 20, 2020 minutes	
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.	
9:20	4.0 Regional Educator Networks	Daniel Ramirez
	4.1 REN Plan - Southcoast to Valley	Charlotte Pecquex
	4.2 REN Plan - Columbia Gorge	Gabi Deleone
	4.3 REN Plan - Multnomah and Clackamas	Erin Gardenhire
10:20	BREAK	
10:25	4.4 REN Plan - Douglas	Debbie Price
	4.5 REN Plan - Northwest REN	Dr. Mariana Zaragoza
10:55	BREAK	
11:00	5.0 EAC Equity Commitment Consultancy	Shadiin Garcia and Daniel Ramirez
12:30	LUNCH	Chair Koskela
1:00	6.0 Meeting dates	Chair Koskela
	6.1 July 8 EAC Meeting Dates	
	6.2 Dates for the new year	
1:15	7.0 Executive Director Update	Shadiin Garcia
	7.1 Recognition of service from EAC members	Shadiin Garcia
	7.2 Section 48	Lynne Gardner
	7.3 Oregon Teacher Scholars Program	Horalia Rangel
1:45	8.0 Membership Vacancies	Shadiin Garcia
2:00	9.0 Adjourn	Chair Koskela



EDUCATOR ADVANCEMENT COUNCIL

Meeting Minutes

Wednesday May 20, 2020

9am – 12pm

Join Zoom Meeting

<https://us02web.zoom.us/j/87544928632>

Meeting ID: 875 4492 8632

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Attending: Colt Gill (Until 9:30am), Carmen Xiomara Urbina (arrived at 9:42am), Veronica Dujon, Anthony Rosilez, Belle Koskela, Don Grotting, Paul Andrews, Mark Girod, Martha Richards, Amanda Squibb, Michele Oakes, Marvin Lynn, Laura Scruggs, Bill Graupp, Nick Viles, Susan Roebber, Rep. McClain

Excused: Miriam Calderon, Melissa Wilk, 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

9:02am 1.0 Call to Order and Acknowledgment of the Original People of the Land

Chair Koskela

9:06am 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 Agenda Review

Chair Koskela

9:21am Director Dujon Joins meeting.

9:29am 2.0 Consent Agenda – Action Item

Chair Koskela

2.1 Agenda Approval

2.2 Approval of February 26, 2020 Minutes

Chair Koskela asks to move motion, Director Rosilez moves motion, Director Gill seconds.

Vocal vote, all in favor, motion carries.

9:30am Director Gil left the meeting, we no longer have quorum.

9:31am 3.0 Public Comment

Chair Koskela

9:42am Director Urbina joins the meeting, we now have quorum.

9:07am 4.0 ODE Budget Update COVID-19

Colt Gill

Very important to recognize that the budget is being impacted because the world is being impacted. Economic impact, Oregon's general fund relies on income taxes as its primary revenue source. Economic impact of COVID-19 pandemic will significantly reduce projected state revenue in the final year of the biennium. Governor and the DAS Chief Financial Office directed all agencies to develop plans to adjust budgets for a \$3 billion reduction in general fund revenue.

Timeline:

April 24- All agencies received instructions for providing prioritized reductions to reduce biennial general fund appropriation allotments by just over 8.5%

May 8- Agency recommendations are due to the Chief Financial Office and the Governor's office. The CFO and Governor's office may make adjustments to the agency plan.

May 11&12- Agencies may share recommendations with staff and partners

May 20- State Revenue Forecast is released, budget recommendations may be implemented and a special session of the Oregon Legislature may be called to address budget shortfall.

9:32am 5.0 Regional Educator Networks

Daniel Ramirez

Daniel gives a quick overview of the REN plan Evaluation and Improvement Guide. Please refer to meeting materials for a copy of the Improvement Guide.

5.1 REN Reporting Manual- DECISION

Angela Bluhm

Chair Koskela asks to move motion to approve REN Manual knowing minor modifications may occur as needed.

Director Grotting moves motion, Director Dujon seconds. Roll call vocal vote, all in favor, motion carries.

9:49am 5.2 REN Plan Evaluation and Improvement Guide- DECISION

Daniel Ramirez

Chair Koskela asks to move motion to approve the REN manual with the modifications suggested. Director Richards moves motion, Director Lynn seconds. Roll call vocal vote, all in favor, motion carries.

10:31am 5.3 REN Plan Eastern Oregon REN- DECISION

Daniel Ramirez

Jennifer Martin (Eastern Oregon REN) presents REN Plan, please refer to meeting materials for a copy of PowerPoint. Chair Koskela asks to move motion to approve Eastern Oregon REN Plan. Director Andrews moves motion, Director Richards seconds. Roll call vocal vote, all in favor, motion carries.

10:37am Closing Remarks & BREAK

Chair Koskela

10:40am Adjourn

Chair Koskela

10:57am 6.0 EAC and REN Q&A

**Daniel Ramirez
Shadiin Garcia**

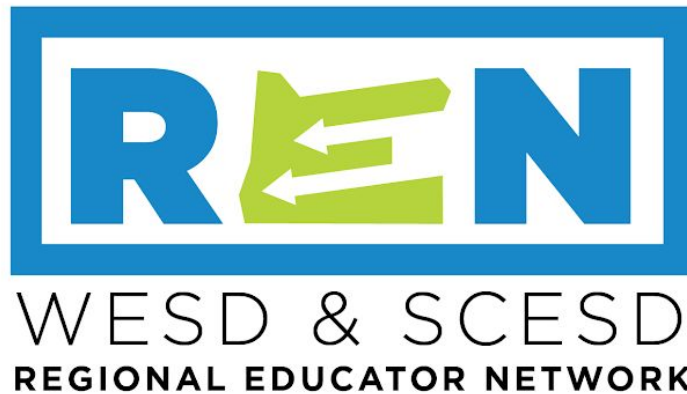
Stages of Board Development

The Founding Board	The Governing/Managing Board	The Governing/Fund Raising Board
The Board is the organization	Assumption of responsibility for well-being and longevity of the organization	Focus on fund raising and recruitment of prestigious board members, increased expectations of staff
Strong sense of ownership, power shared, consensus leadership, reluctance to release power to staff, often entrepreneurial staff emerges from the founding board	Balancing of power between staff and board	Formal or informal levels of boardsmanship cause an “in” group or an “out” group, heavy reliance on the expertise of staff
Informal, consensus decision-making; sometimes “rubber stamping”	Formalized decision-making process, increased reliance on staff recommendations	Decision making delegated to committees and executive committee, formalized process, often “rubber stamping”
Strong mission focus, little distinction between policy and administration.	Focus on policy, planning, and oversight responsibilities; focus on building management systems and structures; micro-management often a problem; beginning to embrace fundraising responsibilities	Pre- and Post operations focus (planning and evaluation); strong commitment to fundraising
Small group, few committees	Committees more important, more delegation of work to committees, add board members	Add more board members, executive committee often functions as governance board
Passion for mission	Passion for mission decreases with focus on building internal capacity	Passion high (especially among leading fund raisers)
Composed of individuals with close ties to the mission of the organization	Recruit board members who are specialists in management, computers, finance, etc.	Recruit board members of high visibility and with “money” connections, members gain certain amount of prestige by sitting on this board
Transition:		Transition:
• Due to growth and crisis • Tension between board and staff • New board members (new ideas) • Painful		• Due to growth or crisis • Need for change mutually recognized • Less traumatic

Life Stages of Non Profit Boards

Stage	Early	Middle	Mature
Focus	Organizing Board	Governing Board	Institutional Board
Characteristic	• Small • Involved in everything • Homogeneous • Informal • Committed	• Board accepts responsibilities • Board is enlarged & diversified • Committee structure allows some tasks to be delegated • Staff gain new responsibilities & decision making power	• Focus on recruiting a large board that has the capacity to give or have access to funders and donors, and influential people. • Serving on the Board is considered prestigious • Board oversight responsibilities delegated to committees • Planning and budgeting is done by staff and approved by the Board
Transitions	• Shift to more business like operation • Board/Staff must redefine roles • Open up to new people • Development of systems • Clearer job descriptions	• Established organization becomes increasingly "professionalized" • Fundraising function of Board increasingly important	• Ability to delegate governance of the institution to an executive or management committee • Becomes an institutional fundraising board
Challenges	• Find it difficult to hire or trust first staff members and share power • Some founding members will choose to leave	• Frustration with change occurring slowly • The Board is often the slowest to change and operate on a new dynamic, due to its operation being focused on last	• Initially the straggle between being independent and interdependent may get in the way until both board and staff learn to adjust to their new roles

Source: Board Passages: Three Key Stages in a Nonprofit Board's Life Cycle, National Center for Nonprofit Boards



South Coast 2 Valley REN (SC2V REN)

Regional Educator Network Plan

July 2020 - June 2023

Region D - Willamette ESD & South Coast ESD

REN Coordinator - Charlotte Pecquex



Table of Contents

Table of Contents	2
Preface	3
Pre-Phase Preparation	4
1. REN Infrastructure Design	4
2. SC2V REN Coordinating Body	6
3. Continuous Improvement & Equity	8
4. REN Plan Development Process	10
5. Technical Assistance	12
Phase I: Understanding Local Context	13
6. Local Context	13
7. Locally Identified Goals	15
Phase 2: Prioritizing Goals	15
8. Local Goal Prioritization & Feedback Loops	15
Phase 3: Continuous Improvement	16
9. Problems of Practice	16
10. Input Process	18
11. REN Partners	19
12. Additional Comments	21
13. Itemized Budget	22
Appendices	23
Appendix A: Job Description REN Coordinator	23
Appendix B: Sample Monthly Newsletter	26
Appendix C: South Coast 2 Valley REN Website	30
Appendix D: Local Networks	31
Local Network and CB Link	31
Appendix E: Coordinating Body Membership	32
Appendix F: Listening Sessions Report - Summary	33
Appendix G: Root Cause Analysis/Fishbone	35
Appendix H: Draft Driver Diagram (Before Narrowing)	36
Appendix I: Thoughtexchange Report Themes	37
Appendix J: Narrowed Driver Diagram	39

Preface

Dear Educator Advancement Council & Members of the South Coast 2 Valley REN,

When South Coast 2 Valley Regional Educator Network (SC2V REN) first came together in December of 2019 to confront the problems of practice that educators faced within our region, we did not yet know the depths of the historical inequities that our work together would address. The work that we came to accomplish in right-relation with one another was the outcome of a diverse body of educators and community members who represented an even more diverse region.

SC2V REN serves thirty-one districts ranging everywhere from small, remote districts on the South Coast and in the Willamette Valley like Powers or Falls City, to large, urban districts that serve students in the capitol, like Salem-Keizer. Each individual community, whether remote and rural, or large and urban, faces its own types of inequities. A lack of equitable funding to rural school districts, and a vast disparity in the demographics of the teacher workforce in our state, led our Coordinating Body to prioritize a commitment to equity over all else. It empowered us to design a REN plan that would recreate a system of support for educators with equity as its central priority.

We relied upon the strong framework of the Oregon Equity Lens accompanied by the intense personal commitment and reflection of its 25 incredible Coordinating Body members. It is through their embodiment of the mindset of equity and anti-racism that we are able to present this plan with authentic commitment to the intention set forth in Senate Bill 182. Together, we re-envisioned a system of support for all educators, especially those from historically underserved populations. At this time in history the soil is fertile for change. There is a deep and powerful call to recreate the systems that are failing, and to replace them with sustainable systems that reflect the beauty, diversity, and lived experience of our historically underserved populations. I hope that this plan reflects that intent throughout each section and serves as a model for other systems to be rebuilt with a new vision: systems steeped in equity, driven by the power of lived experience, and that reflect the diversity of our students.

With my deep gratitude,

A handwritten signature in black ink that reads "Charlotte Pecquex". The script is cursive and fluid, with a large, stylized 'C' and 'P'.

Charlotte Pecquex

Regional Educator Network Coordinator, South Coast 2 Valley REN

Pre-Phase Preparation

1. REN Infrastructure Design

Describe the REN infrastructure design (REN coordinator/s responsibilities and dedicated FTE, fiscal and reporting, communication and convening strategies, etc.). No more than 2 pages.

The South Coast to Valley Regional Educator Network (SC2V REN) encompasses a total of thirty-one districts extending from the Willamette Valley to the South Coast. Within those thirty-one districts, the school districts vary from remote and rural to large and urban. Not only does the region cover a large geographic area, but also each district has its own unique needs and strengths that helped drive the decision making process. In order to ensure that this work happens fluidly across this large region, the South Coast 2 Valley REN has 1.5 FTE with 1.0 FTE REN Coordinator and a .5 FTE Senior Clerical Specialist both based out of Willamette Education Service District. The job posting for the REN Coordinator is included in [Appendix A](#).

The REN-Coordinator for SC2V REN, Charlotte Pecquex, works closely with both ESD Superintendents and is directly supervised by the Deputy Superintendent for Willamette ESD, Keith Ussery. Though the REN-C is based primarily out of Willamette ESD's office, she frequently convenes with South Coast ESD both electronically and in person when feasible. Charlotte's primary role is to facilitate equitable procedures and communications across her region that allow for all voices to be involved in the decision-making process and outcomes. In addition, she works closely with the technical assistance provider, Community Design Partners, to design and facilitate Coordinating Body (CB) Meetings that guide CB Members through the Improvement Science Process. Her responsibilities mirror the legislative intent of the RENs by revolving primarily around elevating & upholding teacher voice, applying the equity lens, and following the continuous improvement process. She coordinates all trainings and meetings necessary for this work to take place both within the Coordinating Body and on a regional scale.

In addition to the connective and communication work, the REN Coordinator is responsible for writing and submitting the monthly and quarterly reporting mechanisms outlined by the Educator Advancement Council (EAC) in conjunction with the Willamette ESD Business Office who support the fiscal reporting. The Willamette ESD acts as the REN's fiscal agent to support all budget decisions made by the Coordinating Body and the REN Coordinator. They submit invoices to the Educator Advancement Council as well as track spending of the Capacity Grants and Formula Funding. They draft expense reports that are submitted via Quarterly Reports to the EAC.

In order to create a fluid system of communication throughout a region of vast geographic span, it was necessary to create a two-way network to allow information from districts to inform the work of SC2V REN, and a way for SC2V REN to inform districts of the outcomes of their work. In order to accomplish this, the REN Coordinator participated in many regional meetings, created a monthly newsletter ([Appendix B](#)), built a website to house information and meeting resources ([Appendix C](#)), held one on one meetings with key stakeholders, led presentations to increase awareness about the RENs, completed educator listening sessions, and attended regional superintendent meetings.

In addition to regular regional communication practices held by the REN Coordinator, Coordinating Body members were encouraged to have conversations with educators, administrators, and superintendents within their districts to share the work of the REN and gather feedback. Coordinating Body members were offered tools, talking points, training and support to increase fluency about the work and address frequently asked questions. In order to ensure that all districts had access to these conversations and point of contact for the REN, Local Networks ([Appendix D](#)) were formed that grouped districts of similar size and relative location to create a platform for communication between educators in each district and the Coordinating Body Members, partners, and the REN Coordinator.

Coordinating Body convenings occurred monthly in person at Willamette Education Service District from 9AM-3PM up to and including the February 2020 meeting. While options were offered for a second meeting homebase at South Coast ESD and Zoom options as well due to the geographic distance, the Coordinating Body members who were traveling expressed that they preferred to attend in person. In order to honor a commitment to equity, there was discussion of rotating locations or fully virtual meetings. However, the Coordinating Body, including the South Coast representatives, definitively decided that meeting location in Salem was both economically suitable and feasible for them.

Since the March meeting, the Coordinating Body has switched to an entirely online platform, using Zoom to hold their meetings in order to meet Governor Kate Brown's orders related to the COVID-19 pandemic. SC2V's meeting structure has changed in part due to the pandemic, but also due to the stage of work that we have reached as a body. In April, the group transitioned to a subcommittee-focused meeting structure that allows the work to be facilitated and planned in small groups throughout the month, with a whole group two hour meeting at the end of the month to review and vote to approve the work set forth by each committee. At this point, SC2V REN will proceed with virtual meetings and subcommittee structure until the health landscape permits it safe for them to meet once again in person and provided that this work would be best carried forth in that fashion.

2. SC2V REN Coordinating Body

Describe Coordinating Body implementation, including prioritizing 51% teacher engagement and reflecting SB182 parameters, including authentic teacher and stakeholder engagement. No more than 1.5 pages.

I. Formation of the Coordinating Body

In order to form a Coordinating Body (CB) that represented the region and the group's commitment to equity, several selection factors were taken into consideration; including, demographics, district size, location, role/title, content area, years in education, grade level, linguistic/cultural background. There were two rounds of nomination processes for CB members in order to allow many voices to participate and candidates to self-select if they were interested. WESD and SCESD created a CB Selection Committee made up of key stakeholders and partners to increase user voices involved in the CB selection process.

The first round of nominations was sent to partners and superintendents in the region to select educators or other community members who would be interested in representing their district or fill a role defined by Senate Bill 182. The second round of nominations was sent to educators to nominate themselves and each other based on their commitment to equity, their understanding of the continuous improvement, and their interest in creating systems of support for educators in the region. Once there were adequate nominations to fill all required roles on the Coordinating Body, the selection committee met to apply the equity lens to specifically consider voices that have been historically underrepresented within the region and how they could be incorporated in the body.



Due to the sheer size of the region (thirty-one districts), it was not feasible to obtain a representative from every district and instead sought to have equitable representation across all five counties in the region. In order to maintain majority classroom teachers, spaces were limited for administrators and superintendents. To uphold the intent of SB182 and promote authentic teacher engagement, the selection committee elected to define the “majority educators” requirement as “teachers who are based in the classroom and working with students at least half-time”. In addition, several Meeting Norms were designed with the specific

intention of deconstructing traditional top-down power dynamics and ensuring equity of voice throughout the Coordinating Body.



Throughout this selection process the intent and requirements of SB 182 were strongly upheld, ensuring that all specified roles were filled and as many diverse voices were included as possible. Each representative on the South Coast 2 Valley Coordinating Body brings a unique perspective, expertise, and voice to a district and firmly advocates for equity of voice as demonstrated through the demographics in **Figure 1 on the left and Table 1 below**. To see the full Coordinating Body Membership List along with each individual's role, refer to [Appendix E](#).

Table 1: Coordinating Body Demographics	
Parameter	South Coast 2 Valley CB Demographics
School-based Educators	52% Classroom Teachers
Geographic Diversity (County)	5 of 5 Counties Represented
School Districts	17 of 31 Districts Represented
School Size Representation	41.2 % Small Districts (ADMr <1499) 35.3% Medium Districts (ADMr 1500-4499) 23.5% Large Districts (ADMr >4500)
Ethnic / Racial Diversity	27% Representatives from Diverse Backgrounds
Educator Breakdown (Please note some representatives double count in more than one category)	Elementary Education - 7 Representatives Special Education - 2 Representatives Secondary Education - 7 Representatives <u>Content Areas:</u> Spanish Teacher (1) English Teacher (2) Science Teacher (1) Math Teacher (1) Social Studies Teacher (1) Computer Science Teacher (1) TOSA - 4 Representatives

	<u>Role/Content Area:</u> Diversity Coordinator (1) Avid Coordinator & Teacher (1) ELD Teacher (1) Director of Indian Education (1) Administrator - 2 Representatives Superintendent - 1 Representative Retired Educator - 1 Representative Novice Educator - 3 Representatives
State Agency	2 Representatives (NAACP & Oregon Youth Authority)
ESD	1 Representative (South Coast ESD)
Federally Rec. Tribe	2 Representatives (Coquille Tribe & CTCLUSI)
Early Learning Provider	1 Representative (Marion & Polk Early Learning Hub)
School Board Member	1 Representative (Jefferson School District Board)
Educator Prep Program	1 Representative (Western Oregon University)
Non-Profit Org.	1 Representative (Salem-Keizer Education Foundation)
Education Focused Philanthropic Org.	1 Representative (Philanthropic Education Organization)
Professional Ed. Assoc.	1 Representative (Dallas Education Association)

3. Continuous Improvement & Equity

Detail the continuous improvement process used by the REN emphasizing equity and identified region priorities. No more than 2 pages.

In South Coast 2 Valley REN, equity work has been embedded in the group's practices from the very early stages of this work. Not only were all aspects of the Oregon Equity Lens considered throughout the Coordinating Body's formation, but they were also used to guide the effort collecting and considering regional user data. Since the wisdom resides in the lived experience of the region's educators, the first data collection effort began with regional Educator Listening Sessions and surveys.

In order to do this, a Listening Session facilitation team was created consisting of the REN Coordinator, a Data Analyst from the Center for Education Innovation, Evaluation & Research, and a Coordinating Body member who led listening sessions

with educators in each district. Educators were asked to rank, or prioritize, which supports across the educator career continuum they would like to see as an outcome of the REN through which we generated a regional report ([Appendix F](#)) to inform the work. A supplementary survey was also offered for educators who could not attend the listening sessions ensuring that as many voices as possible were captured. This data in addition to Teacher Turnover rates, was then used to help the Coordinating Body define and prioritize three Problems of Practice that educators are facing.

The three problem statements that the Coordinating Body began with were:

- *Professional Development is not aligned to student needs*
- *Novice educators are leaving the profession*
- *The systems to recruit and retain educators of color are inadequate*

As the CB completed a root cause analysis of the problem statements ([Appendix G](#)), they found that at the heart of all three problems was a lack of systems of support around recruitment and retention. Therefore as a Coordinating Body, they chose to elevate the focused problem statement: **“The systems to recruit and retain educators of color are inadequate”**. Furthermore, with an unwavering commitment to equity and consideration of the region’s historically underserved populations central, the group decided to focus on building systems of support for recruitment and retention specifically for educators of color and those from diverse backgrounds.

With that intent, the Coordinating Body decided on the Aim Statement:

The vision of the REN is to create systems of support for all educators. We aim to increase retention and recruitment with a focus on educators of color and those from diverse backgrounds.

In order to ensure that equity was central to the decision-making process and to counter the historical marginalization of educators of color in the education system, the Coordinating Body was fully trained in conducting empathy interviews to gather user data. In order to inform the next steps, the Coordinating Body members conducted empathy interviews with “educators at risk of leaving the profession”, which was defined as educators of color, novice educators, or educators in high risk positions or districts. Once those empathy interviews were themed, they were aligned with research-based primary drivers to determine how the system might be addressed to support educators in those roles and experiences. Ongoing empathy interviews will be conducted among educators in order to inform the impact of SC2V’s change ideas.

The five research-based primary drivers that the Coordinating Body selected are:

1. *Allocated resources and distributed leadership in recruiting and retaining teachers.*¹
2. *Higher education pre-service preparation embeds transformative and activist practices for teachers and administrators.*²
3. *Teachers of color are among colleagues of color from pre-service through their first five years of employment.*³
4. *District and schools affirm diverse cultural, racial, & linguistic backgrounds.*⁴
5. *Well-developed “critical literacy” that gives skills to see and understand injustice leads to educators disrupting injustice when it is observed.*⁵

Finally, once those five research based drivers were elevated from research and informed by the empathy interviews and listening sessions, the group divided into subcommittees by driver in order to facilitate and develop a list of possible change ideas. At the end of April, the CB came together as a full group to vote on the first draft of a Driver Diagram ([Appendix H](#)). In order to maintain the focus on using regional feedback to inform the REN Plan, a simplified list of the Driver Diagram was distributed to the region to gather feedback in order to elevate Change Ideas rooted in equity, teacher voices, and regional input. (For more information on the Regional Feedback process used see Section 4). The Coordinating Body then convened at the end of May to use the regional feedback to narrow their list of change ideas and prioritize the work for 2020-2021.

At all stages of this process, direct and ongoing feedback from districts and teachers helped inform the action steps taken by the Coordinating Body. In addition, a strong consideration of the Oregon Equity Lens, and an adherence to the integrity of the Improvement Science Process has allowed SC2V REN to develop a plan that upholds the strong value of equity and integrity of teacher voice set forth in Senate Bill 182.

4. REN Plan Development Process

Describe REN Plan development process including outreach to schools/districts within the region, particularly detailing listening to and engaging with teachers and partners. No more than 1.5 pages

Throughout the REN Plan Writing process, the group used ongoing regional feedback collection to inform each step of the preliminary decision making process. The early stages of outreach included the Educator Listening Sessions, Educator Surveys, and Empathy Interviews. Between the listening sessions, educator surveys, and empathy interviews a total of 396 educators offered their input on the decisions

¹ [Carver-Thomas 2018](#); [Hanson and Quintero 2018](#)

² [Harper 2012](#); [Flynn Jr. et al. N.D.](#); [Gay and Kirkland 2003](#)

³ [Waddell 2014](#)

⁴ [Sleeter 2012](#), [Sleeter 2011](#), [Kohli 2018](#)

⁵ [Haviland 2008](#), [Boutte & Jackson 2014](#)

made by SC2V REN. These three methods will continue to be used to assess and measure the outcomes of the work that has been planned. Based on the lived experience data from educators in the region, the group constructed the Aim Statement and Primary Drivers that address the needs and strengths demonstrated in regional data.

In addition to these methods, a large-scale Thoughtexchange campaign for feedback was distributed in May to gather input from educators about the most essential change ideas for their districts and schools. A video detailing the Coordinating Body's work process was sent out through a monthly REN newsletter enlisting feedback from regional stakeholders about their district priorities. Through that Thoughtexchange Campaign a total of 65 educators shared their priorities through 73 thoughts, and shared a total of 1,335 ratings. The report from the Thoughtexchange campaign can be found in [Appendix I](#). The data in this report was aligned directly to the working list of change ideas and used to narrow the scope of the work as well as prioritize the initiatives to roll out in Fall of 2020. This led to a second draft Driver Diagram with narrowed change ideas and primary drivers ([Appendix J](#)).

While many large scale data collection efforts were used to facilitate outreach across SC2V's very large region, there were smaller more concentrated efforts made by the REN Coordinator and Coordinating Body members to build strong relationships within the 31 districts. The following list offers examples of measures that were taken to engage in outreach efforts to stakeholders in the region:

- REN-Coordinator Presentations for many regional groups
 - Oregon School Board Association (Fall 2019)
 - Willamette Curriculum Coalition (Regular Updates)
 - Willamette ESD Board Presentations
 - Willamette ESD Executive Council Meetings
 - South Coast ESD Superintendent Meetings
- Meetings with district & ESD Superintendents to discuss and update about REN work and gather feedback/local plan updates (January & February)
- Coordinating Body Members formal and informal conversations with colleagues
- Meetings with REN Partners
- SSA Regional Steering Committee REN Updates
- SSA Leadership Team to facilitate collaboration with REN and SSA work in WESD region
- Connection with regional union leaders through OEA

Each of these methods offered an opportunity to share both formally and informally the work of the SC2V Coordinating Body and to receive formative feedback through the process up to and including the REN Plan. The Coordinating Body remained

actively involved in the drafting process of the REN Plan and will continue alongside the REN Coordinator to connect with schools and districts following the approval of the REN Plan to enforce equity of voice and to work in right-relation to all district educators and partners.

5. Technical Assistance

Technical Assistance – Discuss anticipated technical assistance to be provided or required by the REN in this section (include in each Phase where relevant). No more than 1 page.

South Coast 2 Valley REN has used two primary technical assistance providers to date and will continue to utilize their services moving forward. Community Design Partners (CDP) has provided technical assistance to SC2V's Coordinating Body to help train and guide both the REN Coordinator and the CB about the Improvement Science Process. REN Coordinator, Charlotte Pecquex, worked frequently with Julie Smith of Community Design Partners to plan meetings rooted in equity, systems level human-centered design processes, and the improvement science methodology. This collaboration has been key in guiding the Coordinating Body through the Continuous Improvement process and gathering regional lived experience data.

In addition to Community Design Partners, SC2V REN has teamed up with the Center for Education Innovation, Evaluation & Research (CEIER) based out of Willamette ESD to gather data and collect regional feedback. Amber Ryerson of CEIER has been involved in the process beginning with the Teacher Listening Sessions carried out in each district, and has written the report capturing the region's priorities found in [Appendix F](#). Their expertise in data and outcome metrics will be an ongoing support as SC2V starts to implement Change Ideas and Plan-Do-Study-Act Cycles within schools in districts. In addition, they will help monitor measurement, collect & compare data, and evaluate the impact as the initiatives are scaled up throughout the region.

Moving forward, both of these technical assistance providers will continue to be utilized to help with planning, equity work, facilitation, and evaluation of the ability to achieve the region's Aim.

Both CDP and CEIER will assist in the planning and behind the scenes processes of Local Design Teams that will be implemented within the region to support the ongoing work of SC2V REN. Each local design team will have a coach that supports their work and assists in building regional capacity to achieve equitable and adequate supports for educators. Local Design Team Coaches will be hired as additional FTE to support the REN Coordinator and educators throughout the region, carry out aforementioned Plan-Do-Study-Act (PDSA) Cycles, implement change ideas, and eventually help to carry out the work as it scales throughout the

region. Community Design Partners will help to train the Local Design Team coaches in the Improvement Science Process and Methodology and the Center for Education Innovation, Evaluation & Research will support the data collection efforts that inform the PDSA cycles.

Phase I: Understanding Local Context

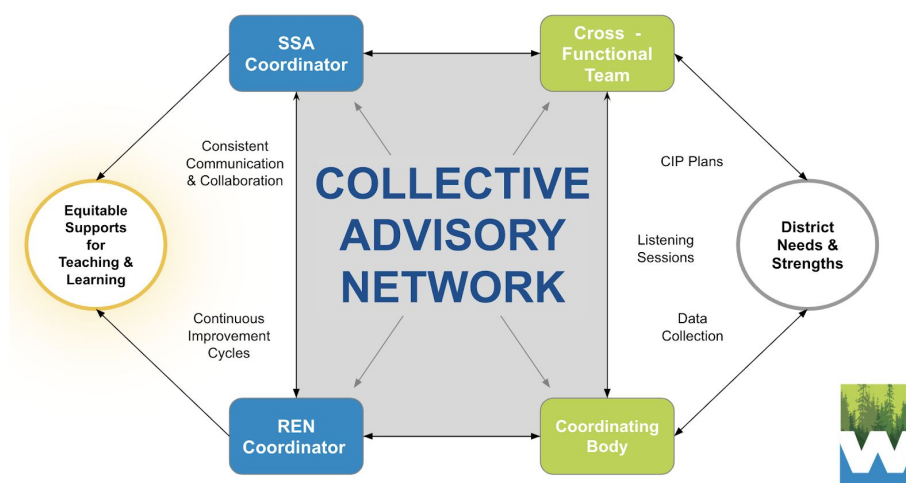
6. Local Context

Describe how each school member organization's local plan influenced the overall REN Plan; the methodology applied to user groups (those the system is currently serving), including use of empathy data, to determine how a system is working and not working for users. How did the process help the REN better understand needs in the region? No more than 2 pages

In addition to regional data collection focused on user's lived experience data, other methods were utilized to analyze districts' local plans and gain a wide vision of the priorities, assets, and needs on a district level. While the empathy data, listening sessions, and surveys collected data from an individual perspective. Other quantitative and qualitative data was analyzed through a broader lens.

In order to maintain alignment and create a fluid system of communication, regular collaboration between SSA Liaisons in the region and the REN Coordinator helped provide relevant and timely insight into district level work, specifically through the Continuous Improvement Plans. The SIA Liaison for Willamette ESD, Sean Aker, and the REN Coordinator, Charlotte Pecquex, developed a fluid system of communication to inform smooth transitions of services and information provided for both the REN and SSA (see Figure 2 below).

Figure 2: REN & SSA Collective Advisory Network

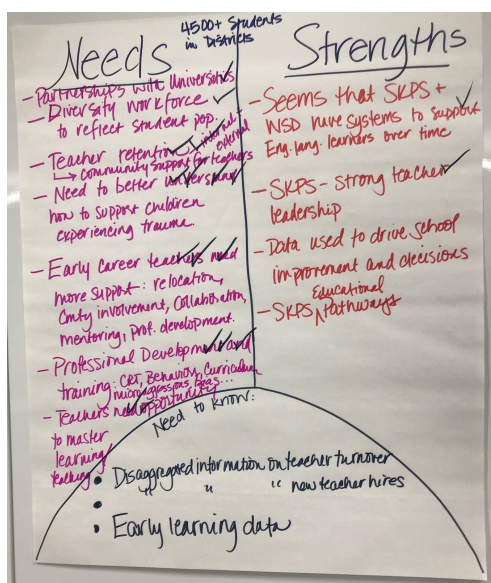


A priority analysis of regional Continuous Improvement Plans (CIPs) was used to help gather a vision for districts local plans and uses for additional grants or funding locally. This helped prevent duplication of efforts in the region and was used to inform a process of outreach to superintendents to discuss how REN work might help to support some of their local goals.

In addition to an analysis of the CIP's, several meetings were scheduled with superintendents or district level stakeholders to discuss how the work of the REN might be offered within their districts. This had a dual purpose: 1. to discuss the cross-collaboration and braided efforts between SSA work and the REN work and 2. to build relationships with local stakeholders to help build potential design teams to support the REN on a district level. These meetings functioned as an informal opportunity to receive feedback on the work of the Coordinating Body, as well as provide entry points for participation from districts that were not directly represented through CB membership.

Early on in the elevation of problems of practice, Coordinating Body members were asked to participate in a local network data deep dive. This process used regional data to analyze the overarching needs and strengths of districts of similar sizes and locations to get a broad vision of how the goals of the REN could serve educators in the region. The data that was analyzed in these networks included:

- [Oregon Educator Equity Report](#)
- [District At-A Glance Profiles](#)
- [Teacher and Administrator Retention Data](#)
- [TELL Surveys](#)
- [Oregon Mentoring Program Report 2017-2019](#)
- [Teacher Listening Session/Focus Group Data](#)



Using this data, Coordinating Body members were asked to compile a T-Chart of needs and strengths across local networks to determine whether districts of similar sizes in similar regions had the same needs and strengths. The group then looked at similarities across scale and used that data to inform which problem of practice they centered as the focus of the REN's systems level support for educators.

Through this iterative process, it was determined that the systems in the South Coast 2 Valley Region were not serving Oregon's historically underserved populations. Previous funding or

benefits offered through grants often did not reach small, rural districts. In addition, systems that serve educators of color or those from diverse backgrounds were inadequate, nonexistent, or were not designed to reflect their needs and strengths. This led to the decision to focus specifically on building systems that would serve the region's educators of color and those from diverse backgrounds with the hope that these systems would grow to serve all educators through the shared voice, needs, and strengths of historically underrepresented populations.

7. Locally Identified Goals

List locally identified goals. (Ex. Increasing retention of special education teachers)

The goals identified from the data ultimately led to the development of SC2V's vision and aim statement:

The vision of the REN is to create systems of support for all educators. We aim to increase retention and recruitment with a focus of educators of color and those from diverse backgrounds.

By June 2023, retention of educators will increase by 6% and among educators of color by 3% in order to **help close the diversity gap in the region.**

By June 2023, recruitment of educators of color will increase by ____ % in order to help close the teacher-student diversity gap.*

*At this time there is not enough baseline data to assess recruitment efforts within districts in the region so these numbers will need to be determined. The first year of implementation in SC2V REN intends to maintain a narrow focus specifically on retention efforts in order to create the conditions necessary to recruit diverse educators into culturally responsive and equitable school districts. Recruitment efforts will be defined and aligned throughout the 2020-2021 school year across participating school districts in anticipation of later incorporating this measure.

Phase 2: Prioritizing Goals

8. Local Goal Prioritization & Feedback Loops

Describe how local goals were prioritized into the REN Plan and how stakeholder feedback loops informed the process. No more than 1 page

Throughout each stage of the work as a Coordinating Body data was both collected and considered to ensure that the work fit within the intent of the local goals, priorities, and informed by active feedback loops. As mentioned earlier throughout

the plan, Listening Sessions with teachers were used to inform the Coordinating Body's elevation of the region's Problem of Practice focus. From the problem statements, a root cause analysis was completed, and an Aim Statement was created to address the root causes of the problem.

At this point, the root cause analysis and Aim Statements were shared regionally to create feedback loops through regional communications and one on one meetings with superintendents and regional stakeholders to inform the next stages of the process and assess district level interest.

In order to confirm the selection of research based primary drivers, empathy interviews were conducted by Coordinating Body members with educators at risk of leaving the profession in the region.

Once the Coordinating Body had completed the first full draft of the driver diagram with change ideas that addressed the needs and strengths of local plans and regional feedback, a list of change ideas and entry points were distributed through an informational video to a large audience. A Thoughtexchange Campaign gathered responses (found in [Appendix I](#)) to the video asking educators at all stages of the career continuum to consider what initiatives are important or relevant to their district.

This feedback directly informed the final narrowing process which allowed SC2V to arrive at five specific change ideas that will be implemented in Year 1 of implementation (2020-2021), and an additional seven change ideas that will be slowly incorporated throughout Years 2 and 3 to both bolster and supplement the retention efforts established in the first year based on regional learning and ongoing data collection.

At this point, it is anticipated that yearly listening sessions will be conducted, and continuous empathy interviews and surveys will remain consistent sources of feedback throughout the region to inform and assess the iterative work as well as impact on the Aim Statement.

Phase 3: Continuous Improvement

9. Problems of Practice

List each and any identified professional problems of practice for continuous improvement currently proposed by the REN Coordinating Body and resulting from identified local needs; identify who will benefit; and related outcome metrics to examine impact.

Based on the regional feedback collected from the Thoughtexchange and the Change Ideas that were elevated, the Coordinating Body decided to prioritize particular drivers and change ideas for implementation in Year 1. [See Table 2 below].

The Narrowed Driver Diagram found in [Appendix J](#) displays the five prioritized change ideas highlighted in green along with the primary and secondary drivers that they align with. In addition it depicts future drivers and change ideas, mostly related to recruitment that will be incorporated throughout Years 2 and 3 of implementation. The rationale for starting with retention took into consideration the current hiring landscape for educators due to the pandemic, as well as the need to create conditions that encourage retention of current educators of color throughout the region. Slowly, as conditions improve to include equity and culturally responsive schools as a central practice, recruitment efforts for educators of color will be incorporated into the work of SC2V REN.

Throughout Summer of 2020 Coordinating Body volunteers as well as stakeholders will come together to further design the change ideas as well as the outcome members. This process is created by design to encourage the users of the change ideas to co-construct them alongside the Coordinating Body in order to uphold one of the central tenets of this work and tap into the “wisdom that is already in the room” with our educators. For this reason, the outcome metrics drafted below may be revised to better reflect the work as the change ideas are defined further.

Table 2 - 2020-2021 (Year 1) Implementation Plan				
Primary Driver	Change Idea	Targeted Areas of the Career Continuum	Educators Likely Impacted	Driver Outcome Metrics
Teachers of color are among colleagues of color from pre-service through the first five years of employment.	Regional affinity groups for educators of color, especially for those in districts/schools without affinity	All stages	Educators of color	% of educators of color supported through REN initiatives
	Centralized regional mentor pool, shared training/learning resources, & district partnerships to build capacity for mentoring within districts and provide access to culturally responsive and affinity mentors	Support for novice educators	Early career educators; educators of color, teacher leaders	# of districts using REN supports Survey/empathy interviews to gather qualitative data.

Districts and schools affirm diverse cultural, racial, and linguistic backgrounds, apply an equity lens to all decisions and learn to disrupt when injustice is observed.	Design teams within schools to support culturally affirming and welcoming env'ts through communities of practice organized around Culturally Responsive Schools/Districts	All stages	All educators & administrators	Community outreach surveys quarterly to parents, students, and teachers to assess the impact of REN equity work in their districts. Baseline Data to be gathered Fall 2020
	Equity mentorships for administrators & peer collaboration opportunities	Career Advancement	Administrators (School and District level)	
	Regional norms and equity policies are created are piloted in schools/districts that offer trainings and communities of practice grounding in critical self analysis and disrupting colorblind approaches, macro/microaggressions, white fragility, and dominant culture in education	All stages	Educators of color, white allies, administrators	

In coming months this work will be further defined as baseline data is collected and gathered, and the change ideas are co-constructed with stakeholders further.

10. Input Process

Describe processes and results of aggregated educator and stakeholder input; how the REN navigated competing or conflicting needs within the region, e.g. size and other demographic differences; and planned stakeholder feedback loops. No more than 1 page.

Using all of the data gathering methods to date, the Coordinating Body carefully considered the historically underserved populations throughout the SC2V region. Throughout these thirty-one districts, there was a vast historical disparity between the resources and support provided to large or medium-sized school districts and those provided to the small rural districts in the region. This dynamic was taken into consideration throughout the entire process to ensure that small districts had the opportunity to express their voice and unique needs and strengths across all stages of the process so that their input did not get lost by an emphasis on the needs of larger school districts.

For example, fifteen of the thirty-one school districts in the South Coast 2 Valley REN did not receive any grant funding through the former Network for Quality Teaching and Learning grants. 60% of the districts that did not receive funding in the region are small districts with an ADMr of less than 1100 thus reinforcing the need to

consider the voice of small districts in the work of the REN.⁶ In fact, among the other 40% of districts in the region that did not receive funding, all of them qualified as medium districts. Meanwhile 100% of the large districts in our region received those grants, further emphasizing the inequities for small and medium districts without the capacity to apply and employ these grant resources on their own.

In addition, the teacher diversity gap within the region further emphasizes the inequities found within districts of all shapes and sizes. South Coast 2 Valley REN as a whole serves approximately 5110 educators. Among those, only 538 educators identify as a person of color. This demographics of the educator workforce does not match the demographics of students in the region. While only 10.5% of the educator workforce in the region identifies as a person of color, the student demographics indicate that educators in the region serve a student body consisting of 43% of students of color. Furthermore, in many districts, the diversity gap between teachers and students is even more glaring. This data only emphasizes the need to approach all decisions through application of an equity lens both regionally and within schools & districts. Educators of color and small, rural districts given their disproportionate voice have often been left out of the decision making process leaving white educators and large districts to design systems that meet their needs and strengths continuing the white dominant culture and narrative within schools. SC2V REN aims to address this historical inequity by focusing its efforts specifically on addressing the historically underserved populations in the region.

In order to navigate the conflicting and competing needs, the change ideas that were selected relied heavily on disaggregated regional feedback with a focus on the voice of the underserved populations (educators of color and educators in small, rural districts). They were also selected so that there would be multiple entry points for all districts regardless of size or location. A particular attempt was made to offer entry points for educators across all stages of the career continuum as well, and to address the needs and strengths of administrators so that they could help set the necessary conditions to provide support for teachers.

11. REN Partners

Leveraging existing and new partners is highly encouraged; list associated contributions (attach documentation).

Throughout the establishment of SC2V's Coordinating Body and REN Plan construction process, several partnerships have been leveraged and many others will continue to be formed and leveraged as the work takes shape and small scale PDSA cycles begin within districts/schools. All partners on the list have remained key

⁶ [Educator Advancement Council Implementation Progress Report 2018](#)

points in the feedback loop, offering both formal and informal feedback. In some cases, they have even shared information within their larger network to help distribute newsletters and other Regional REN information.

For a small glimpse at the collaboration between non-district partners in the region, see Table 3 below. It is anticipated that this will continue to grow as the change ideas are leveraged and implemented throughout the region.

Table 3 - SC2V REN Partners & Contributions	
Organization	Contributions to Date
Willamette Education Service District	Office space, meeting space, partial FTE, resources & networks
South Coast Education Service District	Coordinating Body Participation
Marion-Polk Early Learning Hub	Coordinating Body Participation
Yamhill Early Learning Hub	Shared networks & resources
SC Early Learning Hub	TBD
Salem-Keizer Education Foundation	Coordinating Body Participation
Salem-Keizer Coalition for Equality	TBD
Western Oregon University	Coordinating Body Participation
Chemeketa Community College	TBD
Corban University	TBD
Southwest Oregon Community College	TBD
OMESC	TBD
Willamette Promise	Shared networks & resources
Willamette Curriculum Coalition	Shared networks & resources
Coos Hispanic Leadership Committee	TBD
Education Northwest	TBD
Pathways to Positive Parenting	TBD

12. Additional Comments

In order to carry out this work regionally, an outline of the implementation plan can be found in **Table 4** below. As with all of the plans depicted throughout this plan, it is designed to continuously improve and adapt with lessons learned and regional feedback.

Table 4: Implementation Outline		
Implementation Element	When & Who	Description
Change Idea Design Networks	August 2020 Coordinating Body Members & District Stakeholders/Users	Coordinating Body Members and stakeholders who will be engaged in the rollout of change ideas will come together to plan specific ways that they can be implemented and measured through PDSA cycles.
Design Coaches [2.0 FTE]	Summer 2020 Hired design coaches	Design coaches will be hired to support districts in both WESD and SCESD region who choose to pilot and carry out PDSA Cycles in their districts.
Change Idea Implementation Networks	September 2020- June 2023 District Stakeholders & Design Coaches	Networks will be formed around change ideas and supported by design coaches to follow PDSA cycles and support the spread and scale of REN initiatives throughout the region.
Data and Measurement Team [FTE TBD]	September 2020-June 2023 District stakeholders Design Coaches REN Coordinator Data Analysts	A senior data analyst will be contracted through the Center for Education Innovation, Evaluation, & Research to support the measurement and data collection of REN work. They will partner with implementation networks and design coaches to support measurement & reporting outcomes.

13. Itemized Budget

Enter narrative to include any braiding/leveraging of resources, as applicable for each.

Item description	Year 1		Year 2	Proposed Year 3	Proposed Year 4	Notes
	Initial	Remainder				
Implementation of AIM <i>(Includes K-12 & early learning)</i>	2,172,062	2,172,062	2,609,964	2,609,964	2,609,964	Implementation will begin with Year 1 funds and Year 2 funds for a total budget of \$5,068,144
Staffing 2.0FTE (Design Coaches)	0	0	286,119	286,119	286,119	Includes 2.0 FTE for design coach positions and APC @1.5 to support the implementation of the AIM
TA – Coordinating Body	60000 <i>(EAC funds)</i>	34600 <i>(Returned to EAC)</i>	0	0	0	Technical assistance for the Coordinating Body is paid for out of the EAC funds starting June 2020.
TA – plan implementation	0	0	0	0	0	Included in budget line one and capacity dollars
Staffing (REN Coordinator & Admin Assist.), 1.5 FTE	169,309		169,309	169,309	169,309	Funded using capacity dollars
Formula Funds Total	\$2,172,062		\$2,896,083	\$2,896,083	\$2,896,083	Total amount of formula funds anticipated per year.

This budget will be further itemized upon determination of plans & processes for change ideas within districts and throughout the process of hiring Design Coaches, determining FTE from the Center for Education, Innovation, Evaluation & Research, and how teacher leaders facilitating PDSA cycles within districts will be compensated.

Appendices

Appendix A: Job Description REN Coordinator

[Job Description Direct Link](#)



Employee Name: _____

Job Description

Job Title: Regional Educator Network Coordinator, Willamette ESD & South Coast ESD
Department: School Improvement Services
Reports To: Deputy Superintendent
Salary: Administrative Salary Schedule – Range 2 – 240 calendar days

JOB SUMMARY

The Regional Educator Network Coordinator works with the Willamette and South Coast Education Service Districts' Regional Educator Network (REN) to advance the goals of the Educator Advancement Council (EAC).

The Coordinator facilitates and manages the activities of the REN with guidance from its members and the ESDs as the sponsoring organizations. The Coordinator works in all aspects of the design, creation, and oversight of work in the Educator Advancement Continuum, as defined by the EAC and determined regionally by REN members.

The Coordinator has skill and experience in the areas of educator preparation and development, group facilitation, consensus building, continuous improvement methodology, and equity.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Following are examples of duties and responsibilities, neither all-inclusive nor restrictive. The position may not include all duties and responsibilities, or may have incidental assignments not specifically reflected in the examples. Knowledge, skill and ability statements included in the job description refer to the field of management and do not include references to technical knowledge, skills and abilities that may be required. Other duties may be assigned.

1. Develops a regional understanding of the Oregon Equity Lens and assists in guiding the regional educator network in aligning resources and professional development to ensure equitable outcomes for students.
2. Collaborates on the collection of data to identify supports needed for educators and focuses on the achievement gap for our historically underserved students.
3. Leads professional development planning with a focus on culturally responsive pedagogy and implicit bias in every aspect of the work.
4. Provides organization, leadership and technical assistance in implementing regional and district level networks to support educators new to the profession.
5. Coordinates Regional Educator Network (REN) activities.
6. Establishes and maintains effective communication between the Educator Advancement Council (EAC), ESDs, participating districts, and partner agencies.
7. Convenes and facilitates regular meetings of REN members and ensures the timely dissemination of information pertinent to REN initiatives.
8. Collaborates with the EAC to support the REN in the implementation of best practices to support the educator advancement continuum.
9. Monitors the expenditure of funds distributed to REN initiatives and collaborates with Business Services to submit reports to the EAC as necessary.
10. Facilitates the collection of data necessary to identify supports needed for educators new to the profession and to demonstrate the progress of the individual initiatives.

11. Prepares reports and/or presentations for the EAC, REN Coordinating Council, member districts, and other relevant constituents.
12. Supports regions in the understanding and implementation of the Oregon Equity Lens as it relates to the EAC and all network activities.
13. Develops, coordinates and/or facilitates professional development activities pertaining to all network activities.
14. Works collaboratively with other School Improvement Services staff to effectively align regional professional development activities.

Additional Functions

1. Follows and supports ESD policies and procedures.
2. Adheres to EAC rules and guidelines.
3. Performs other duties as may be assigned.
4. Works cooperatively and harmoniously with clients, co-workers, and supervisors.
5. Maintains professional and technical knowledge by participating in professional development activities

EVALUATION

This position will be evaluated based upon the essential and additional functions and responsibilities as outlined above as well as held to the standards, both WESD and State of Oregon, as outlined in the evaluation system and employee handbook.

MINIMUM QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Master's degree in PK-12 education, or a related field.
2. Willingness to obtain a valid TSPC Administrator License.
3. Understanding of Oregon's system of education service districts and how they support local school districts and the Oregon Department of Education.
4. Knowledge of the principles of Improvement Science and/or other continuous improvement methods.
5. Experience supporting educators new to the profession and over their career lifespan.
6. Recent successful experience facilitating groups responsible for improving school systems.
7. Recent successful experience providing technical assistance, coaching and professional development.
8. Demonstrated ability to collaborate with others to achieve common goals and to work across agencies, districts, and regions.
9. Ability to develop collaborative relationships with community organizations in order to bolster the work of the network.
10. Understanding of, and sensitivity to, cultural differences as evidenced by the use of culturally responsive teaching and/or facilitation practices.
11. Demonstrated ability to collect, analyze and interpret different types of data.
12. Demonstrated ability to compose and produce clear, coherent professional documents.
13. Demonstrated ability to convene, organize, and facilitate groups in meetings and workshop settings including various online platforms.
14. Ability to make decisions independently and to use initiative and judgment in accomplishing tasks following overall policies and objectives.
15. Physical and mental attributes sufficient to perform essential functions.

16. Ability to effectively use technology, including social media, to communicate with the network and public.
17. Valid state-issued driver's license.

PREFERRED QUALIFICATIONS

1. Successful experience specifically improving student, family and community engagement including understanding and utilization of best practices
2. Experience with multi-tiered systems of support.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, talk or hear. The employee is regularly required to walk and reach with hands and arms. The employee is occasionally required to stand, climb or balance, stoop, kneel, or crouch. The employee must regularly lift and/or move up to 10 pounds. Some positions may occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception and the ability to focus

WORKING CONDITIONS

Travel required delivering services in multiple sites throughout the state

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually low to moderate.

OTHER

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with this position. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The District may add to, modify or delete any aspect of this description (or the position itself) at any time as it deems advisable.

Prepared By: Willamette ESD

Date Revised: July 2019

I have read and understand this job description.

Appendix B: Sample Monthly Newsletter

[Newsletter Direct Link](#)



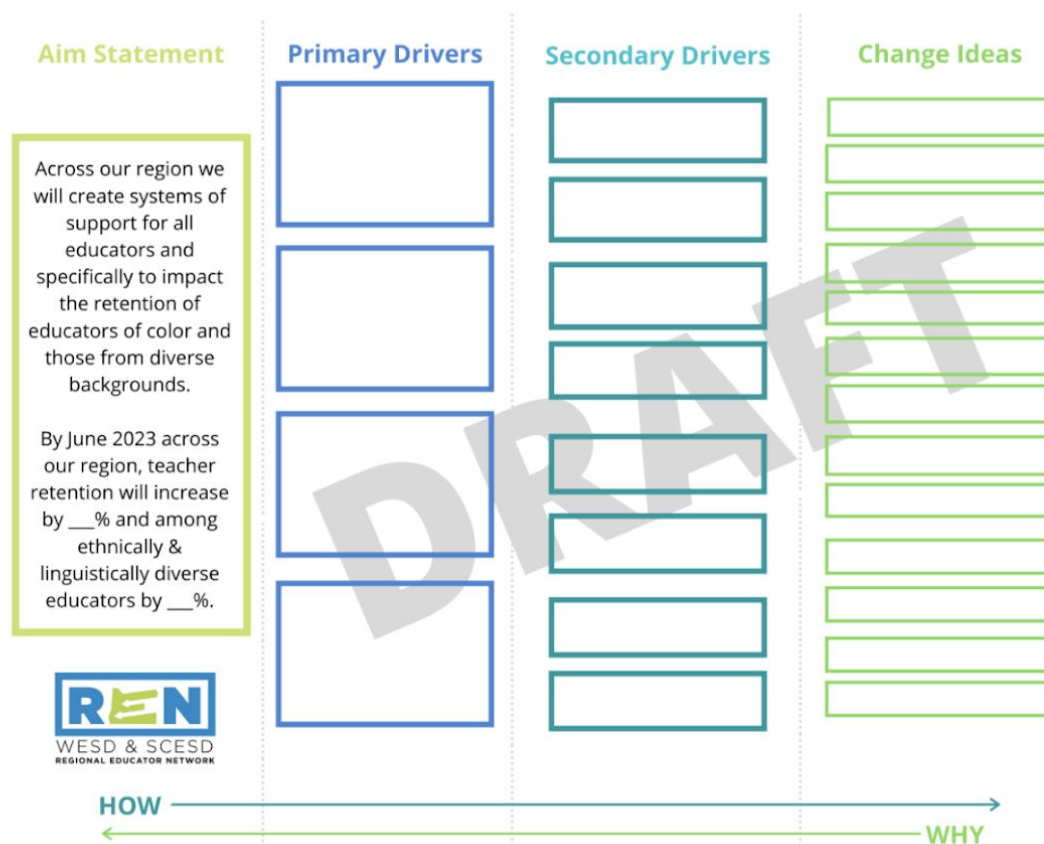
Hello educators, partners, and community members,

I hope that you, your families, and your communities are healthy and supported during this time. We have had to make several last minute adjustments given school closures and these unprecedented times to ensure that the work

continues to move forward through the South Coast 2 Valley Regional Educator Network in a safe and productive way. Here are some of our latest updates and important news as we continue through the decision making process as a REN. On March 12th, 2020 our Coordinating Body met for a half day Zoom meeting with two primary objectives:

- To review our ongoing data collection efforts and practice theming Empathy Interviews to contribute to our Driver Diagram.
- To receive training on how to formulate primary drivers, secondary drivers, and change ideas within a Driver Diagram.

We successfully met all of our objectives and below are the outcomes:





Click above for access to meeting resources and presentations.

Next Steps:

Between now and our next meeting, Coordinating Body members will continue conducting empathy interviews with educators considered "at risk of leaving the profession" in a way that encourages social distancing (Zoom and phone interviews). At this point, we will plan on holding our next meeting via Zoom. In addition, we are working actively with the Center for Education Innovation Evaluation and Research to continue to define our AIM Statement with key data from our region. We may be making meeting schedule adjustments to account for the changes in schedules, school closings, and adaptation of virtual meetings during these times, please keep an eye on our [REN website](#) for updates of meetings times and ways to attend or stay up to date on outcomes.

Due to concerns around large gatherings and COVID-19 we had to cancel our regional equity training with Dr. Shadiin Garcia that was to be held on March 12th, 2020. As we closely monitor the health concerns over the coming months, we hope to reschedule this whether in person or via Zoom to continue our shared understanding of equity in our region.

If you want to discuss how the REN will collaborate with your district,
send Charlotte an email to schedule a Zoom meeting.

[Email Charlotte](#)

Invitation to Connect:

The [25 Coordinating Body members](#) that make up our REN are phenomenal educators and community members with a wealth of wisdom about this work. I invite you to connect with one of them in your local network or your district to discuss your ideas, questions, and thoughts as we move forward.

[Contact a CB Member](#)

Stay healthy and safe!

With gratitude,

Charlotte Pecquex, REN Coordinator
Willamette ESD & South Coast ESD
1-503-385-4848



Appendix C: South Coast 2 Valley REN Website

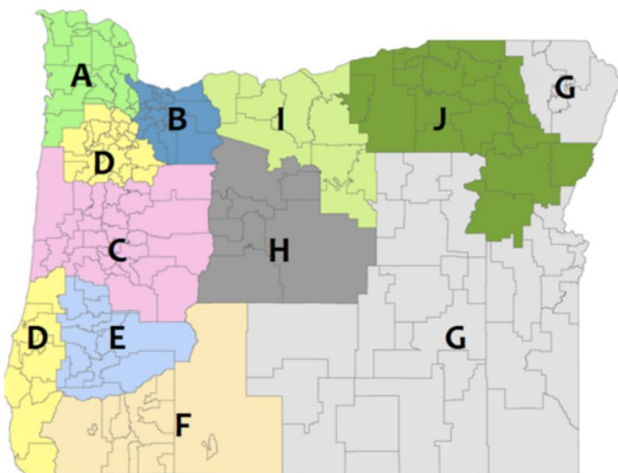
[Website Direct Link](#)

Regional Educator Network (REN)



In 2017, Oregon Legislature passed [Senate Bill 182](#) which created the [Educator Advancement Council \(EAC\)](#), an innovative public/nonprofit partnership designed to support public educators. Through this bill, the EAC was charged with the task of creating local educator networks. These ten networks or “Regional Educator Networks” (REN) are designed to create a seamless system through three major vehicles: teacher voice, an equity lens, and a continuous improvement model.

Our Regional Educator Network (Region D) encompasses thirty-one total school districts spanning the Willamette ESD and South Coast ESD Region.



Links

[Coordinating Body Members](#)

[Meeting Resources](#)

[Meeting Calendar](#)

[Frequently Asked Questions](#)

All April & May Coordinating Body Meetings will all be held via Zoom.

If you are interested in listening in, please contact [Charlotte Pecquex](#) for more information.

[Meeting Resources](#)

REN Newsletters

[March 2020 Newsletter](#)

[February 2020 Newsletter](#)

[January 2020 REN Newsletter](#)

[Click here to sign up for the monthly REN Newsletter](#)

REN Resources & Information

 [Regional Teacher](#)

[Listening Sessions Report](#)

 [REN Info Sheet](#)

 [Senate Bill 182](#)

 [Oregon Educator Equity Report](#)

 [Report from the](#)

[Governor's Council on](#)

[Educator Advancement](#)

 [EAC Glossary](#)

Appendix D: Local Networks

Local Network and CB Link

LOCAL NETWORKS

PURPOSE:

As the work of the Regional Educators Network begins to flow into our thirty-one districts, it is essential that we have a **seamless system** of communication both in and out of the Coordinating Body. The Local Networks are designed to be sources of focus, communication, and connection that facilitates **teacher driven decisions**, an unwavering commitment to using an **equity lens**, and the constant feedback cycles of **continuous improvement**.

If you find yourself wanting to participate in this work actively, be a source of feedback, or ask a locally driven question contact one of the members of your district's local network below.

WESD: LOCAL NETWORK A

District ADMr <1100

Falls City	Jefferson
St. Paul	Willamina
Perrydale	Sheridan
Mt. Angel	Dayton
Amity	Yamhill-Carlton



Contact:

Jasmine Winslow
Zach St. Lawrence
Kaye Jones
Cori Farmer
Tim Hart

WESD: LOCAL NETWORK B

District ADMr <4500

Gervais	Dallas
North Marion	Central
North Santiam	Silver Falls
Cascade	



Contact:

Nicole Britton
Molly Gehley
Terri Hethorn
Jane Elliot

WESD: LOCAL NETWORK C

District ADMr 4500+

Newberg
Woodburn
McMinnville
Salem-Keizer



Contact:

Francisco "Paco" Benetti
Kourtney Ferrua
Alejandra Guerrero
Karen Spiegel
Helen Richardson

SCESD: LOCAL NETWORK A

District ADMr <1100

Powers	Myrtle Point
Port Orford-	Reedsport
Langlois	Bandon
Central Curry	



Contact:

Jeanne Jezuit
Tenneal Wetherell
Dawn Granger

SCESD LOCAL NETWORK B

District ADMr <4500

Coquille
Brookings-Harbor
Coos Bay
North Bend



Contact:

Paige Yi
K'la Kennedy
Annette Brainard
Becky Cantrell

PARTNER NETWORKS

Non-district Partners

Early Learning

Contact:
Lisa Harnisch

Post-Secondary Education

Contact:
Mark Girod

Oregon Youth Authority

Contact:
Tracie Hightower

Nonprofit & Community Org.

Contact:
Kelly Carlisle

Appendix E: Coordinating Body Membership



WESD & SCESD
REGIONAL EDUCATOR NETWORK

COORDINATING BODY MEMBERSHIP

CLASSROOM TEACHER VOICES

Francisco "Paco" Benetti

Spanish Teacher, Newberg High School
Newberg School District

Nicole Britton

Elementary Teacher
North Santiam School District

Jane Elliot

Sophomore and Junior English Teacher
Central School District 13j

Cori Farmer

Special Education Teacher, Structured Learning
Willamina SD

Molly Gehley

Science Teacher, Cascade High School
Cascade SD

Alejandra Guerrero

Special Education Teacher, Auburn Elementary
Salem-Keizer SD

Tim Hart

Middle School Social Studies Teacher
Sheridan SD, 48J

Terri Hethorn

ELL Coordinator/ELD Teacher, Union Secretary
Dallas SD & Dallas EA

Jeanne Jezuit

English Teacher, Pacific High School
2cj Port Orford-Langlois SD

K'la Kennedy

Kindergarten Teacher, Kalmiopsis Elementary
Brookings-Harbor SD

Zach St. Lawrence

Third Grade Teacher & Math Specialist
Amity SD

Jasmine Winslow

Teacher and Instructional TOSA
Mt. Angel School District

Paige Yi

Teacher, Coquille Middle & High School
Coquille SD 8

COMMUNITY VOICES

Annette Brainard

Director, Indian Education
North Bend SD

Becky Cantrell

Assistant Culture, Education & Learning
Services Director, Coquille Tribe

Kelly Carlisle

Executive Director
Salem-Keizer Education Foundation

Margie Johnson

Program Development & Improvement
McMinnville SD

Mark Girod

Dean, College of Education
Western Oregon University

Dawn Granger

Grant and Data Coordinator, South Coast ESD
Chapter FM, Philanthropic Education Org.

Lisa Harnisch

Executive Director
Marion & Polk Early Learning Hub

Tracie Hightower

Education Vocation Coordinator
Oregon Youth Authority

Kaye Jones

School Board Member
Jefferson School District 14J

Helen Richardson

Program Associate for the Office of Student Equity,
Access & Advancement, Salem-Keizer SD

Karen Spiegel

Coordinator, District Instructional Mentor Program
Salem-Keizer SD

Tenneal Wetherell

Superintendent
South Coast ESD

Questions? Contact the REN Coordinator:

Charlotte Pecquex

charlotte.pecquex@wesd.org
1-503-385-4848

Appendix F: Listening Sessions Report - Summary

[Full Listening Session Report Link](#)

Region D Cumulative Summary

Overall Summary

Both Willamette ESD and South Coast ESD regions collected data in different ways based on the proximity, availability, and access to the resources needed to collect the information in a timely manner. This report provides a detailed account of the needs of educators based on the EAC's five characteristics (Key Stages of an Educator Advancement Continuum) which were presented as six priorities to Region D districts. One area, Career Advancement was broken down into Educator Evaluation and Developing Leadership. The three highest priorities of Region D based on input from 395 educators from 31 districts are noted in a detailed list below with quotes from educators within different districts in both the Willamette ESD and South Coast ESD regions.

Region D Top Three Priorities

Support for novice educators was ranked the first priority. Teachers identified the importance of beginning teachers having a support system to navigate through district and classroom processes and procedures. Professional growth and development was ranked second. Teachers cited the need for professional learning sessions that are differentiated, meet the needs of students, and relevant to content and grade level. Educator preparation ranked third. Teachers indicated that new teachers are not getting enough time in the classroom and unprepared for the classroom when they enter the field.

1. Support for Novice Educators



- "Mentors who are trained well are a great resource for new teachers to provide support and guidance in the early stages of their career." (Coos Bay)
- "Mentor/Mentee relationship needs to be productive and mentor needs training on how to work with mentee." (Salem-Keizer)
- "Facilitate really strong education is to support beginning teachers. (McMinnville)
- "Authentic relationship where the teacher can choose who mentors them." (Gervais)

2. Professional Growth and Development

- "In order for a teacher to grow in their expertise they need ongoing coaching (observations, feedback, and modeling), time to collaborate and plan." (Central Curry)



- “Students are changing and teachers could benefit trauma informed care, mental health, self-regulation. (Dayton)
- “More time for all staff to meet to follow up on trainings to make sure everyone is on the same page” (Perrydale)
- “Professional development that is effective and related to grade level, content area” (Newberg)
- “Professional learning opportunities that can continue on a regular basis where teachers can continuously learn.” (Jefferson)

3. Educator Preparation



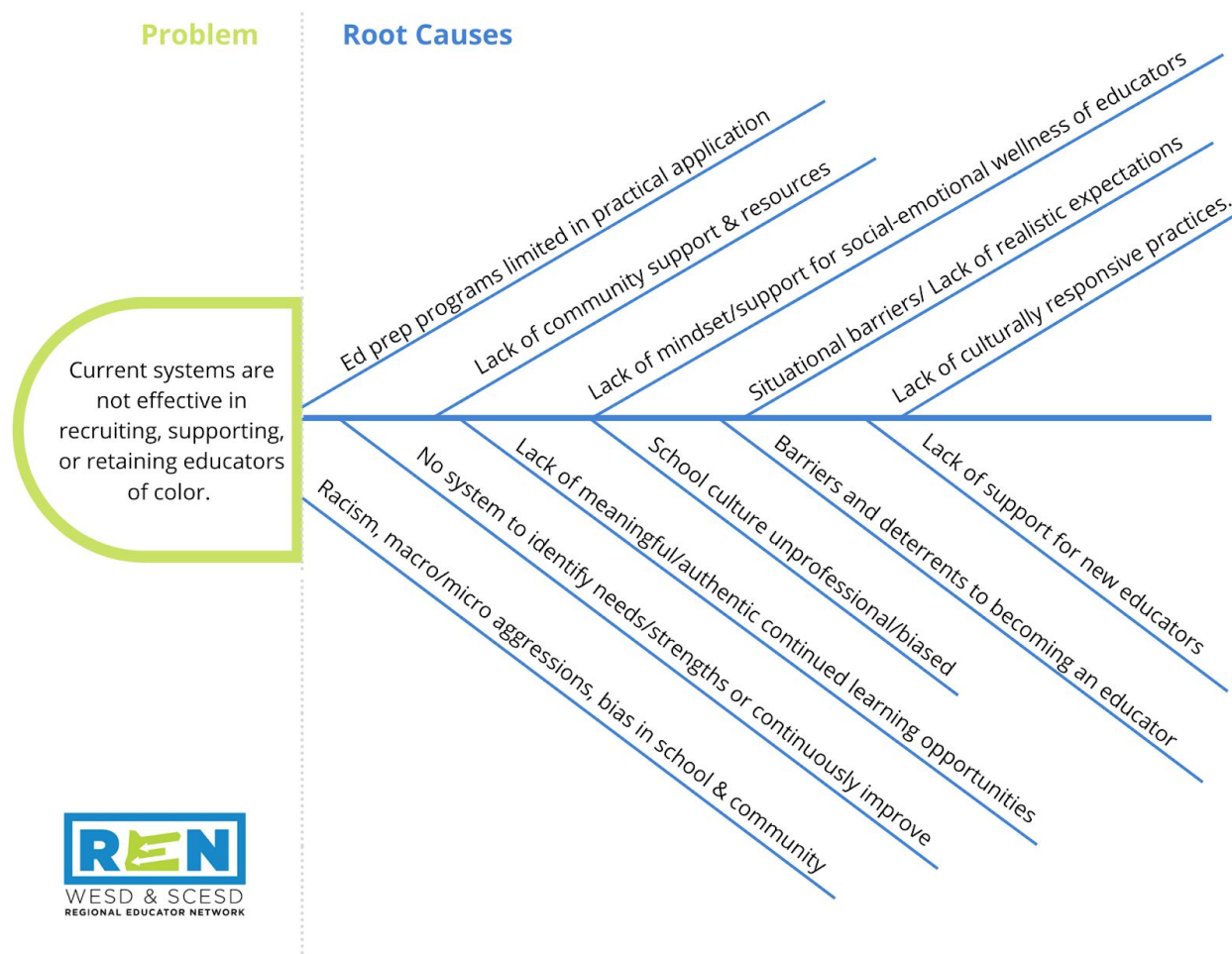
- “Teacher training programs should expose teacher candidates to as many classroom environments as possible. The best way for a teacher to learn is to be in the classroom to experience different teaching styles, as well as school cultures.” (Coquille)
- “Teacher candidates need to have more training in classroom management and navigating the school community.” (Myrtle Point)
- “Clear standards for teachers coming out of a university program because consistency is important.” (Yamhill-Carlton)
- “Expectations in ED prep programs are different no consistent characteristics.” (Silver Falls)
- “Teacher preparation programs need to communicate with districts about what is really happening in the classroom needs such as SEL, collaborative problem solving.” (Woodburn)

Closing

This report captures the voices of the educators in Region D noting the importance of having a system that will listen, support, and include educators from diverse backgrounds. the opportunity to participate in an equitable way. The information in this report may assist in guiding Region D’s Coordinating Body to make decisions to support and meet the needs of districts in an equitable manner.

Appendix G: Root Cause Analysis/Fishbone

[Final Elevated Fishbone Link](#)



Please note: This is the final combined and elevated fishbone diagram for the elevated problem statement “Current systems are not effective in recruiting, retaining, or supporting educators of color”. It was elevated through a careful combination and analysis of the original three [fishbone diagrams & problem statements](#).

Appendix H: Draft Driver Diagram (Before Narrowing)

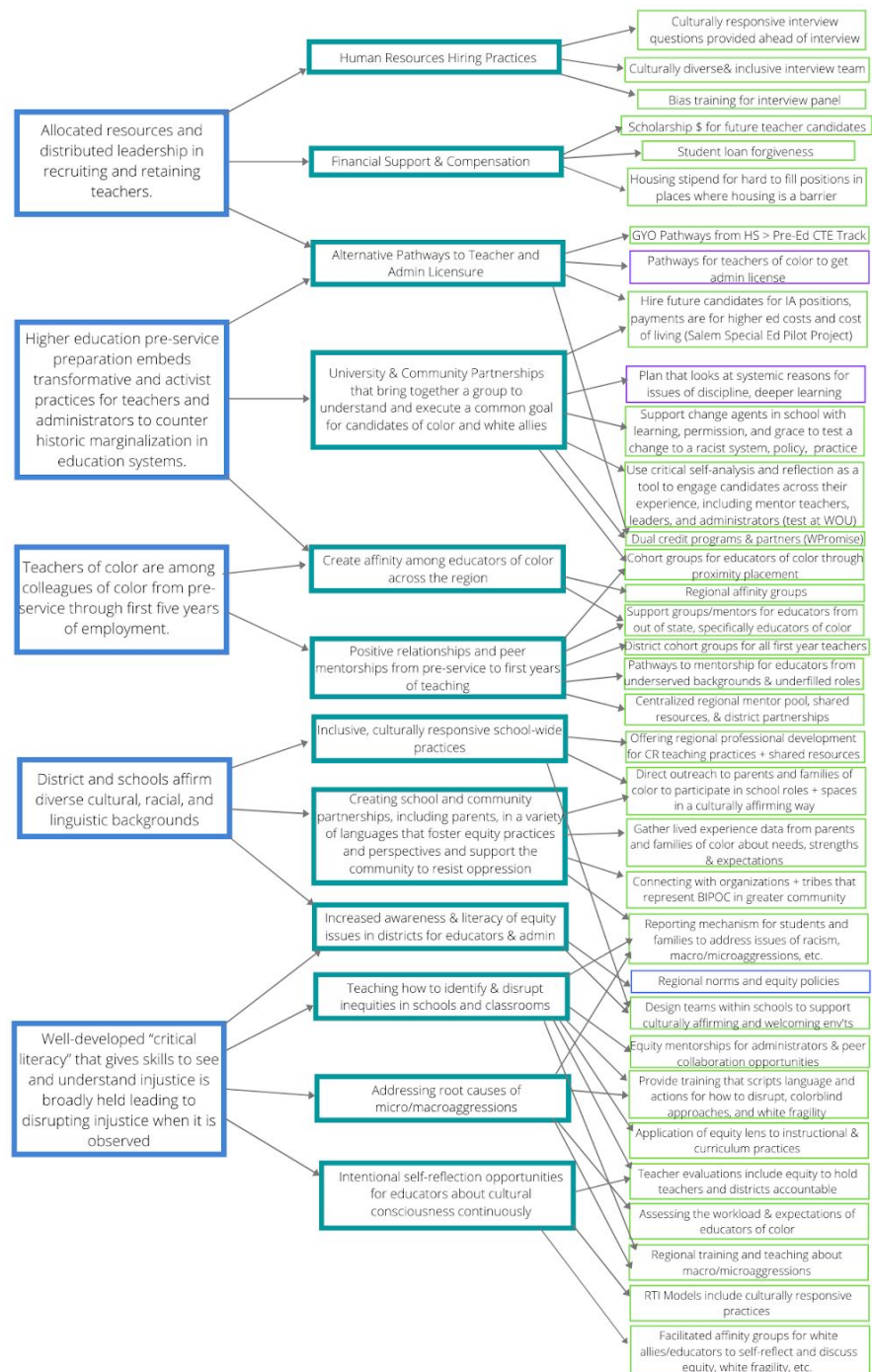
[Link to the Full Draft Driver Diagram](#)

Aim Statement



Across our region we will create systems of support for all educators and specifically to impact the recruitment & retention of educators of color and those from diverse backgrounds.

By June 2023 across our region, teacher retention will increase by ___% and among ethnically & linguistically diverse educators by ___%.



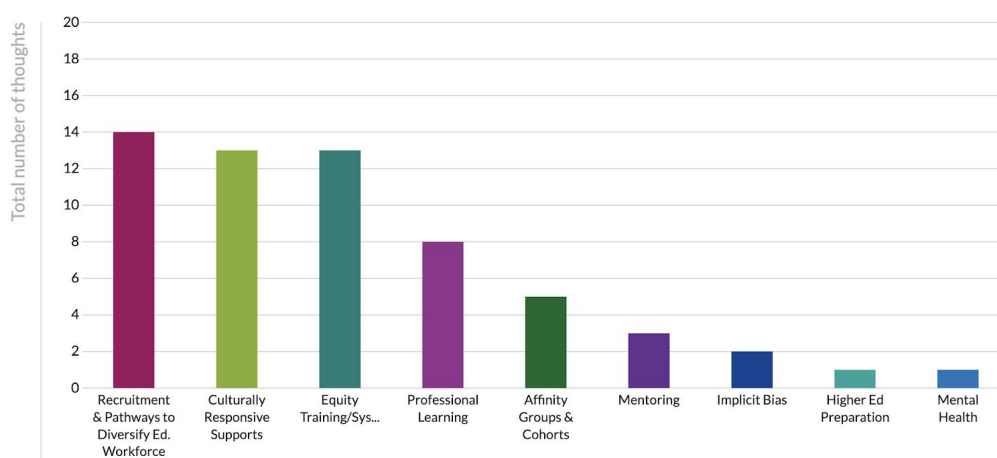
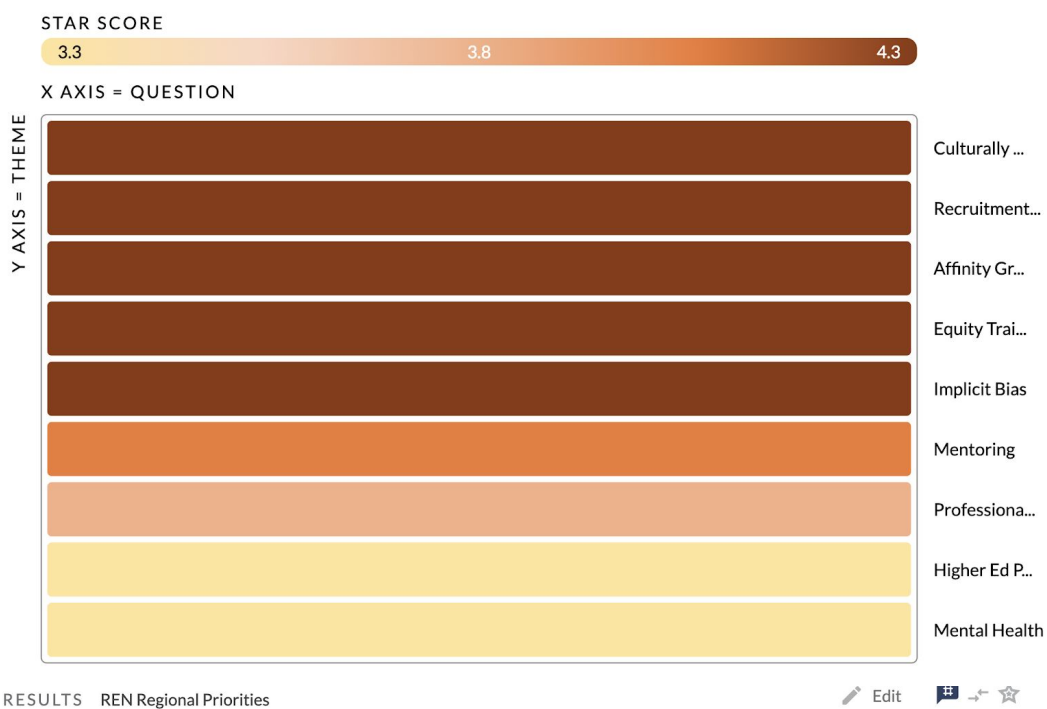
Appendix I: Thoughtexchange Report Themes

[Link to the Full Thoughtexchange Report](#)

What REN initiatives are important to you/your district and why?

26 May 2020

65 People 73 Thoughts 1335 Ratings



Here are 10 thoughts that received the highest star ratings

Mentoring for beginning teachers

It is important to support the work of beginning teachers so that they can have the "tools" and resources to best serve their students

4.2 ★★★★★ (20 🧑)

Ranked #1 of 10



Culturally responsive teaching

I don't think many educators are familiar with CRT. I CRT is crucial for marginalized students to feel welcome in our classrooms and community.

4.1 ★★★★★ (23 🧑)

Ranked #2 of 10



High quality educators

All students deserve a highly effective teachers in their classroom regardless of their zipcode.

4.1 ★★★★★ (13 🧑)

Ranked #3 of 10



New Teacher Mentoring is priority #1.

New Teacher Mentoring has been the most effective program for keeping teachers in the profession than we've every had. It is a priority.

4.0 ★★★★★ (29 🧑)

Ranked #4 of 10



Culturally responsive teaching practices

4.0 ★★★★★ (20 🧑)

Ranked #5 of 10



Mentoring new teachers

We need educators to stay in the profession

4.0 ★★★★★ (19 🧑)

Ranked #6 of 10



Mentoring is a research proven way to support new teachers, but it needs to be culturally relevant/specific

3.9 ★★★★★ (30 🧑)

Ranked #7 of 10



Need additional supports for culturally specific mentoring programs to retain new teachers

We have had modest success recruiting teachers of color, but retention of those teachers is an ongoing problem

3.9 ★★★★★ (29 🧑)

Ranked #8 of 10



Career advancement

Support to retain qualified staff

3.9 ★★★★★ (27 🧑)

Ranked #9 of 10



Recruitment and retention of teachers of color.

We need more diversity.

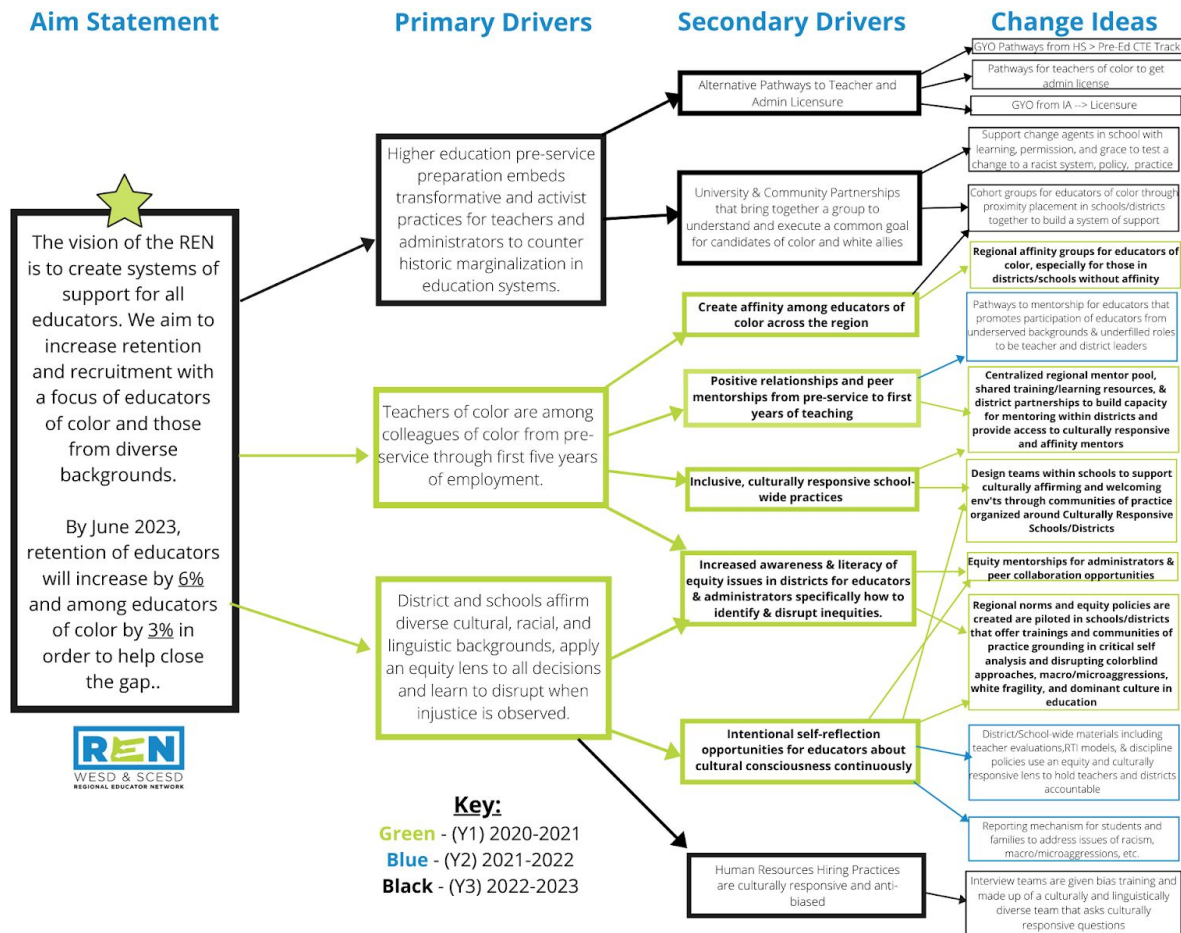
3.9 ★★★★★ (27 🧑)

Ranked #10 of 10



Appendix J: Narrowed Driver Diagram

[Narrowed Driver Diagram Link](#)





Multnomah-Clackamas Regional Educator Network

Regional Educator Network Plan

July 2020 - June 2023

Region B - Multnomah ESD and Clackamas ESD
REN Coordinator - Erin Gardenhire





As Oregon embarks on system changes to transform how we support the public educator continuum, this document is designed to guide the development of a Regional Educator Network (REN) Plan as defined in to [SB182](#), [ORS 342.943\(3\) and \(4\)](#). In order to approve the REN Plan, the EAC seeks assurances each REN has:

- led with equity;
- appointed and convened the required membership;
- thoughtfully created operational structures to support REN activities;
- established the Coordinating Body per SB 182, including shared leadership;
- implemented processes and tools to understand local context;
- collaboratively identified priority problems of practice to address and prioritize goals;
- implemented continuous improvement in furtherance of the SB182 goal of increased student achievement;
- authentically listened/engaged relevant stakeholders;
- detailed appropriate Outcome Metrics;
- identified braiding and leveraging of local resources; and
- provided a detailed budget.

Considerations:

- Funding is only available on a biennium basis but the REN Plan is expected to incorporate a 4 year timeframe. The EAC recognizes the difficulty of projecting a four-year plan for highly iterative processes at this point; however, thinking of a plan in terms of a four-year timeframe allows a longer arc of work to be envisioned with future REN plan amendments contemplated.
- REN Coordinator role will lead the implementation of the REN Plan
- EAC staff will regularly convene REN Coordinators and co-produce a FAQ document based on feedback to provide additional guidance.

Plans may be submitted no later than June 30, 2020 and upon EAC approval the Funding Formula will become accessible to the REN.

Submitted By REN: B Multnomah-Clackamas Regional Educator Network

Contact: Erin Gardenhire - REN Coordinator 6/4/2020
egardenhire@clackesd.org

On behalf of the Multnomah-Clackamas Regional Educator Network Coordinating Body, I am pleased to present this plan. When we began in December of 2019, to identify the problems of practice for educators in our region, no one could have been aware of the historical significance and the unprecedented events that would come to shape our journey. We came together as a diverse group of educators and community members to create a plan that would help bring to life the vision of a more equitable and supportive culture and climate for educators in our region. It was through honest conversation and a willingness to hear the lived experiences from each other and the community in which we represent that we were able to accomplish our goal. We have heard from community members, district leaders, educators and even Coordinating Body members themselves on how the process, focus and commitment to equity has changed perspectives and is a welcomed shift toward sustainable change.

We represent a very diverse region in Oregon. MCREN is a small geographic region, but has the highest population of students and teachers. We serve 18 school districts including Oregon's largest school district, Portland Public Schools as well as small remote districts such as Colton School District. Throughout the region, there are great discrepancies for access to resources, personnel, and the ability to support all educators equitably. These realities led the Coordinating Body to prioritize equity as the central theme for our work. It is because of this commitment that our REN plan is designed to create a system that will empower educators and keep equity at the center.

We believe this plan reflects the legislative intent and the vision of the EAC. With a central focus on equity and empowering the voices of educators and specifically historically marginalized populations, it is our hope that our work will only be a starting point and will serve as a catalyst for systems change across our communities. The call for action is clear and we believe that our plan will help create the conditions for lasting and meaningful change.

With Appreciation

Erin Gardenhire

Table of Contents

Table of Contents	4
Pre-Phase Preparation	5
REN Infrastructure	5
Coordinating Body Implementation	6
Continuous Improvement Process	8
REN Plan Development	11
Technical Assistance	12
Phase I Understanding Local Context	13
Local Context	13
Local Goals	15
Phase 2 Prioritizing Goals	15
Prioritized Goals	15
Phase 3 Continuous Improvement	16
Problems of Practice	16
Stakeholder Feedback	18
REN Partners	20
Additional Comments:	21
Itemized Budget	23
Oregon Equity Lens	24
References to REN Plans in SB182:	24
References to REN Plans in Rule:	24
Appendices	26
Appendix B: Sample Newsletter	30
Appendix C: REN Coordinating Body Superintendent Presentation Tools	34
Appendix D: Community Outreach Video	34
Appendix E: Multnomah Clackamas Coordinating Body Membership	36
Appendix F: Listening Session Report	37
Appendix G: Root Cause Analysis	38
Appendix H: Body of Research	38
Appendix I: Theory of Improvement	39
Appendix J: REN Communications Plan	39
Appendix K: REN Network Structure	42

Pre-Phase Preparation

1. REN Infrastructure

Describe the REN infrastructure design (REN coordinator/s responsibilities and dedicated FTE, fiscal and reporting, communication and convening strategies, etc.). No more than 2 pages

Multnomah-Clackamas Regional Educator Network (MCREN) spans the geographical region of Multnomah and Clackamas counties. Regionally, over 8,000 educators are employed in the 18 school districts and two Education Service Districts in Multnomah and Clackamas counties. Not only does the region represent a large teaching population, the size and settings of districts range from large urban to small and remote communities. One of the strengths of the region is the wide range of experiences and perspectives found within a very small geographic area. To support the collaborative nature of the work, MCREN has 2.0FTE dedicated to the network. 1.0FTE is for the REN Coordinator and 1.0FTE for a REN Administrative Assistant. Job postings for both positions were created, posted and hired by Clackamas ESD ([Appendix A](#)).

The REN Coordinator is directly supervised by the Deputy Superintendents at both Multnomah and Clackamas ESDs. She meets regularly with the Superintendents at both ESDs and provides regional updates to the regional leaders. The primary role of the Coordinator is to facilitate the collaboration of local teachers, administrators, and community stakeholders to create more equitable access to resources to address local systemic problems of practice while maximizing local expertise. By engaging in collaborative learning processes that hold equity and teacher voice at the center, the network can improve the systems for educators across the region. The Coordinator works closely with the technical assistance provider, Community Design Partners (CDP) to facilitate the convenings of the Coordinating Body meetings to support understanding and implementation of Improvement Science principles.

The Coordinator is primarily responsible for the written and fiscal reports to be submitted to the Educator Advancement Council (EAC) monthly and quarterly. Clackamas ESD is the fiscal agent for MCREN. The fiscal department supports the network with invoicing and reporting requirements.

Communication across the network is conducted using a variety of strategies. It is vital to provide clear pathways for two-way feedback and input. The Coordinator created a monthly newsletter ([Appendix B](#)) to be shared with stakeholders, including districts, coordinating body members and educators across the region. The Coordinator attended regional Teaching and Learning advisory group meetings as well as prepared monthly updates to regional human resources directors and superintendents.

Monthly communications were supported by in person communications conducted by Coordinating Body members. Presentation tools, talking points and training were provided to support CB members in communicating the work of the REN as well as answer frequently asked questions. ([Appendix C](#)) A community outreach video was also

created to highlight the work of the REN and was shared across leadership networks, districts and agencies. ([Appendix D](#))

The Coordinating Body began meeting in December 2019 and held regular monthly in-person meetings. These meetings were full day convenings held at either Multnomah or Clackamas ESD. Due to statewide convening restrictions in March, the CB transitioned to virtual meetings via Zoom. Full Coordinating Body meetings were typically 2 hours in length. In April, the Coordinating Body transitioned to a subcommittee structure. This allowed for smaller groups to plan and share learning. The subcommittees met bi-weekly for up to two hours. All decisions were brought back to the whole CB for a final vote. It is expected that future meetings will be held virtually until it is safe to return to in-person convenings.

2. Coordinating Body Implementation

Describe Coordinating Body implementation, including prioritizing 51% teacher engagement and reflecting SB182 parameters, including authentic teacher and stakeholder engagement. No more than 1.5 pages

The Multnomah-Clackamas Regional Educator Network comprises the 18 school districts and two Education Service Districts in Multnomah and Clackamas counties. The recruitment of the Coordinating Body began in October 2019. Nominations were accepted and interested individuals were asked to submit an application to the REN Coordinator. Applications were evaluated to ensure adherence to SB-182(2017) and create a Coordinating Body that is linguistically, culturally, racially and geographically diverse, at least 51% school based teachers, includes members representing state agencies, school districts, education service districts, early learning providers, education-focused nonprofit organizations, education-focused philanthropy organizations, professional education associations, community-based education organizations that represent families and students, post-secondary institutions of education and federally recognized tribes.

It was determined that each member district should have a teacher representative on the Coordinating Body, to ensure perspective from all locations in the region. District and school leadership was selected to provide perspective from all levels of school district leadership (superintendent's office, human resources, teaching and learning, and building principals from multiple levels). In addition to the requirements outlined in SB-182, considerations were made based upon district size, geographic location, and ESD for the "At-Large" seats. ([Appendix E](#))

The recruiting campaign included in person communication with district leadership, regional leadership organizations (including OEA, Distinguished Educator Network(MMT)) and other local teacher leadership networks. Currently, the MCREN has 31 representatives on the Coordinating Body, meeting all the parameters outlined in SB-128.

Table 1: Coordinating Body Demographics	
Parameter	Multnomah-Clackamas Coordinating Body Demographics
School-based Educators	52% Teachers
Geographic Diversity (County)	2 counties
School Districts	17 of 18 school districts represented
Ethnic / Racial Diversity	35% Representatives from Diverse Backgrounds
Educator Breakdown (Please note some representatives double count in more than one category)	Elementary Education - 8 Representatives Special Education - 1 Representative Secondary Education - 6 Representatives <u>Content Areas:</u> PE/Health (1) English Teacher (2) Science Teacher (1) Math Teacher (2) Social Studies Teacher (1) ELD (1) TOSA - 3 Representatives <u>Role/Content Area:</u> Academic and Professional Learning(1) Behavior Specialist (1) Building Administrator - 2 Representatives Elementary Principal - 1 High School Principal - 1 Human Resources - 1 Representative Director of Teaching & Learning - 2 Representatives Assistant Superintendent - 1 Representative
State Agency	1 Representatives (TSPC)
ESD	2 Representative (SSA Liaison & Deputy Director of Teaching and Learning)
Federally Rec. Tribe	1 Representatives (Confederated Tribes of Grand Ronde)

Community Based Organization	1 Representative (Latino Network)
School Board Member	1 Representative (Portland Public Schools)
Educator Prep Program	1 Representative (Portland State University)
Non-Profit Org.	1 Representative (All Hands Raised)
Education Focused Philanthropic Org.	1 Representative (Meyer Memorial Trust)
Professional Ed. Assoc.	1 Representative (Oregon City Education Association)
Higher Education	1 Representative (Warner Pacific University)

3. Continuous Improvement Process

Detail the continuous improvement process used by the REN emphasizing equity and identified region priorities. No more than 2 pages (Section 3 REN Plan Rubric)

Multnomah-Clackamas Regional Educator Network identified the regional priorities by using a continuous improvement process that would center equity. The Coordinating Body adopted and utilized two equity lens documents, Oregon Equity lens¹ and Multnomah County Equity Lens², to reflect on the impact of decisions and protocols to consider, “Who is being impacted”, “Who is benefiting and not benefitting”, “Whose voice is not represented” and the “Unintended consequences of our decisions.” Members created and adopted guiding principles in order to hold each other accountable for the expected actions and behaviors of members. Members use agreed upon routines to call attention to the principles to refocus discussions and hold accountability.

In order to create a theory of action and ultimately a plan for our region, the Coordinating Body began by looking at regional data including, Oregon Equity Project, 2018 TELL data and ODE provided reporting data. This data set was used to identify three primary problems of practice that were common across all parts of the region.

- There is a gap between educator prep programs and actual teaching
- Oregon pre-K to 12 public education is not recruiting and retaining teachers of color
- Novice educators lack a foundation system of support to be successful long term

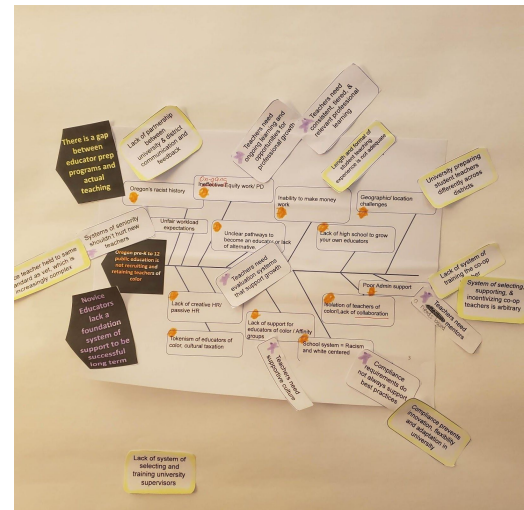
Using questions from the equity lens documents and regional data, the Coordinating Body identified additional information that needed to be gathered from educators in the region to narrow the problems of practice. By asking questions such as, “Whose voice have we heard?”, “Whose voice is missing from this room?”, and “Who is benefitting and not

¹ Oregon Equity Lens: https://drive.google.com/file/d/1c35M_GQsIsCEJhmUR0939ordmn4h1w39/view?usp=sharing

² Multnomah County Equity Lens: <https://drive.google.com/drive/u/1/search?q=Oregon%20Equity%20Lens>

benefitting?” the Coordinating Body identified groups of educators throughout the region to conduct empathy interviews and a regional listening session. Over 182 artifacts were gathered focusing specifically on novice educators and educators of color. What was discovered was that all novice educators had similar stories regardless of race. However, educators of color had stories that were unique from the experience of white educators highlighting significant factors in recruitment and retention stemming from racist work environments, lack of support and inequitable expectations at all levels of the career continuum ([Appendix F](#)).

Based upon the data and feedback, the Coordinating Body conducted a root causes analysis on each of the problems of practice ([Appendix G](#)). They discovered that the central theme of all three problems of practice were captured within the problem of practice, “Oregon pre-K to 12 public education is not recruiting and retaining teachers of color”, therefore addressing the major needs of the entire region.



From the empathy interviews, listening session and considering the central theme that was elevated identifying the lack of systems to support educators of color, the group elevated the AIM:

By 2023, we will increase the retention of educators of color in our region.

We are still in the process of identifying the baseline data, as this information is not readily collected for regional use. The collection of retention data is not systematized or consistent across the region or state. Creating a structure for collecting, analyzing and distributing this data is part of the discussion for measuring the AIM.

This AIM was chosen because the Coordinating Body recognizes that historically the systems of support have not honored the strengths or met the needs of our marginalized populations of educators. In order to meet the full legislative intent, to create equitable supports in our region, the Coordinating Body decided to begin by focusing specifically on educators of color. This is being done with the understanding that when we address the needs and strengths of historically underserved educators, we will meet the needs and strengths of all educators.

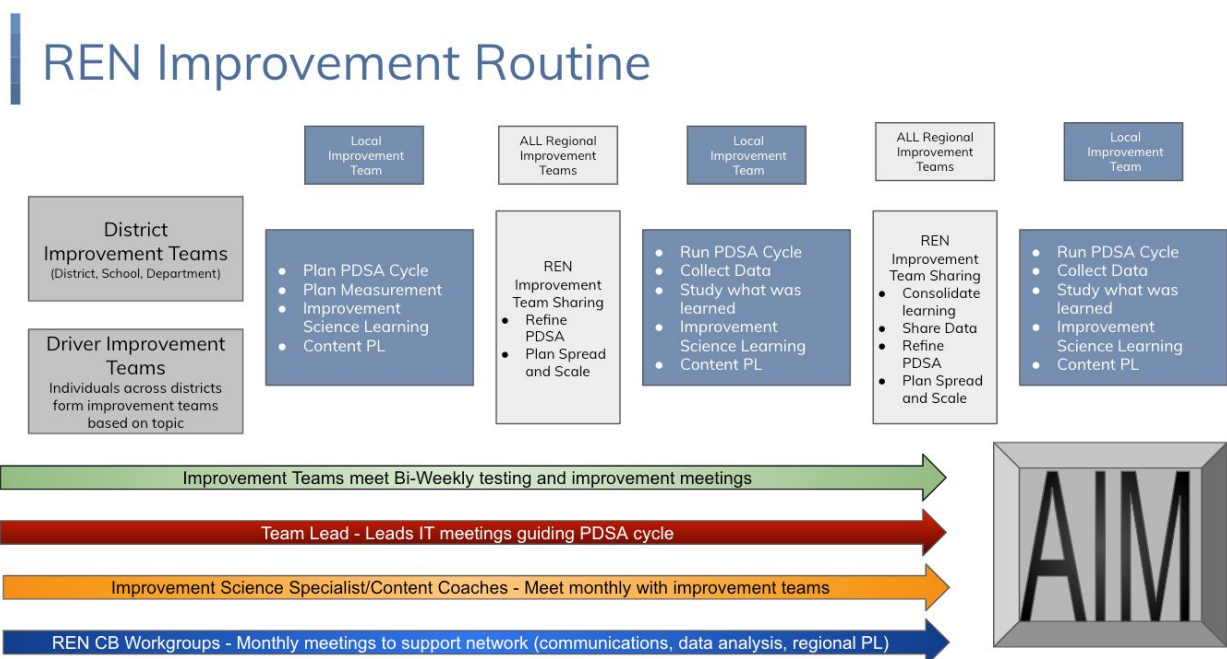
The theory of action was developed over the course of several months. A large body of scholarly research ([Appendix H](#)) along with local input and lived experience from educators in the region was used to identify the primary drivers of the problem of practice. Members self-selected primary drivers to research. Each Coordinating Body member read articles and were asked to identify the themes from the human experience stories that were captured in empathy interviews and the listening session that also connected to the research. This led the group to understand the system components and identify potential

change ideas to make improvements toward the AIM.

Workgroups were created to brainstorm change ideas based upon the research and lived experience from empathy interviews and listening sessions. Each group met to identify the change ideas that would support a particular primary driver. Secondary drivers were elevated and adopted by the Coordinating Body. A large bank of change ideas were created from the brainstorming, stemming from lived experience and research. Of the 20 initial change ideas, the CB elevated several ideas and categories to be shared with the districts, leadership and the participants of the interviews and listening session. From the feedback, the Coordinating Body identified five change ideas to be tested initially with expansion over the course of four years. With feedback from districts, superintendents, and community interest surveys, the Coordinating Body further elevated the change ideas to be developed and tested in the first year of implementation ([Appendix I](#)).

Plan-Do-Study-Act cycles for the initial change ideas will be designed and implemented with support of improvement science coaches for each improvement team. Improvement teams will be formed at regional, district, building and individual levels. A subcommittee was formed by existing Coordinating Body members and incorporating individuals at the local team level who are directly impacted by the change idea. Members of the teams are recruited based upon the background, expertise, connection to the change idea, readiness for improvement, and context for change (ie: test in large vs small district, rural vs urban, etc...).

Coherence to measures, improvement science principles and growth toward the AIM will be supported through common learning sessions to be held regularly over the course of the year. Local teams will meet bi-weekly to test, analyze, and learn. Team leads with support of Improvement Science Specialists will guide local teams through the PDSA cycle. Quarterly, all teams will convene to share learning around



a particular driver. These meetings will include goal setting and analysis of common measures, opportunities for spread and scale across the region. Yearly, all improvement teams will meet to share, learn, and analyze growth toward the AIM as a shared effort from all drivers.

4. REN Plan Development

Describe the REN Plan development process including outreach to schools/districts within the region, particularly detailing listening and engaging with teachers and partners.

The REN plan was developed through a process of incorporating scholarly research, state and local data, empathy interviews and regional listening sessions. The problem of practice was elevated based upon lived and perceived experiences of educators in the region. Using an equity lens, the Coordinating Body, evaluated the problem statements to understand the impact of the decision to elevate one. The questions that were considered included: “Who is being impacted?”, “How are we meaningfully including people who are not represented?”, “How are accounting for people’s emotional and physical safety, and their need to be productive and feel valued?” and “What processes are traumatizing and how do we improve them?” as members selected who within the local context should be heard from and how to collect lived experience stories to inform the plan. 17 districts and 2 Education Service Districts participated in empathy interviews or the regional listening session. 182 artifacts, specifically focusing on novice educators and educators of color, from across the region were collected and analyzed.

The REN Coordinator attended Regional Leadership Meetings with District Superintendents from both Multnomah and Clackamas Counties. Superintendents were able to ask questions, get clarification, and provide input. Superintendents scheduled individual meetings with the Coordinator to address individual needs and discuss local context and priorities.

In addition, the REN Coordinator regularly attended regional meetings with Directors of Teaching and Learning as well as Human Resources. These meetings provided updates for districts as well as gathered information on district initiatives and priorities for the REN.

Clackamas ESD hosted a regional listening session for educators of color. 13 educators attended from across Multnomah and Clackamas Counties. Attendees engaged in a roundtable discussion and were asked to reflect on several questions about their experiences coming into the field of education and supports provided across their career. The session was co-facilitated by Coordinating Body members and the Recruitment, Retention and Inclusion Coordinator for Clackamas ESD.

Empathy interviews were held within local districts and conducted by Coordinating Body Members. Interviewees were asked to share their experiences within the education system, beginning as a student through career. They were asked about positive experiences as well as challenges they faced within the system. The

interviews were conducted in one on one settings as well as small groups of less than three.

The major themes that emerged from interviews and outreach included:

- Relationships with peers, students and community create a sense of belonging and are essential
- Need for culturally sustaining district, school and classroom practices
- Need for teacher voice decision making with shared leadership among peers and administration
- Toxic school climates affect teachers and students. Need for trauma-informed practices for all
- Professional development models need to be more relational and culturally sustaining
- A more diverse staff allows for common lived experience and role models
- Quality, asset based communication practices, including feedback helps to support educators
- Consistent, scheduled, culturally affirming mentorship/support and induction (formal and informal) is necessary and foundational
- Alternative pathways to teaching are necessary to create diverse school staff
- Need for an organizational climate that encourages authenticity, and values multiple perspectives, approaches and assets

These themes provided a framework for the Coordinating Body to prioritize the primary drivers within the theory of action.

Participants of the empathy interviews and listening session were included in a region-wide survey that shared the draft theory of action. The survey was conducted to get feedback from district leadership, administrators, teachers and community stakeholders on the draft theory of action. The survey included an overview of the REN work and decisions made by the Coordinating Body. Space for feedback was included. The Coordinating Body used the feedback to evaluate and make adjustments to their theory ([Appendix D](#)). This survey is intended to be conducted yearly to share progress and gain input from the educators most impacted.

The Coordinating Body created a committee to present the REN plan and theory of improvement with the region's Superintendents. The committee developed a presentation including the data, research and lived experience of educators across the region. They shared their learning and the decision making process with the leadership. Superintendents were asked to provide feedback and interest in participating in REN initiatives.

5. Technical Assistance

Discuss anticipated technical assistance to be provided or required by the REN in this section (include in each Phase where relevant). No more than 1 page

Multnomah-Clackamas Regional Educator Network utilized Community Design Partners (CDP) as the technical assistance provider for the process and development of the theory of improvement. CDP was selected based upon their deep understanding of design thinking and improvement science as well as their commitment and focus on centering racial equity and community voice.

CDP provided coaches and co-facilitation of Coordinating Body convenings. The convenings were co-developed by the REN Coordinator and CDP coach(es). The purpose of the convenings was to understand design thinking and improvement science principles, develop the structures, tools and processes to engage in regional systems improvement. The ultimate outcome was the creation of the REN plan.

Over the course of the year, CDP provided support in developing systems for authentic and culturally responsive engagement of teachers, member organizations, tribes, higher education, community organizations and other partners to help drive the development of the theory of improvement by centering teacher voice. Through weekly meetings, CDP continues to support in the development of communication loops to further develop change ideas, PDSA cycles, implementation of change ideas, and spread and scale of ideas.

As the MCREN continues to develop as a network, CDP provides support in developing the structures and systems necessary to monitor the network health as well as provide guidance for data collection and measurement of growth toward the AIM.

Phase I Understanding Local Context

6. Local Context

Describe how each school member organization's local plan influenced the overall REN Plan; the methodology applied to user groups (those the system is currently serving), including use of empathy data, to determine how a system is working and not working for users. How did the process help the REN better understand needs in the region?

Members of the Multnomah-Clackamas Regional Educator Network Coordinating Body gathered information from their local district leadership to better understand the local priorities. The REN Coordinator also attended regional leadership meetings to gather input on district initiatives as well as offer opportunities to provide feedback on REN work. In addition, the REN coordinator gathered SIA plan summaries from districts to assist the Coordinating Body in understanding the local needs and priorities.

In addition to leadership feedback, state and local data as well as ODE mandated reporting category data, the coordinating body used the information provided through human experience interviews and listening sessions to better understand the strengths and challenges of the region. Through the initial data, the Coordinating Body elevated the need to address inequities in the recruitment and retention of educators of color. The regional data shows that the student population is diversifying and providing, acknowledging, celebrating and creating environments that are culturally affirming is a priority of districts across the region.

Across the region, member organizations are working to provide structures that support novice educators. Several districts have formal mentor programs that provide initial support for novice educators, including: Portland Public, David Douglas, Gresham-Barlow, North Clackamas, Lake Oswego, Oregon City, West Linn Wilsonville, and a consortium of Clackamas ESD districts including Gladstone, Estacada, Colton, Molalla River, and Canby. These programs provide a compensated mentor for novice educators. Each district has expectations and requirements for completion. In addition, other districts have informal programs for initial induction to the profession. Each of the districts has developed individual standards for mentoring and induction as well as mentor selection and assignment. Gender, race, cultural background, and teaching assignment are considerations of mentor assignment in some districts but size of district, geographic location, consistent funding, and available mentors are barriers for others.

Additionally, several districts, including Clackamas ESD regional network, provide affinity groups for educators of color. These groups meet regularly and provide a community of support for educators. The groups are facilitated by members of the community. Discussion and content is determined by members of the individual networks. The regional network is housed at Clackamas ESD and members from component districts are invited to participate. Shared stories from educators, expresses the importance of the Affinity Group Networks in developing community and belonging among colleagues who share similar experiences. Educators in all districts shared feelings of isolation, lack of community, lack of support with fewer opportunities or access to affinity groups in smaller, rural districts.

Multnomah ESD created a workgroup to develop a Regional “Grow Your Own Program”. Eight of the REN districts have engaged in conversation, planning and implementation of pathways for paraprofessional educators to earn their teaching certificate. The goal is to support current district employees, many of which are educators of color and members of the community, along the career continuum, by removing barriers and providing access to higher education opportunities. Each of the districts has committed financial resources as well as personnel to developing their individual plan. The workgroup will begin small test cycles in Fall 2020 to investigate best practices and sustainability measures. The workgroup includes partnerships with Warner Pacific University, Portland State University, Portland Community College and Mt. Hood Community College. Based upon educator feedback; the financial burden, time commitment and navigating the requirements to certification are barriers to interest and advancement within education.

Districts within the region have access to local and regional professional learning opportunities. Most districts have regular dedicated professional learning time (weekly in most cases) as well as large scale seminar or workshop opportunities at district, ESD or through the Cascade Alliance for Equity, which is a consortium with Clackamas ESD, Multnomah ESD and North West Regional ESD. Both of the ESDs have staff dedicated to supporting teaching and learning best practices. The ESDs also play a vital role in providing early learning services, SPED, bilingual and migrant education for many of the districts in the region. The Cascade Alliance for Equity (CAFE) works to coordinate efforts across the region to foster culturally sustaining practices that result in equitable opportunities and improved outcomes for all students. Currently, CAFE supports the equity

work happening within the districts as well as offer regional learning opportunities for educators.

Through analysis of regional assets, research, district priorities, and regional educator lived experience, the Coordinating Body did a root cause analysis of problems of practice. These resources helped the Coordinating Body understand the full context of the region. The intent of the Coordinating Body is to continue to track the development of best practices across the region and provide updates to celebrate learning.

7. Local Goals

List locally identified goals. (Ex. Increasing retention of special education teachers)

Based upon the elevated problems of practice:

Oregon pre-K to 12 public education is not recruiting and retaining teachers of color

The Coordinating Body developed the following AIM statement to address the problem of practice.

By 2023 we will increase the retention rate of educators of color across the region.

Phase 2 Prioritizing Goals

8. Prioritized Goals

Describe how local goals were prioritized into the REN Plan and how stakeholder feedback loops informed the process. No more than 1 page

Throughout the process of the Multnomah-Clackamas Regional Educator network strived to elevate teacher voice and center racial equity, especially when prioritizing goals, drivers and change ideas. The AIM was determined based upon the regional data and considering the lived experience of educators within the region. The Coordinating Body utilized several activities and resources to identify the strengths and needs of the region. Our Coordinating Body has representatives from every school district. Through the convenings, the members were asked to share out the bright spots, or strengths of the region. This information helped to highlight current structures that were in place. Using the themes from the stories shared by educators, the primary drivers were elevated. The Coordinating Body was careful to consider the barriers facing educators and specifically educators of color across the region.

Change ideas were selected and elevated based upon the research, initial interviews, district feedback and further informed by the REN update survey, where educators provided input on the change ideas that best addressed their current needs. The SIA plans for each of the districts and ESDs were used to highlight the strengths and priorities

of school districts, with a focus on supporting historically marginalized student populations within the districts. Finally, the Coordinating Body prepared a presentation for all 18 superintendents in the region. The CB presented the mission and vision of the REN and asked for input on the initiatives that were most relevant for each of the districts.

The Coordinating Body is in the process of recruiting improvement teams to design and test the initial change ideas that were identified. Improvement teams will be identified for each of the change ideas based upon the district, school, individual readiness for action, diversity in conditions for change, and interest in the test and outcomes. The improvement teams will be the site based (school, district, regional) teams who will be implementing the change ideas. The improvement teams will be co-constructing the change idea implementation, goals and outcome measures to align with the AIM. As metrics are determined, the teams will be tasked with collecting and analyzing the data they collect to track the improvement as a result of the change idea. PDSA cycles will be implemented across multiple sites and sharing learning at regional learning sessions. As PDSAs are completed and decisions about action are made, the REN will continue to seek input on spreading and scaling ideas across the region. As ideas are scaled, additional teachers and educators will be recruited through districts, the REN website and the network to continue to test the change ideas and the conditions necessary for success. Scaling ideas will provide more opportunity for input on priorities, improvement needs and strengths within the region.

Phase 3 Continuous Improvement

9. Problems of Practice

List each and any identified professional problems of practice for continuous improvement currently proposed by the REN Coordinating Body and resulting from identified local needs; identify who will benefit; and related outcome metrics to examine impact.

Identified Problem of Practice:

Oregon pre-K to 12 public education is not recruiting and retaining teachers of color

Multnomah- Clackamas REN AIM Statement

By 2023 we will increase the retention rate of educators of color across the region.

The Coordinating Body narrowed the theory of improvement and prioritized five change ideas along with the primary and secondary drivers they align with. The first year is highlighted in orange ([Appendix I](#)). The rationale for starting with these change ideas took into consideration the potential impacts that the current health crisis is having on education in Oregon. Due to the pandemic, there is a greater need to create the conditions in which current educators of color are retained and culturally affirming schools, instructional practices and content are prioritized across the region. As these conditions improve, hiring and recruitment practices will be incorporated into the REN

work.

The table below outlines the targeted beneficiaries as well as the draft outcome measures for our initial phase of implementation. This is our best understanding of how to support the network through structures and routines, but we recognize that when the work begins, the needs of our teams may change and the Coordinating Body, Sponsoring Organization and REN Coordinator will be responsive to meet the needs of the region. Throughout Summer 2020, Coordinating Body members as well as stakeholders will convene to further design change ideas and the outcome measures. The development of surveys and delivery systems are currently in process. It is intentional that users of the change ideas will help co-construct the implementation and metrics. The measures below are a draft and may change to better reflect the work as it is further developed.

Table 2 - Draft Outcome Measures

Primary Driver	Draft Outcome Measure	Change Ideas	Targeted Areas of the Career Continuum	Educators likely to be impacted	Draft Driver Outcome Measures
White fragility, colorblind approaches, abdication of responsibility of equity is replaced with EVERYONE "leaning in."	REN facilitated exit interviews for educators of color leaving (district/school/profession)	Affinity groups for regional support	All Stages	Educators of Color Early Career Educators of Color Leaders of Color	TELL survey for baseline questions Survey Affinity Groups about improvement on school environment Survey/Empathy interviews for qualitative data
		Facilitated affinity groups for white allies/educators to self-reflect and discuss equity, white fragility, etc	All Stages	White allies Early Career Educators	Quarterly outreach surveys to assess impact of REN work in the districts
		Regional mentor training for culturally responsive mentor with plan for implementation	Support for Novice Educators Career Advancement	White allies Early Career Educators Early Career Educators of color Teacher leaders	
		Application of equity lens in various context including the reopening of school and the design of hybrid models	All Stages	All Educators All Administrators (School and District level)	

		Application of equity lens to instructional and curriculum practices	All Stages	All Educators All Administrators (School and District level)	
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10. Stakeholder Feedback

Describe processes and results of aggregated educator and stakeholder input; how the REN navigated competing or conflicting needs within the region, e.g. size and other demographic differences; and planned stakeholder feedback loops. No more than 1 page

The Multnomah-Clackamas REN is a small geographic region, but is the most populous region in the state. Over $\frac{1}{3}$ of the teaching population is served by the network. The region is also home to the state's largest school district with over 3,000 teachers and very small districts with only 38 educators. The extreme discrepancies between size and geographic location of districts initially presented challenges, but presented great opportunities for discussion and considerations. As stated earlier in question 3 and reflected in the Coordinating Body Membership in the appendix, the selection of Coordinating Body members considered multiple aspects of the members background, experience, and perspective.

The Coordinating Body developed routines and protocols to support decision making and ensure equity of voice. The creation of the Guiding Principles has aided the members in creating a space for inquiry, curiosity, trust and risk taking. The principles outline the priorities and expectations that members have for themselves and each other. It is expected and accepted that anyone within a meeting can and will call attention to the guiding principles to recenter discussion to be in alignment with the group expectations. This routine helps to keep focus on the REN priorities, ensure equity of voice, interrupt dominant cultural norms and retain momentum.

The decision making process is primarily by majority vote, however the CB strives for consensus. Prior to voting, small and large group discussions are conducted, outlining concerns, considering unintended consequences and who is being impacted. Subcommittees draft suggestions and recommendations, with final decisions resting on the whole CB.

The lived experiences shared by educators in addition to the state and local data sources demonstrates a core commonality among the educators across the region. It shows a deep dedication to students and a desire to create a better environment for educators and students alike. It also shows a need for collective focus to create safe, culturally affirming, anti-racist systems of support.

The communication committee has developed a plan for a continuous update and feedback loop between the Coordinating Body, REN Coordinator, Sponsoring Organization and stakeholders. The plan includes regular interviews, listening sessions and surveys with stakeholder groups. The committee is developing a communication structure to house regular communications, opportunities for engagement and feedback. This structure will

incorporate multiple modes of communication including, but not limited to, email, paper notice, small group in person gatherings, large group gatherings, video, web posts, and social media posts. The communications team has also identified differentiated messaging priorities for stakeholder groups ([Appendix J](#)). This provides a guide to provide relevant communication and support the understanding of REN work across the region.

11. REN Partners

Leveraging existing and new partners is highly encouraged; list associated contributions (attach documentation).

Table 3 - REN Partners

Organization	Contributions to Date
Clackamas ESD	Office space, partial FTE, resources, and networks
Multnomah ESD	Office space, partial FTE, resources, and networks
OEA	Shared networks and resources
COSA	Shared networks and resources
Latino Network	Coordinating Body Participation
All Hands Raised	Coordinating Body Participation
Meyer Memorial Trust	Coordinating Body Participation
APANO	TBD
NAYA	TBD
East Metro STEAM Hub	TBD
Coalition of Communities of Color	TBD
Gladstone Center for Children and Families	TBD
Clackamas Community College	TBD
Portland State University	Coordinating Body Participation
Warner Pacific University	Coordinating Body Participation
Lewis and Clark University	TBD
Portland Community College	TBD

12. Additional Comments:

Four committees are being developed to support the network. Each committee has specific and essential responsibilities to create a cohesive and functioning improvement network. The committees include: improvement team, Improvement Science Specialists, Data, Measurement and Analysis, and Communications. The diagram ([Appendix K](#)) and table 4 below outline the responsibilities of each committee.

Improvement teams will be formed with local educators who are testing the change ideas. They will be supported by Improvement Science Specialists. The teams will design and implement PDSA cycles collecting data and sharing learning with the CB, REN and SO. The teams will meet biweekly in their local context. Coordinating Body members may be part of their local improvement teams as implementers, team leads or IS Specialists. Teams will meet quarterly as a region around a driver to discuss progress and plan for spread and scale. All teams will meet yearly to review progress toward the AIM and make adjustments based upon the PDSA cycles and collective learning.

Improvement Science Specialists will meet with team leads and improvement teams at least monthly to support improvement science learning. The specialists will be hired or contracted by the REN to support implementation of change ideas through PDSA cycles. Specialists will provide teams with tools for gathering data and support in analyzing results as well as planning for action. IS Specialists will help build the capacity for continued improvement work throughout the network. Data from local teams will be shared with the committees monthly to support the implementation of change ideas across the network.

The data, measurement and analysis committee will support in the initial identification of driver measures. The committee will analyze and evaluate data from the tests and track growth toward the AIM. The committee will be supported by data collection tools and specialists. The committee in cooperation with the specialist will develop measures and tools and identify baseline data. Members will be recruited from the Coordinating Body as well as educators within the REN and contracted expertise from outside the REN.

Communications will support the communication loops across the REN to collaborate and share learning. The committee will meet monthly to discuss and analyze the information from the improvement teams and consolidate learning to share across the network. The team will identify the purpose and audience for each communication and determine the best way to share the learning. It is the role of the communications committee to document the improvement story and growth for all stakeholders across the region, state and nation.

The committees will meet individually as well as a collective group to inform each other and support the growth of the network as a whole. These convenings will ensure that the network is informed and focused, all working toward the common goal. This structure will allow for learning to be shared, growth to be understood and change to be replicated.

Table 4 -Implementation Timeline		
Implementation	Timeline	Description
Improvement Teams	August 2020	Coordinating Body members and stakeholders will run PDSA cycles and test change ideas.
Implementation Specialists (Coaches) (Up to 5 FTE - TBD)	Beginning Summer 2020	Implementation coaches will be hired to support the implementation of change ideas. These will be hired as improvement teams are developed to provide access and support to all teams.
Research, Data and Measurement (FTE - TBD)	September 2020	A data analyst will be hired to support the measurement and data collection of the REN. They will work with the Improvement Teams and Networks as well as Implementation Specialists to support measurement and reporting.
Communications	June 2020	Coordinating Body members will work with district partners and ESD to create and implement a communications plan. Members will also create a website to be updated and used a primary source of information, resources and communicating across the REN.

Itemized Budget

Enter narrative to include any braiding/leveraging of resources, as applicable for each.

Item description	Year 1		Year 2	Year 3 proposed	Year 4 proposed	Notes
	Initial	Remainder				
Implementation of the AIM	\$2,857,138	\$2,857,138	\$2,742,862	\$3,276,190	\$3,276,190	Implementation will begin with Year 1 funds and Year 2 funds for a total budget of \$6,666,656
Staffing (FTE)	\$0	\$0	\$1,066,656	\$533,328	\$533,328	It is anticipated that Year 2 implementation costs will require additional FTE in the form of stipends and contracts. FTE includes hiring Implementation Coaches to support the implementation of the AIM
TA- Coordinating Body	\$60,000 (EAC Funds)		0	0	0	
TA - Plan Implementation	0	0	0	0	0	Included in budget line one
Staffing (REN Coordinator & Admin Assistant) 2.0FTE	\$131,606		\$203,700	\$203,700	\$203,700	Funded using capacity grant
Formula Funds Total	\$2,857,138		\$3,809,518	\$3,809,518	\$3,809,518	Total amount of anticipated yearly formula funds

The budget will be further itemized as the plans and processes developed for the implementation of the change ideas. This is to allow for the REN to be responsive to the development of the network and provide adequate support with hiring Implementation Coaches, supporting data analysis and communication needs.

Oregon Equity Lens

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. The equity lens confirms the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon education system.

What is the equity lens?

The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. The result of creating a culture of equity will focus on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcomes will focus on resource allocations, overall investments, hiring and professional learning.

- Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
- Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
- How does the investment or resource allocation advance the 40/40/20 goal?
- What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
- How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation?
- How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
- How are you collecting data on race, ethnicity, and native language?
- What resources are you allocating for training in cultural responsive instruction?

References to REN Plans in SB182:

(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;

References to REN Plans in Rule:

- (1) Regional Educator Networks must develop a regional plan. The regional plan must:
 - (a) Comply with the requirements of ORS 342.943(3) and (4);

- (b) Incorporate the local plans developed by each of the Regional Educator Network's member organizations;
 - (c) Describe any technical assistance to be provided by the Regional Educator Network;
 - (d) Identify responsibilities of the required Regional Educator Network coordinator and the amount of assigned FTE;
 - (e) Identify leveraged resources and additional partner contributions;
 - (f) Articulate how funding will be used to support the work of the Regional Educator Network and local districts; and
 - (g) Span a minimum of four years.
- (2) Regional Educator Networks must submit the regional plan to the Educator Advancement Council. Each biennium the Educator Advancement Council will announce a deadline for submission of the regional plan.
- (3) The Educator Advancement Council must review regional plans submitted by each Regional Educator Network to determine whether the plan should be approved. A regional plan will be approved if the plan meets the requirements of subsection (1) of this rule.
- (4) Regional Educator Networks may amend an approved plan so long as the amendment is done in consultation with the Educator Advancement Council and the amended plan is approved by the Council as required under subsection (5) of this rule.

Appendices

Appendix A: REN Coordinator Job Description

REN FACILITATOR JOB DESCRIPTION

JOB DESCRIPTION

Clackamas/Multnomah ESD

POSITION TITLE:	Regional Educator Network Facilitator
DEPARTMENT:	Teaching and Learning
WORK YEAR:	220 Days
SUPERVISED BY:	Director of Teaching and Learning
ASSOCIATION:	Licensed

GENERAL DESCRIPTION OF THE POSITION:

The Regional Educator Network Facilitator works with the Clackamas and Multnomah Education Service Districts' Regional Educator Network (REN) to advance the goals of the Educator Advancement Council (EAC). The Facilitator will coordinate and facilitate the activities of the REN with guidance from its members and the ESDs as the sponsoring organizations. The Facilitator may work in all aspects of the design, creation and oversight of work in the Educator Advancement Continuum, as defined by the EAC and determined regionally by REN members. The Facilitator will need skills and experience in the areas of educator preparation and development, group facilitation, consensus building, improvement science, and equity.

ESSENTIAL FUNCTIONS:

1. Provides organization, leadership and technical assistance in implementing regional and district level networks to support educators new to the profession.
2. Helps coordinate Regional Educator Network (REN) activities.
3. Establishes and maintains communication between the Educator Advancement Council (EAC), ESDs, and participating districts.
4. Convenes regular meetings of REN members and ensures the timely dissemination of information pertinent to REN initiatives.
5. Collaborates with the EAC to support the REN in the implementation of best practices to support the Educator Advancement Continuum.
6. Monitors the expenditure of funds distributed to REN initiatives and prepares and submits reports to the EAC as necessary.
7. Organizes and facilitates the collection of data necessary to identify supports needed for educators new to the profession and to demonstrate the progress of the individual initiatives.
8. Prepares reports and/or presentations for the EAC, REN, districts, and other relevant constituents.

9. Supports regions in the understanding and implementation of the Oregon Equity Lens as it relates to the EAC and all network activities.
10. Develops, coordinates and/or facilitates professional development activities pertaining to all network activities.

ADDITIONAL FUNCTIONS:

1. Follows and supports ESD policies and procedures.
2. Performs other duties as may be assigned.
3. Works cooperatively and harmoniously with clients, co-workers, and supervisors.
4. Maintains professional and technical knowledge by participating in professional development activities.

MINIMUM QUALIFICATIONS:

1. Master's degree in education or related field or equivalent experience.
2. Understanding of Oregon's system of education service districts and how they support local school districts and the Oregon Department of Education.
3. Knowledge of the principles of Improvement Science.
4. Experience supporting educators new to the profession.
5. Recent successful experience facilitating networks responsible for improving school systems.
6. Recent successful experience providing technical assistance, coaching and professional development.
7. Demonstrated ability to collaborate with others to achieve common goals.
8. Demonstrated ability to work with multiple stakeholders and partners.
9. Ability to develop collaborative relationships with community organizations in order to bolster the work of the network.
10. Understanding of, and sensitivity to, cultural differences as evidenced by the use of culturally responsive teaching and/or facilitation practices.
11. Demonstrated ability to collect, analyze and interpret different types of data.
12. Demonstrated ability to compose and produce clear, coherent professional documents.
13. Demonstrated ability to facilitate groups in meetings and workshop settings.
14. Ability to make decisions independently and to use initiative and judgment in accomplishing tasks following overall policies and objectives.
15. Physical and mental attributes sufficient to perform essential functions.
16. Ability to obtain a valid TSPC Educator License.
17. State issued valid driver's license.

PREFERRED QUALIFICATIONS:

1. Successful experience specifically improving school attendance, including understanding and utilization of best practices.
2. Experience with multi-tiered systems of support both academically and behaviorally.

WORKING CONDITIONS:

1. Travel required delivering services in multiple sites during day and week throughout the state.

2. Work settings vary from ESD offices, ODE, schools, school districts and stakeholder locations.

PHYSICAL JOB TASK REQUIREMENTS:

The physical requirements checked are essential to successfully performing the duties associated with this position.

1. Employee may need to:

Bend:	☐ Continuously	☐ Frequently	☒ Occasionally	☐ Not At All
Climb:	☐ Continuously	☐ Frequently	☐ Occasionally	☒ Not At All
Crawl:	☐ Continuously	☐ Frequently	☐ Occasionally	☒ Not At All
Drive:	☐ Continuously	☐ Frequently	☒ Occasionally	☐ Not At All
Kneel:	☐ Continuously	☐ Frequently	☒ Occasionally	☐ Not At All
Lift:	☐ Continuously	☐ Frequently	☒ Occasionally	☐ Not At All
Reach: (above shoulder)	☐ Continuously	☐ Frequently	☒ Occasionally	☐ Not At All
Sit:	☐ Continuously	☒ Frequently	☐ Occasionally	☐ Not At All
Squat:	☐ Continuously	☐ Frequently	☒ Occasionally	☐ Not At All
Stand:	☐ Continuously	☒ Frequently	☐ Occasionally	☐ Not At All
Twist: ☐	☐ Continuously	☐ Frequently	☒ Occasionally	☐ Not At All
Walk: ☐	☐ Continuously	☒ Frequently	☐ Occasionally	☐ Not At All

2. Employee may use hands for:

Single Grasping	☐ Continuously	☐ Frequently	☒ Occasionally	☐ Not At All
Pushing & Pulling	☐ Continuously	☐ Frequently	☒ Occasionally	☐ Not At All
Fine Manipulation	☐ Continuously	☒ Frequently	☐ Occasionally	☐ Not At All

3. Employee may use wrists for:

Twisting/turning	☐ Continuously	☐ Frequently	☒ Occasionally	☐ Not At All
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4. Employee may use feet for repetitive movement as in operating foot controls:

☐ Continuously	☐ Frequently	☐ Occasionally	☒ Not At All
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5. Lifting:

- ☒ Light Work: Lifting 20 pounds maximum with frequent lifting and/or carrying of objects weighing up to ten pounds. Even though the weight lifted may be only a negligible amount, a job is in this category when it requires walking or standing to a significant degree or when it involves sitting most of the time with a degree of pushing and pulling of arm and/or leg controls.

MENTAL JOB TASK REQUIREMENTS:

The mental functions checked are essential to successfully performing the duties associated with this position.

REASONING ABILITY:

- Routine, repetitive tasks with simple instructions,
- Ability to follow detailed instructions that require few changes,
- Ability to follow detailed procedures with several potential variables,
- Problem solving ability and interpretation of events required for practical matters,
- Ability to accurately interpret behaviors and nonverbal communication and act on decisions,
- Logical or deductive thinking required frequently,
- Creative, innovative solutions to job problems.

CALCULATIONS:

- Simple copying, addition, counting, subtraction,
- Ability to divide and multiply,
- Understanding the metric system and conversions,
- Fractions, decimals, and percentages,
- Statistics, use of graphs,
- Advanced mathematics,
- ☐ Theoretical application of statistics and complex math.

LANGUAGE:

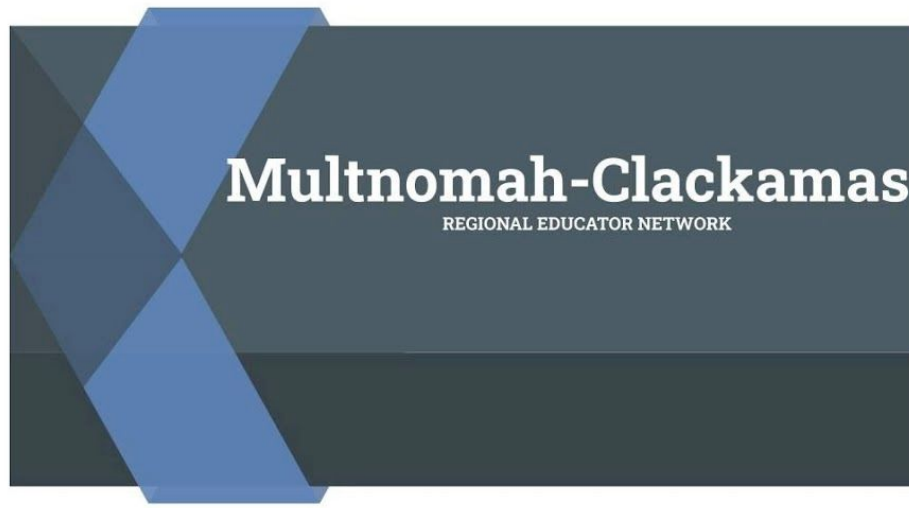
- Ability to read and understand English product labels, policies written at the 10th grade level, and ability to follow verbal or demonstrated instructions.
- Ability to explain simple directions, copy data from one form to another.
- Completes form letters or answers routine correspondence.
- Composes correspondence independently.
- Reads and interprets complex technical material.
- ☐ Ability to speak and understand a second language preferred.
- Can prepare and understand complex reports and documents as required.
- Ability to speak with individuals and small groups in an articulate manner.
- Ability to speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis.

I hereby indicate by my signature that:

1. I have been given the opportunity to thoroughly read the job description above,
2. I understand that I may request an accommodation to perform the essential functions of the positions, and
3. I can perform the essential functions of this position without an accommodation.

Employee _____ Date _____

Supervisor _____ Date _____



Coordinating Body Meeting Update

January 14-15th, 2020



Coordinating Body Convening

January 14-15th, 2020

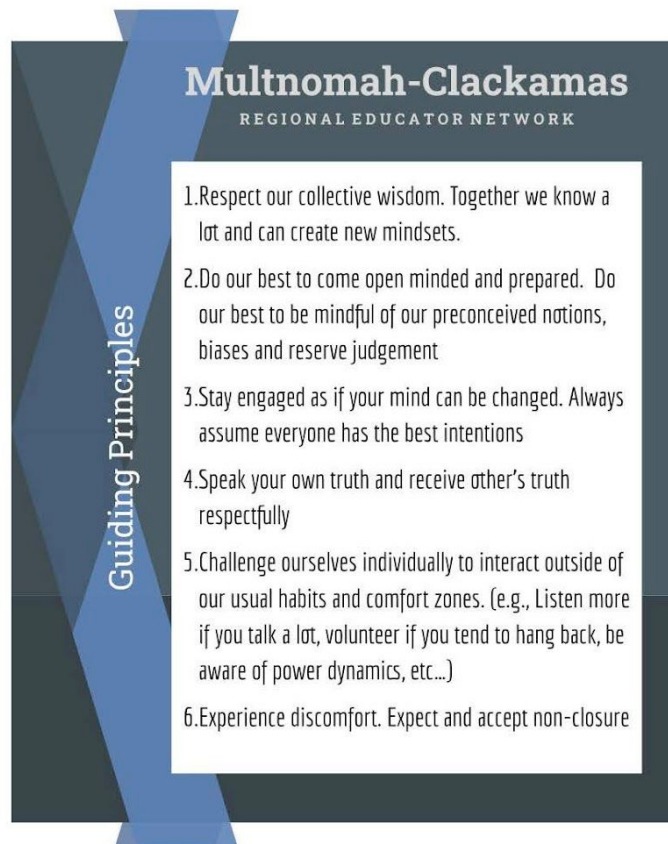
The MCREN Coordinating Body met for a two-day summit. The purpose of the time was to continue to develop a mindset of curiosity and inquiry with a central focus on the systems of educator development and advancement. We had three objectives for the summit

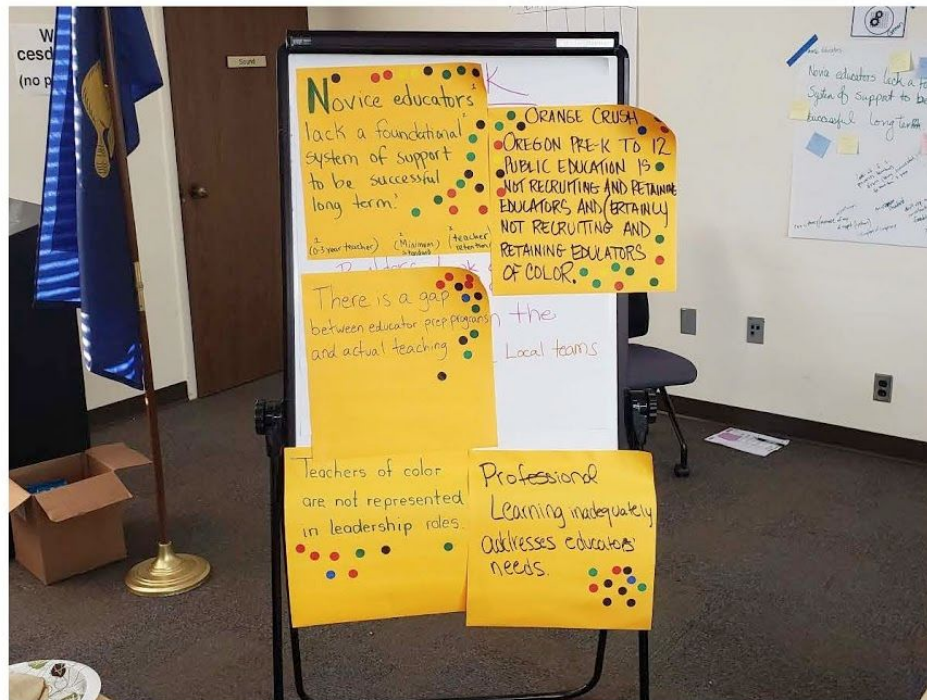
- Create a set of guiding principles
- Understand the overall picture of our Coordinating Body and REN work
- Identify problems of practice from our collective experience

Our objectives were met as well as having an opportunity to discuss statewide work and vision with Dr. Shadiin Garcia and Dr. Daniel Rameriez.

Guiding Principles

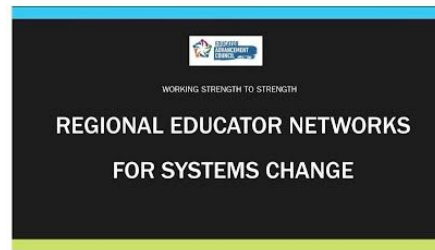
The Coordinating Body identified the core values and beliefs of the group and created agreements to guide behavioral expectations, interactions and decision making processes over the course of time and life of the network. These principles will help us to be flexible in learning while still achieving the goals of the Coordinating Body.





Members of the Coordinating Body created problem statements based upon data and input from the perceived and experienced problems of practice in our region. From the 5 problem statements, 3 were identified as most pressing. Teams conducted a root cause analysis of the three problem statements. The process of creating a "fishbone" or causal analysis, will help members to identify a central AIM statement or goal for the region. The root causes will help members and districts identify change ideas to address the problems and reach the regional goal (AIM). In February, members will look more closely at the three problem statements to reach consensus on a single AIM. The three problem statements that were elevated were:

- **Novice Educator Supports lack foundational system of support to be successful long term.**
- **Oregon Pre-K to 12 public education is not recruiting or retaining educators of color.**
- **There is a gap between educator prep programs and actual teaching.**

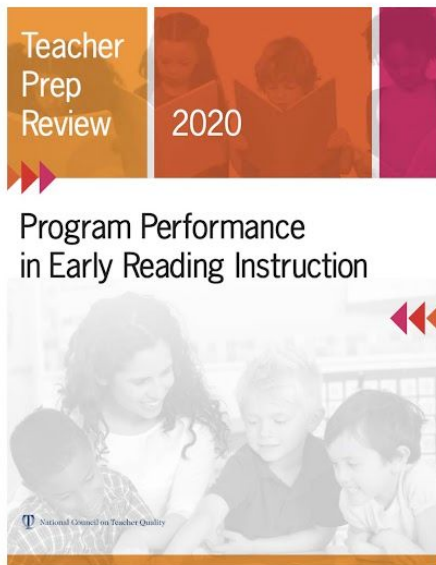


Dr. Shadiin Garcia, Executive Director of the EAC and Dr. Daniel Rameriez, shared examples of the processes and expectations of the network. The materials they shared are available [here](#).

Next Time: February 12, 2020

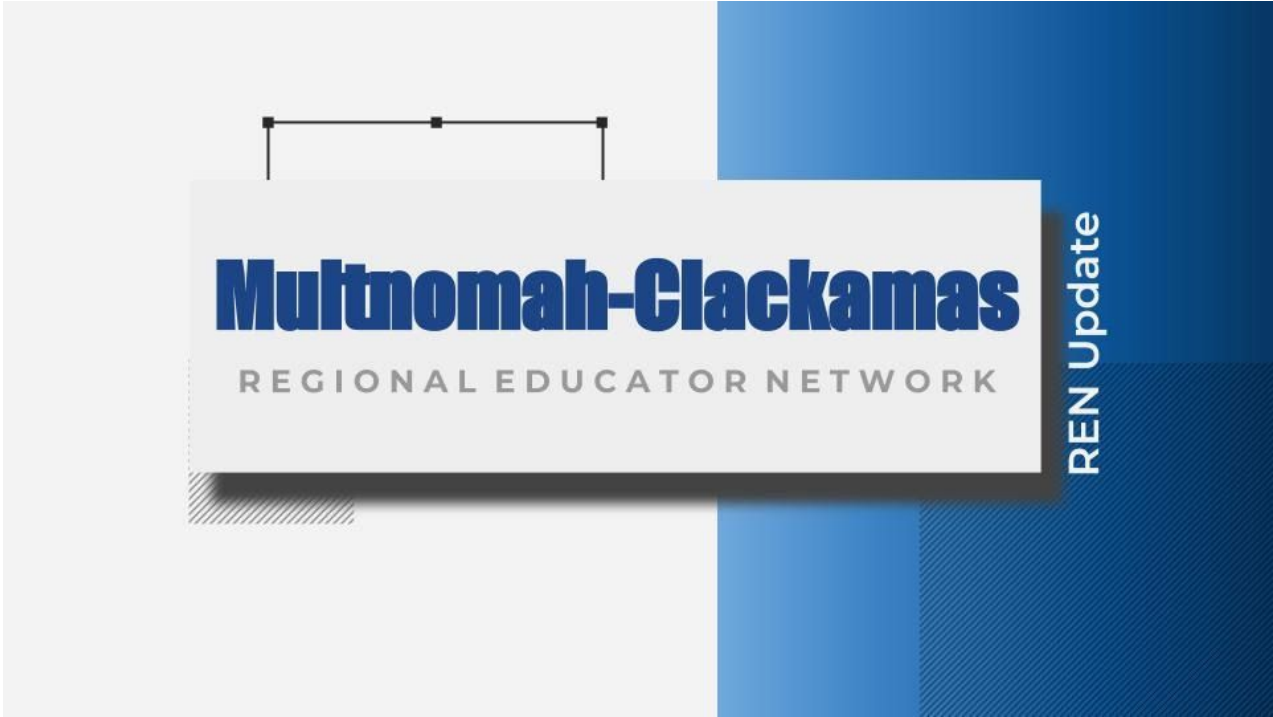
Our next coordinating body meeting will be February 12th at Clackamas ESD. We will continue to examine the causes of these problems and how the system may be impacted to create lasting change. Our goals will include: creating an AIM statement, identifying potential drivers and seeking a greater understanding of system and users of the system. Linked below are some resource materials that may assist in the discussion. Please register for the upcoming meeting.

[Register Here](#)



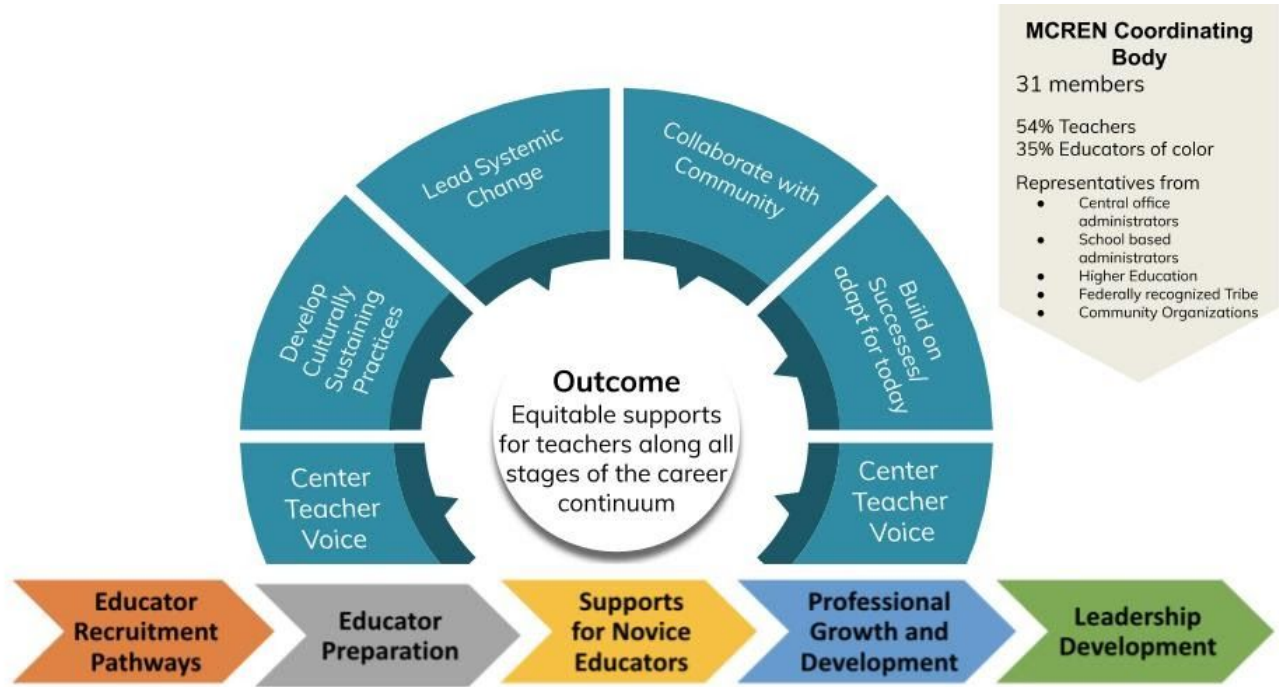
[Learning Forward - Learning Communities](#)

Appendix C: REN Coordinating Body Superintendent Presentation Tools



[Full Presentation Link](#)

Appendix D: Community Outreach Video

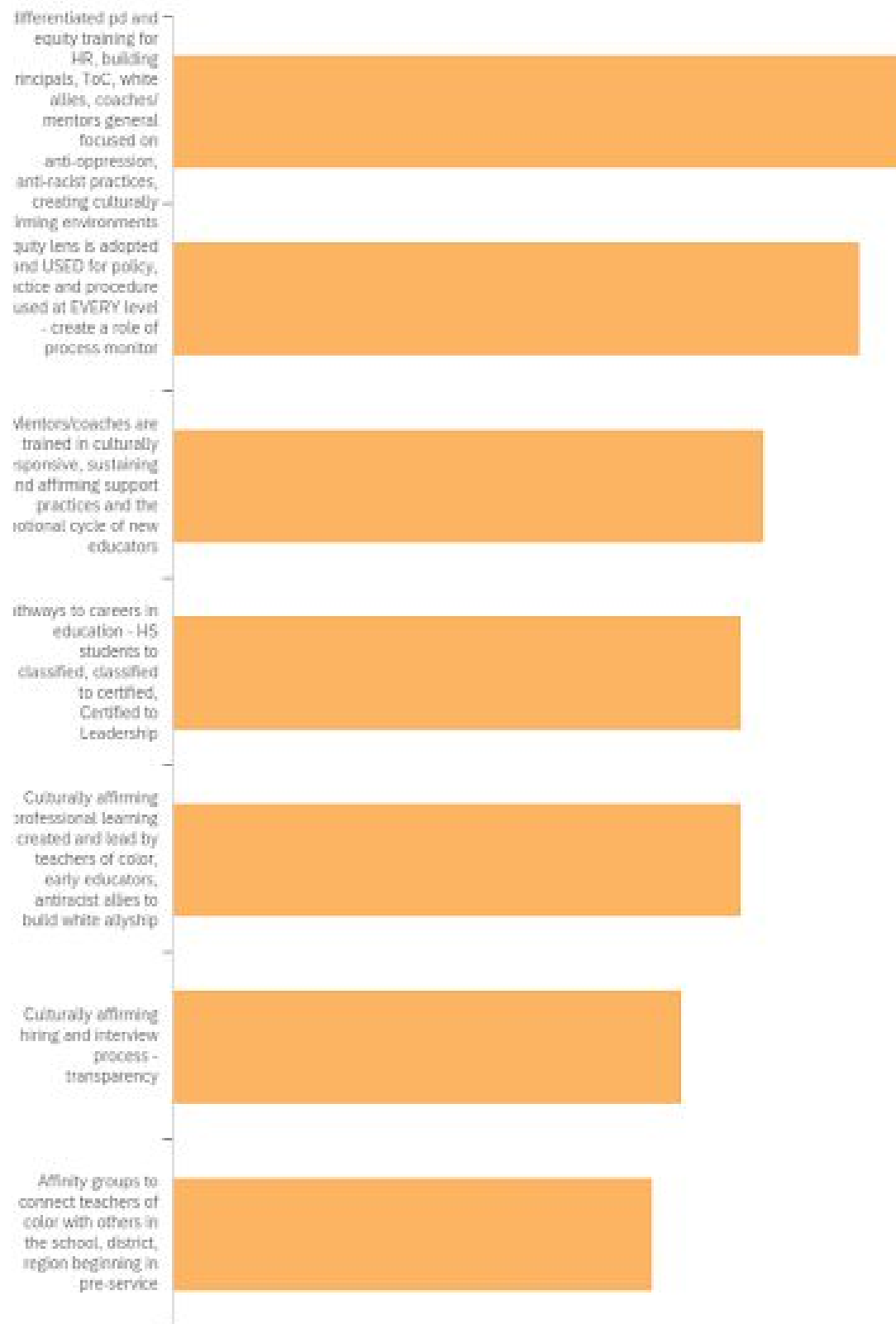


[Video Link](#)

Community Outreach Survey Results

[Link: Full Report](#)

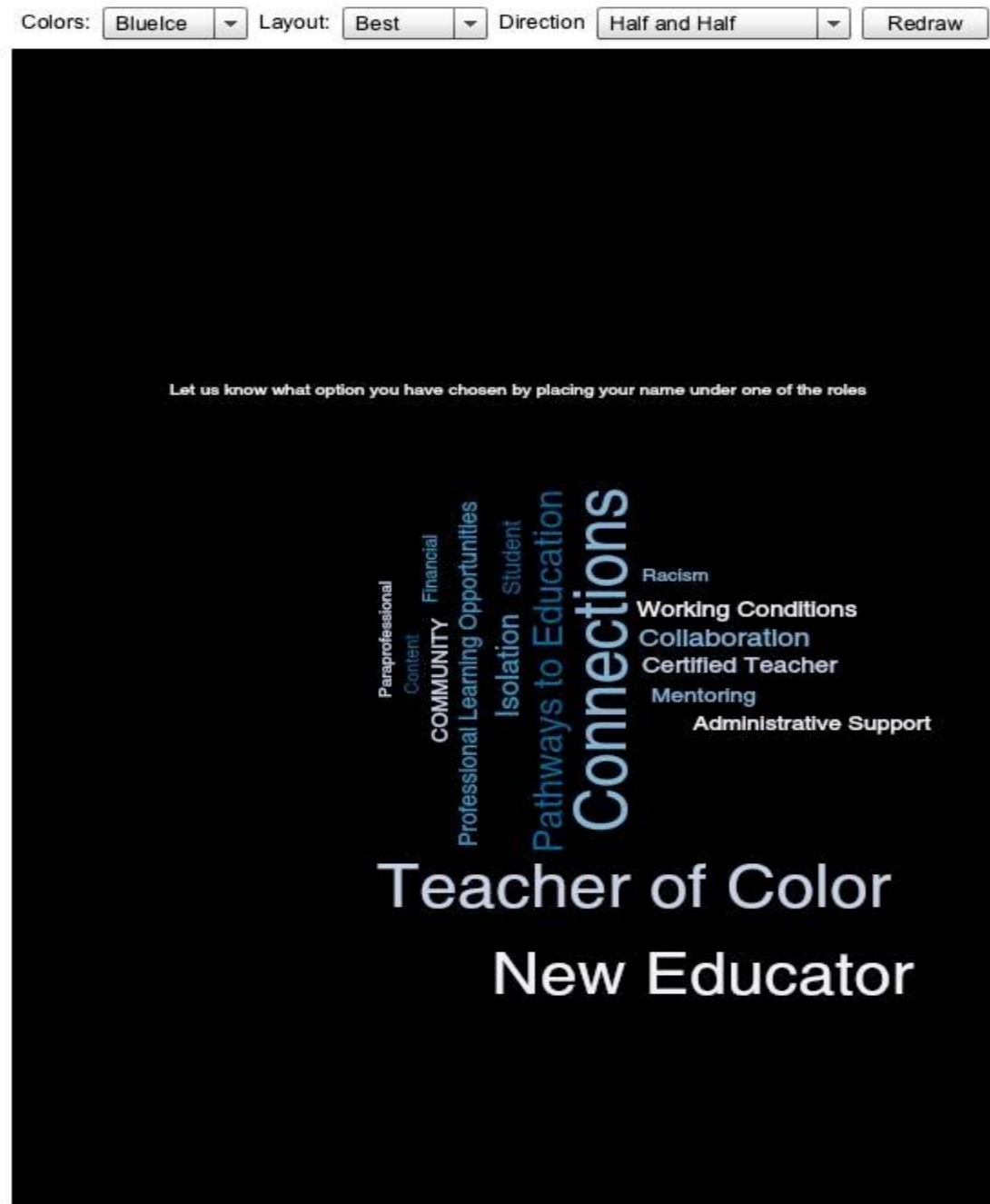
Community Outreach Priority Initiatives (May 2020)



Appendix E: Multnomah Clackamas Coordinating Body Membership

MCREN Coordinating Body Membership		
Teachers	Administrators	Community
Cathy Parker - Portland Public Schools Rebecca Jones - Parkrose SD Muhammad Rahman - David Douglas SD Tai Said-Hall - Centennial SD Kayla Longanecker - Reynolds SD Michael Morris - Gresham Barlow SD Theresa Just - North Clackamas SD Jackie Clee - Lake Oswego SD Alex Close - West Linn Wilsonville SD Brenda Roland - Oregon City SD Vicky Aguilar - Canby SD Amy Chopin - Molalla River SD Matt Jumago - Colton SD Matt Wilensky - Estacada SD Kris Schuberg - Gladstone SD Audrey Stroh - Oregon Trail SD	Kimberly Matier - Portland Public Schools Maureen Callahan - North Clackamas SD Kimberly Miles - Gresham-Barlow SD Jeremiah Patterson - Gladstone SD Kathy Childress - Corbett SD	Jessica Classen - TSPC Rita Moore - PPS School Board Member Gabe Hunter Bernstein - Portland State University Ben Baldizon - All Hands Raised Bekah Sabzalian - Meyer Memorial Trust Renzo Meza - Latino Network Gustavo Olvera - Warner Pacific University Mercedes Jones - Confederated Tribes of Grand Ronde Angela Hubbs - Multnomah ESD Robi Osborn - Clackamas ESD

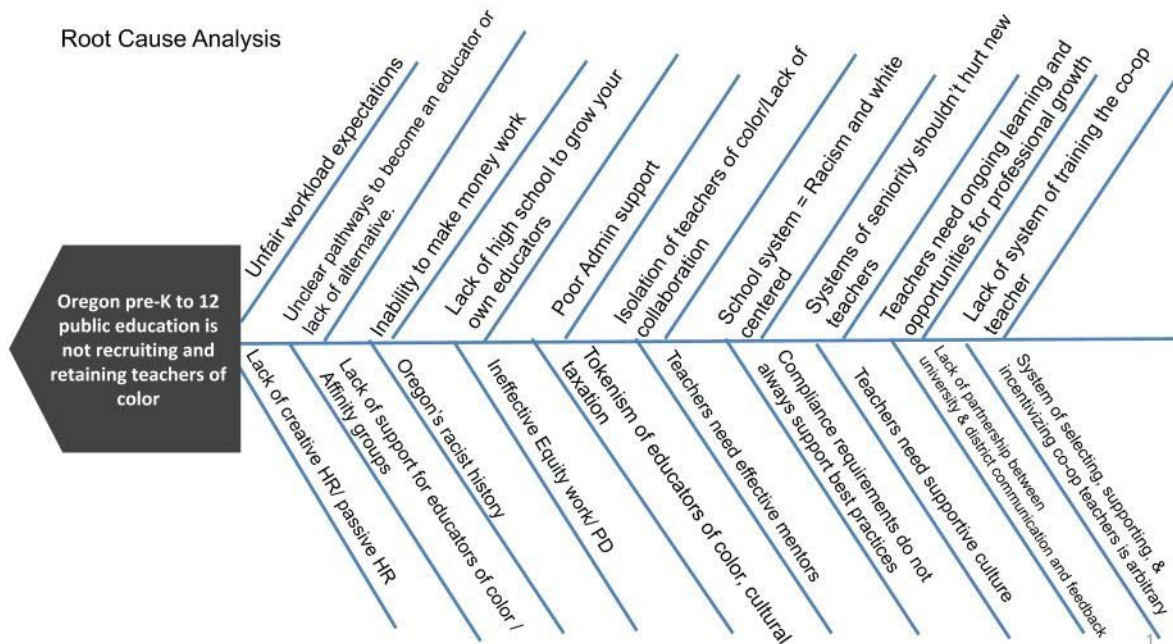
Appendix F: Listening Session Report
[Link: Full Excerpts of Listening Session](#)



Note: The larger the word or phrase the more often it occurred within the data set. Themes were identified and narrowed from this initial display.

Appendix G: Root Cause Analysis

[Link: Final Elevated Fishbone Diagram](#)



Appendix H: Body of Research

The following links provide access to the research documents used to inform and elevate the drivers and change ideas within the theory of improvement

[Whiteness in Curriculum and Content](#)

[White Supremacy](#)

[White Fragility](#)

[Teachers of Color in Leadership](#)

[Sustain and Retain Educators of Color](#)

[Recruitment](#)

[New Teachers](#)

[Hiring Practices](#)

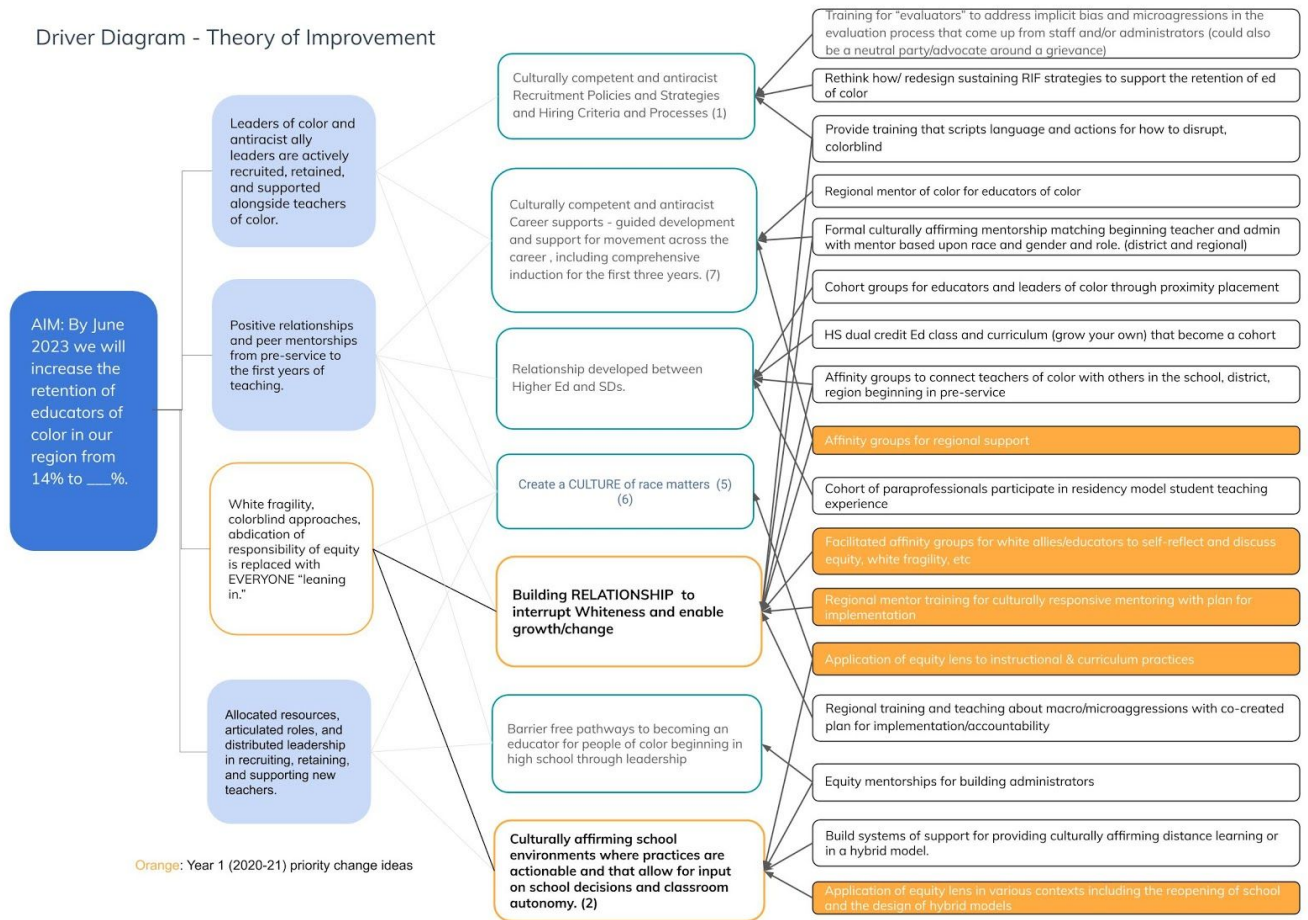
[Higher Education - Teacher Prep](#)

[Critical Literacy](#)

[Burnout](#)

Appendix I: Theory of Improvement

[Link: Elevated Theory of Improvement](#)



Appendix J: REN Communications Plan

[Link: Full Communications Plan Summer 2020-21](#)

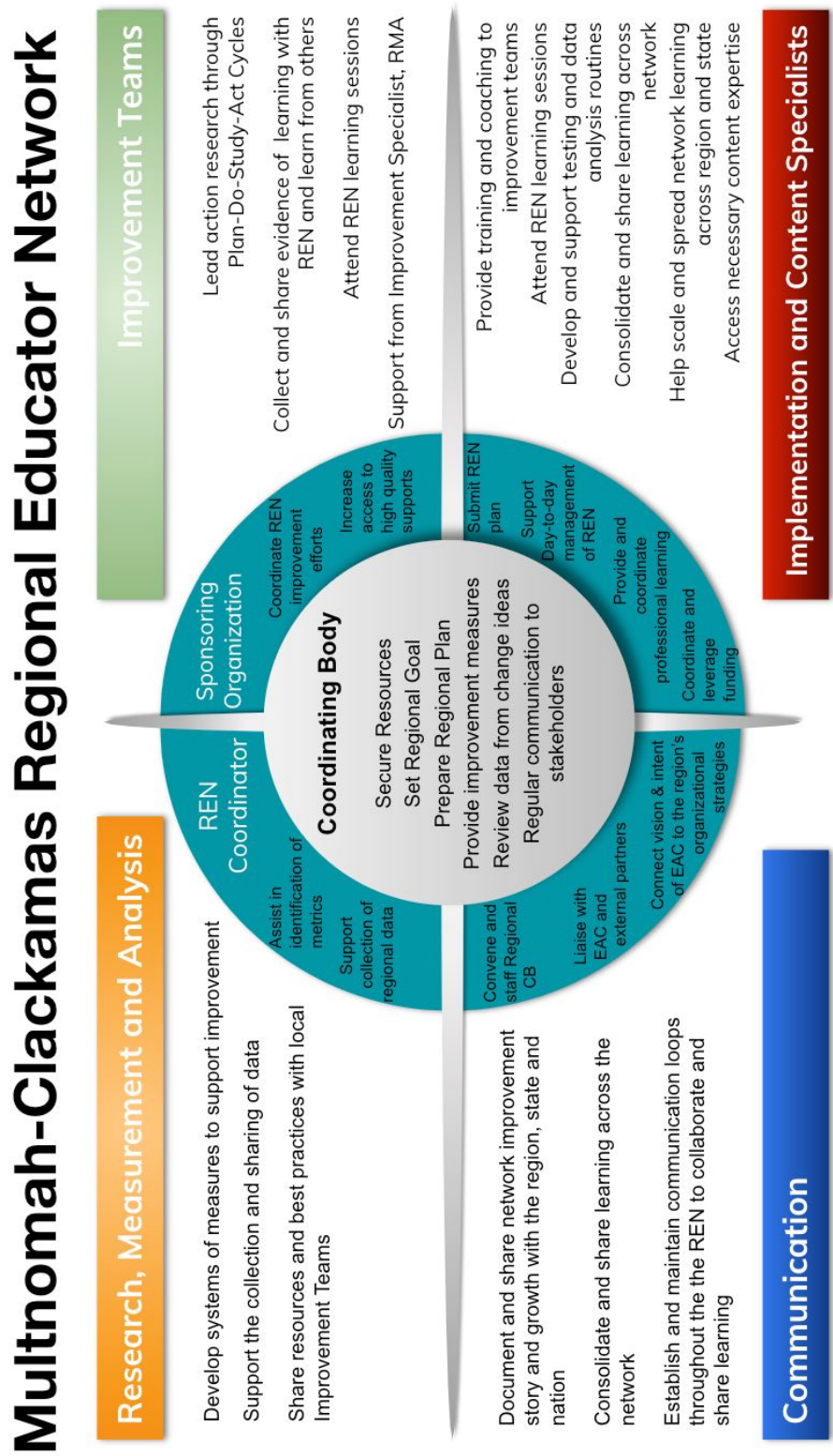
Multnomah Clackamas Regional Educator Network Communications Plan 2020-21

Communications Objectives

- Spark a culture that values and nurtures a diverse educator workforce
 - Leading with this as a value - centering this as foundation of our work
- Build trust and understanding around decisions made by the REN coordinating body
- Develop ambassadors and spokespeople for change ideas to ensure school district staff are invested in the process
- Help the audience understand and learn about the continuous improvement process (tools, hear stories about how we've used them, processes, see how to apply to their worlds, etc.)

Comms chart	BIPOC Educators we've already engaged (surveys, empathy data, listening sessions)	Early Career Educators we've already engaged (surveys, empathy data, listening sessions)	Other Educators we've already engaged (surveys, empathy data, listening sessions)	District Leadership	Educators/ Teachers directly (who have not engaged with us yet)	BIPOC Educators (who have not engaged with us yet)	Organizations Who are Allies	Organizations who have other priorities
Purpose (why should we engage)	-Authenticall y engaging -centering lived experience -coming back to confirm /align our work	-Opportunities to engage in future	-Opportunities to engage in future	Tips on how to support diverse educators in their districts now -Opportunities to engage in future	Opportunities to engage in future	Opportunities to engage in future Get buy-in	Opportunities in the future to partner and support the work	Help to share the work and how it might align with/support their work's mission Grow allyship and buy-in
Message	"Did we capture your story in our work?" "Do you feel heard?"	"Here's how you can become involved / follow our work"	"Here's how you can become involved / follow our work"	"Here's what you could be doing now to support your diverse educators / recruit more diverse educators"	"Here's how you can become involved / follow our work"	Building trust and meaningful relationship "How can we co-create and partner to create meaningful solutions?"	"Here's how you can become involved / follow our work"	"Here is how our work overlaps and supports your _____"
Frequency	We should prioritize educators we have engaged at first	We should prioritize educators we have engaged at first	We should prioritize educators we have engaged at first	We should prioritize leaders we have engaged at first				
Method (email, flier, survey, video, F2F, etc.)								
TIMELINE:								
May / urgently	Purpose/message: "We heard you." "Do you think we heard you?"			Purpose/message: -Accounting of work and funds, EAF fund structure -SD starting places	Purpose/message: -General Orientation to work -How all Ts benefit	Purpose/message: -How we arrived at this priority in the work -Data driven/ story driven -Engagement opp	Purpose/message: -Opps for engagement -On-going process w/ ability to change and iterate (rather than stagnant)	Purpose/message: -What is law - EAC -How does this work help in "these times" - at least in a theoretical way (if not able to find specifics)

							-What would partners on our REN want to hear (ask each member of REN)? -Ex: making native teachers a priority in the system, all BIPOC educators, how our work has prioritized this thus far	
June	Purpose/message:			Purpose/message:	Purpose/message:	Purpose/message:	Purpose/message:	Purpose/message:





COLUMBIA REGIONAL EDUCATOR NETWORK

Regional Educator Network Plan

July 2020 - June 2023

Region I - Columbia Gorge ESD and North Central ESD

REN Coordinator - Gabrielle De Leone

Table of Contents

Table of Contents	1
Preface	3
Introduction	
REGIONAL EDUCATOR NETWORK (REN) PLAN TEMPLATE	4
Pre-Phase Preparation	5
1. REN Infrastructure and Design	5
2. Columbia REN Coordinating Body	7
3. Continuous Improvement and Equity	9
4. REN Plan Development Process	11
5. Technical Assistance	13
Phase I Understanding Local Context	14
6. Local Context	14
7. Locally Identified Goals	15
Phase 2 Prioritizing Goals	15
8. Local Goal Prioritization & Feedback Loops	15
Phase 3 Continuous Improvement	16
9. Problems of Practice	16
10. Input and Process	19
11. REN Partners	22
12. Additional comments:	23
13. Itemized budget:	25
Oregon Equity Lens	26
Appendices	28
Appendix A: Columbia REN Job Descriptions	28
Appendix B: Columbia REN Recruitment and Communication	33
Appendix C: Coordinating Body Membership Table	36
Appendix D: Quantitative and Qualitative Data	37
Retention of Novice Educators	37
Listening Session Data: Regional Bright Spots	38
Listening Session Data: ThoughtExchange	39
Educators of Color Focus Groups:	41
	1

Novice Educator Interviews:	43
Appendix E: Equity Pause Cards	44
Appendix F: Columbia REN Root Cause Analysis of top 4 problems of practice	45
Appendix G: Columbia REN Implementation Plan	50
Appendix H: Columbia REN Driver Diagram	53
Appendix I: Columbia REN Partnerships	54

Preface

Greetings Educator Advancement Council & Members of the Columbia Regional Educator Network,

The Columbia Regional Educator Network proudly represents the educators, students, and families within a five county region in north-central Oregon. When we came together in December of 2019 we had no idea the powerful and collaborative journey this work would take us on. The work, that you will see described in this plan, was accomplished by a diverse group of educators, stakeholders, and partners that represents an even more diverse region.

The Columbia REN serves ten districts, varying in size from four thousand students at our largest, to just 62 at our smallest. Many districts in our region have not participated or had access to state funding that may bring innovative work like this to their educators. The Columbia Regional Educator Network is an important step to bringing equitable access to professional learning to the educators in our region. In accordance with Senate Bill 182, the CREN coordinating body prioritized educator voice in our process. This empowered us to design a system of support for educators based on the experiences of those in our system.

The Columbia REN set educator voice and the Oregon Equity Lens at our center, with the mindsets and principles of human-centered design and continuous improvement as our guide. Over the past six months we listened; we listened deeply to the educators in our region, to the administrators that serve them, and to each other. Through extensive and collaborative reflection on the experiences we heard, and many tough conversations, we designed a plan that, we believe, truly reflects the needs of the educators in our region.

Thank you for paving the road, pushing for this level of change in the state of Oregon, and the opportunities the RENs provide the educators in our region.

Respectfully,

A handwritten signature in black ink, reading "Gabrielle De Leone". The signature is written in a cursive, flowing style.

Gabrielle De Leone
Regional Educator Network Coordinator - Columbia REN

Introduction

REGIONAL EDUCATOR NETWORK (REN) PLAN TEMPLATE

SUBMITTED BY REN (REGION LETTER/ REN NAME)

Contact: Gabrielle DeLeone - Columbia Regional Educator Network Coordinator June 8, 2020

(name, title)

(date)

928-899-2536

gdeleone@cgesd.k12.or.us

(phone)

(email)

As Oregon embarks on system changes to transform how we support the public educator continuum, this document is designed to guide the development of a Regional Educator Network (REN) Plan as defined in SB182, ORS 342.943(3) and (4). In order to approve the REN Plan, the EAC seeks assurances each REN has:

- led with equity
- appointed and convened the required membership
- thoughtfully created operational structures to support REN activities
- established the Coordinating Body per SB 182, including shared leadership
- implemented processes and tools to understand local context
- collaboratively identified priority problems of practice to address and prioritize goals
- implemented continuous improvement in furtherance of the SB182 goal of increased student achievement
- authentically listened/engaged relevant stakeholders
- detailed appropriate outcome metrics
- identified braiding and leveraging of local resources
- provided a detailed budget

Considerations:

- Funding is only available on a biennium basis but the REN Plan is expected to incorporate a 4 year timeframe. The EAC recognizes the difficulty of projecting a four-year plan for highly iterative processes at this point; however, thinking of a plan in terms of a four-year time frame allows a longer arc of work to be envisioned with future REN plan amendments contemplated.
- REN Coordinator role will lead the implementation of the REN Plan.
- EAC staff will regularly convene REN Coordinators and co-produce a FAQ document based on feedback to provide additional guidance.
- Upon EAC approval of the REN Plan, the Funding Formula will become accessible to Grantee.

Pre-Phase Preparation

1. REN Infrastructure and Design

Describe the REN infrastructure design (REN coordinator/s responsibilities and dedicated FTE, fiscal and reporting, communication and convening strategies, etc.). No more than 2 pages

Infrastructure

Columbia Gorge ESD, in The Dalles, Oregon houses and sponsors the Columbia Regional Educator Network (CREN), and the CGESD Superintendent and Assistant Superintendent provides direct supervision to the REN Coordinator and administrative assistant. Columbia Gorge ESD also serves as the fiscal agent for the CREN, while the REN Coordinator and administrative assistant manage fiscal and reporting requirements in collaboration with the CGESD business office.

Regional Educator Network Coordinator (Capacity funds)

Columbia Gorge Education Service District recruited and hired a 1.0 dedicated FTE, Regional Educator Network (REN) Coordinator. See full job description in [Appendix A](#). REN Coordinator core job functions include:

- Providing organization, leadership, and technical assistance in implementing regional and district level networks to support educators in the region throughout their career.
- Monitoring the expenditure of capacity and formula funds distributed to REN as well as prepares and submits reports to the EAC as necessary.
- Organizing and facilitating the collection of data necessary to determine regional priorities, and monitor/adjust during improvement cycles.
- Supporting the region in implementation of the Oregon Equity Lens as it relates to the REN work and network activities.
- Preparing and submitting monthly, quarterly, and yearly grant and fiscal reports to the Educator Advancement Council.
- Preparing quarterly progress reports based on network outcome and process measurements.

Administrative Assistant (Capacity funds)

0.3 FTE Administrative Assistant to the REN with the following job duties and responsibilities to the REN (full job description in [Appendix A](#)):

- Monitoring assistance to REN coordinator of revenue, expenditures, and reconciling budget and grant reporting. Maintains all REN budget related documentation, invoicing, and expenditures.
- Back end facilitation assistance and organization of coordinating body convenings.
- Assisting in preparation of monthly, quarterly, and yearly fiscal and grant reports and network progress reports.

Improvement Coach or Capacity Building Coaches: Job description TBD (Formula funds)

2.0 dedicated FTE across 10 districts within the region to sustain implementation of local change ideas, coach and develop continuous improvement midsets and practices within districts, monitor PDSA cycles and data, site-specific PDSA cycle coaching, and coaching to scale/spread promising change ideas within the network.

Communication Strategies

The Columbia REN serves a five county region in north central Oregon. Due to the geography and distance between many of our partner districts communication strategies take advantage of online and technological tools to gather stakeholder input and feedback. The CREN has utilized online tools such as Google Forms, Zoom meetings, *ThoughtExchange*, and email communication. Districts have identified on-site personnel in which the REN Coordinator can communicate with, share, and gather data/feedback from. Communication strategies vary based on the audience and purpose (*see *Table 1 below*).

Table 1: Columbia Regional Educator Network Communication Strategies

Audience	Purpose	Method
Regional Educators	CREN Informational/Process and Progress	• District wide email communication through district identified point person. See Appendix B for CREN email communication flyers.

		• CREN Coordinator attends district union leadership meetings (building-rep meetings. REN details are then taken back to educators at each site. • CREN Coordinator attends monthly OEA Uniserve (regional union leaders) meetings. CREN progress shared and taken back to regional districts. • Coordinating Body members report progress after each meeting at their district staff meetings.
Regional Educators	CREN Feedback and User Experience	• Listening sessions in school district/building staff meetings. • Focus Groups for Regional Educators of Color • Focus Groups for Regional Novice Educators • 1:1 Empathy Interviews with Novice Educators • <i>ThoughtExchange</i>: Initially to gather data to inform problems of practice and priority stage in the career continuum, and to gather feedback on the driver diagram and inform CREN plan priorities. *Qualitative and Quantitative data summary is found in Appendix D.
Regional Leadership	CREN progress/process and District Needs	• Consistent email communications and phone or zoom calls. • Site-visits and on-site leadership meetings. • Attendance and reporting at monthly Superintendent Meetings (at NCESD and CGESD). • Google Forms/Surveys
Regional Outside Partners and Stakeholders	Progress, Evaluation, and Measurements	• Quarterly updates and summaries via email communication.
Coordinating Body Members	Equity of voice and representation	• Monthly, full day, meetings held in alternating locations between The Dalles, OR and Moro, Oregon to allow for equitable access to meetings. • Zoom-In or call in option to monthly meetings. • Covid-19 Implications: As of March, all meetings were moved to Zoom platform and shortened to 2 hours. Added weekly work sessions to compensate for the time and workload. • Shared Google folder with all documents and resources. • Weekly emails with summaries, interim work, and upcoming meeting details.

Convening Strategies

Table 2: Columbia REN Convening Strategies

Coordinating Body	Pre-Phase (Year 1) January 31st, 2020 and February 28th, 2020: Full day - 6 hour Monthly Meetings April 17th, May 8th, and June 5th - 2.5 hour Virtual Coordinating Body Meetings April 24th, May 1st, May 15th, May 22, and May 29th: 1.5 hour Virtual Work Sessions. Year 2: Initial Implementation. Coordinating Body Meetings Monthly Year 3 and Year 4: To be determined
Local Design/Implementation	2020 - 2021

Teams	Beginning in late summer of 2020 district design teams will meet weekly with the Design Coach, and monthly in regional communities of practice.
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2. Columbia REN Coordinating Body

Describe Coordinating Body implementation, including prioritizing 51% teacher engagement and reflecting SB182 parameters, including authentic teacher and stakeholder engagement. *No more than 1.5 pages*

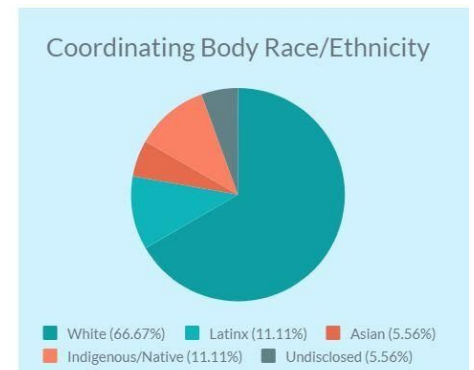
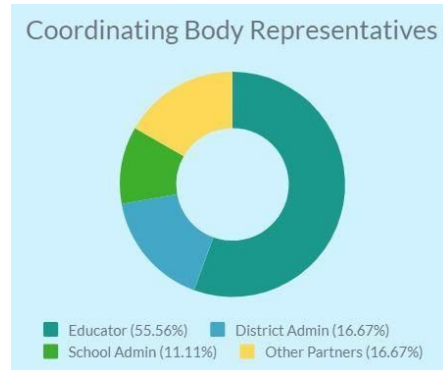
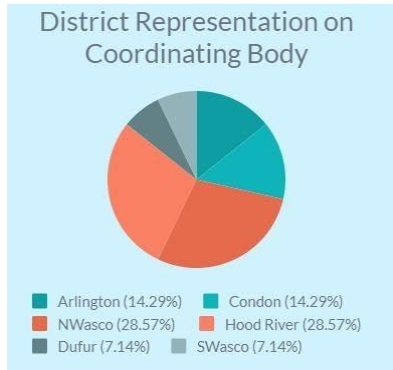
Columbia Gorge ESD worked with North Central ESD, regional district leadership and representatives, and community partners to develop the application to house the Columbia REN. This “interim coordinating body” held many meetings over the course of the 2018-2019 school year and that summer. Once awarded, the interim coordinating body began recruitment for the REN coordinator. The REN Coordinator was hired in October of 2019. The coordinator and interim coordinating body developed recruitment, nomination protocol and coordinating body membership needs. In alignment with SB182, at least 51% educator voice and representation that more closely reflects the student population that our region serves were elevated as priorities in coordinating body recruitment. The REN Coordinator made site-visits to regional schools to build interest and understanding of the REN and to recruit coordinating body members. Coordinating body nominations could be initiated by self, colleague, or administrator submissions. The nomination was followed by a detailed application.

The interim coordinating body reviewed applications to fill the 18 person CREN Coordinating Body. The Columbia REN reflects all of the SB182 parameters for Coordinating body membership as depicted in Table 2. Membership on the CREN is also detailed in [Appendix C](#).

Table 3: Characteristics of the Columbia Regional Educator Network by Parameter

Parameter	CREN Coordinating Body Characteristics
School-based Educators	56%
School District Representation	6 of 10 districts represented
School Size Representation	- Hood River County - 44% of ADM - 4 Representatives - North Wasco - 36% of ADM - 4 Representatives - Dufur - 4% of ADM - 1 Representative - South Wasco - 3% of ADM - 1 Representative - Arlington - 2% of ADM - 2 Representatives - Condon - 2% of ADM - 2 Representatives - Fossil, Mitchell, Sherman, Spray - 6% of ADM - 1 Representative
Ethnic/Racial Diversity	Total: 34% Non-White Representation - Latinx: 2 Representatives - Asian: 1 Representative - Indigenous/Native: 2 Representatives (Celilo Village and CTUIR) - Undisclosed: 1 Representative
Grade Level Representation	- Elementary - 3 Representatives - Middle School - 2 Representatives - Secondary - 2 Representatives - Multi-Level - 1 Representative - TOSA - 2 Representatives
State Agency	1 Representative (ODE)
ESD	3 Representatives

Federally Recognized Tribe	1 Representative (Confederated Tribes of the Umatilla Indian Reservation)
Early Learning	1 Representative
School Board Member	1 Representative (Wahtonka Community School)
Education focused Non-Profit	1 Representative (Gorge Tech Alliance)
Professional Education Association	1 Representative (North Wasco County EA)



3. Continuous Improvement and Equity

Detail the continuous improvement process used by the REN emphasizing equity and identified region priorities. *No more than 2 pages*

The Columbia REN initiated a continuous improvement process that works to emphasize equity and address identified regional priorities. At each step of the improvement process, the coordinating body reviewed their work with our adopted equity lens tool (Equity Pause Cards, adapted from the Oregon Equity Lens, see [Appendix E](#)). We consistently ask ourselves, “who is being impacted by these decisions, and are their voices represented here?”

Our first step was to engage the educators in the region to gain interest and understanding of the CREN as well as to recruit a group of Coordinating Body members who closely reflected the student population being served. After recruiting and identifying our current 18 member coordinating body, it is clear that 34% non-white coordinating body members is still not a diverse enough group to ensure that the families in our region are adequately represented. This is a continuous area of improvement for our REN.

As a coordinating body, our first order of business was to get out into the districts and engage educators and begin to evaluate where their greatest needs lie. In the beginning we engaged educators in the region in two ways:

- **ThoughtExchange Survey:** 311 educators in the region were engaged virtually, and responded to the question, “Considering the key stages of an educator’s career, how has the district supported you and how can we continue to support you throughout your career?” We were able to take educators thoughts and theme them into the stages of the career continuum they see as their greatest needs.
- **Educator Listening Sessions:** The CREN Coordinator conducted listening sessions at the schools in 6 of the 10 districts in our region, engaging 250 educators. In these listening sessions educators identified bright spots during their careers in which they have felt highly supported, and which stage of the career continuum they felt they needed the most support.

The educator engagement methods listed above enable the coordinating body to identify possible problems of practice within stages of the career continuum being elevated by educators. District and building leadership also participated in listening sessions,

and their thoughts and voices were included in the data. Note: Listening session and *ThoughtExchange* data summaries are included in [Appendix D](#).

The Coordinating Body identified four initial problems of practice that were shared across the region. To do this, the team reviewed regional quantitative data, listening sessions data, *ThoughtExchange* data, and coordinating body member expertise and experience.

Table 4: Identified Problems of Practice in Columbia REN

The educators in our region are not racially/ethnically diverse.
Rural school districts are experiencing a shortage of highly-qualified educators in their applicant pools.
Novice educators do not receive adequate support to help them thrive and succeed in their early years of teaching.
Professional learning is often insufficient, and unmatched to educator needs.

The Coordinating Body conducted root cause analyses, using fishbone diagrams, for each of the identified problems of practice shown above (see [Appendix F](#)). This root cause analysis was informed by the knowledge, expertise, and experience of the coordinating body members, and refined/further informed by information gathered from regional educators in listening sessions and the data provided by focus groups and *ThoughtExchange* data.

After much deliberation and consideration, the coordinating body identified the following problem of practice as one that impacts all regional districts:

- Novice educators do not receive adequate support to help them thrive and succeed in their early years of teaching.

The Coordinating Body agreed that any recruitment efforts of educators of color would likely be ineffective without first addressing the systems of support to novice educators in our districts.

The Columbia REN's adopted AIM statement is:

By June 2023, ____% of novice educators, including novice educators of color, will be retained in the region and ____% of novice educators will report they felt supported in their school and classroom.

The CREN Coordinating Body will be identifying each metric once baseline data measurement systems are developed and comprehensively collected. The team feels strongly that these numbers can not be set until initial baselines have been determined and are accurate to ensure that our AIM is ambitious yet realistic.

The development of the CREN's working theory of improvement was developed over the course of several coordinating body work sessions. The CREN Coordinator reviewed research and promising practices related to supporting novice educators to develop an initial draft of primary and secondary drivers. The Coordinating Body members then refined and revised primary and secondary drivers using their experience and expertise, reviewed research in order to further refine secondary drivers and design change ideas. Change ideas were also pulled from listening session responses and *ThoughtExchange* comments of novice educators in the region. To elevate the voices of educators in the region and identify some priority change ideas, the coordinating body conducted empathy interviews with novice educators to respond to change ideas that were elevated in our process.

Our fourth driver is specific to developing safe, inclusive, and affirming environments for students and adults. The CREN believes strongly that if we design supports for educators of color in our region, and foster a sense of belonging in educational spaces, those supports will impact all educators. Knowing that the CREN decisions are impacting educators of color it is essential to ensure their voices are a part of the conversation. The CREN developed a facilitation team, comprised of people of color from the Coordinating Body, to conduct focus groups for educators of color in the region to identify specific needs and priorities that can be elevated in the working theory. See [Appendix D](#) for a summary of focus group session data.

The Columbia REN coordinating body developed primary and secondary drivers, and change ideas based on educators' input, experiences and feedback from the field. Change ideas were elevated from educators engagement and aligned with research based practices (research linked in the [driver diagram](#)). The Coordinating Body narrowed these change ideas over the course of several meetings using the criteria: feasibility and impact on the AIM. In the end, our priority change ideas (listed below in table 5) will be the starting place for the work beginning in the fall and over the course of the first year.

Table 5: Priority Change Ideas for Implementation in Year One and Associated Drivers

Change Idea	Primary Driver(s)	Secondary Driver(s)
Ongoing Equity Training: Regional equity training/work that is ongoing/required for all staff, and includes people of color, addressing cultural bias/affirmation, microaggressions, equity bias, racial/cultural identity, how to be an ally.	System-wide commitment to equity where schools are safe, inclusive, and affirming environments for students and adults.	Affirmation: There is affirmation of diverse cultural, linguistic, and racial backgrounds.
Equity Committees: Establish district or school level equity committees that include educators of color.	System-wide commitment to new educator development through resource allocation	Empower to succeed: Hiring, placement, and workload are reasonable, consider equity, and are supportive.
Robust Novice Educator Orientation: Extended orientation onboarding for novice educators and educators new to the district (orient to: district routines, online/tech platforms, curriculum/content, behavior management, classroom setup, building specific routines, time with mentors, etc).		Orient: Comprehensive system to orient new educators to the district.
Administrative Mentorship: New administrators have administrative mentors who meet regularly, with a focus on equity, supporting novice educators and continuous improvement. a. District and school leadership are supported in creating safe inclusive spaces.		Administrative commitment to ongoing professional learning, cultivating a culture of professional growth, and creating a safe and inclusive environment.
Regional job-alike cohorts: (ex: affinity groups for educators of color, cohorts of novice educators, music, PE, health, rural/small school grade level and content area PLCs, etc.) meet in professional learning communities and are focused on improving instruction and ongoing professional learning.	Comprehensive system of professional learning focused on new educator growth and development.	Collaboration: Opportunities for collaboration, professional support, networking, professional dialogue, and communication with colleagues and like peers.
Mentors are Supported with in a Robust System: Mentors, in-building buddies, and instructional coaches are all trained in mentoring support practices and involved in ongoing mentor support opportunities (initial training prior to school year start, 1:1 support, and weekly community of practice shifting to monthly as the system is established). a. Mentors will be given a suggested scope and sequence that specifies what content to cover with their mentee.	Direct, 1:1 support to novice educators focused on classroom management, content, content specific pedagogy, and student learning.	Mentor Support: System for high-quality preparation and ongoing professional support to mentors including evaluation of mentors and the mentor system
Internal support: Novice educators are partnered with a carefully selected, experienced educator in their building with knowledge of building/district routines, curriculum/content, and instructional practices/expectations. Internal support considers equity and inclusion by pairing educators of color with peers of color.		Mentor Selection and Assignment: An equitable system for intentional mentor recruitment, selection, and assignment.
External support: Novice educators have support from an external mentor (not necessarily from their building and, in the case of rural districts, not necessarily from their district) focused on professional teaching standards, and intentionally pairing educators of color with peers of color.		Mentor Selection and Assignment: An equitable system for intentional mentor recruitment, selection, and assignment.

The Columbia REN Coordinating Body is currently working to develop Plan, Do, Study, Act cycles (PDSA Cycles) for each of the initially elevated change ideas with local design teams within participating districts. As a part of this process, special attention will be given to ensuring implementation plans continue to adhere to the [Oregon Equity Lens](#) and address disparities for traditionally underserved populations while teams engage in a continuous improvement process.

4. REN Plan Development Process

Describe the REN Plan development process including outreach to schools/districts within the region, particularly detailing listening to and engaging with teachers and partners. *No more than 1.5 pages*

All 10 districts played a role in the REN plan development process. 100% of member districts participated through monthly superintendent meetings, 1:1 meetings with member district administration, and email/virtual feedback opportunities. 311 educators in the region participated in *ThoughtExchange* opportunities for input, 250 additional educators attended REN sponsored listening sessions in 6 of the 10 member districts, 8 novice educators participated in two focus groups for educators of color in our region, and 19 novice educators participated in empathy interviews to inform the regional priority change ideas. For data summaries and outcomes see [Appendix D](#).

Table 6: Regional Educator Engagement by Type

Engagement Type	Target Audience	Purpose	Questions
<i>ThoughtExchange</i>	Educators and Administrators	Identify priority stages of educator career continuum and needed supports	Considering the 5 key stages of the educator career continuum, which stage stands out as your greatest need? What could be done better to support you?
Listening Sessions	Educators and Administrators	Identify priority stages of educator career continuum and needed supports	Considering the 5 key stages of the educator career continuum, which stage stands out as your greatest need? What could be done better to support you?
Focus Groups - Educators of Color	Educators	Elevate the authentic needs of educators of color in our region and get relevant and meaningful input for REN planning	- Imagine the perfect teaching situation where you are thriving and successful as a teacher of color. What does it look like? Sound like? Feel like? - What has been a barrier to your thriving as a teacher as a teacher of color? - What additional resources or supports would you like to see in place to ensure your success as an educator of color? - There is affirmation of diverse cultural, linguistic, and racial backgrounds. What does that look like? - Trusted and supportive relationships exist among peers and administration. What does that look like?
Empathy Interviews - Novice Educators	Educators	Gather novice educator input on what supports they have received and what they may still need. This information will inform our working theory (driver diagram) and change ideas.	- Tell me about a time you felt supported in your first year(s) of teaching. What supports helped you feel that way? - Tell me about an aspect of teaching that you're very comfortable with. Why? What helped prepare you for that? - Tell me about an aspect of teaching that you're not as comfortable with or

			confident about. <i>(probe for more specifics if their answer is broad)</i> ○ What supports are in place to help you with that aspect of teaching? ○ What supports might further help you? ● Tell me about your experience from getting hired through your first month of school. What was easy? What was hard? Is there anything that could have been in place to make that time easier? ● If you had more time in a day (without students), how would you use it? Be as specific as possible <i>(e.g., probe for specifics if they say, "prep time"...what specifically would you do? Why?)</i> ● Tell me about a time when collaborating with colleagues was really helpful/powerful/etc. ○ If you could wave your magic wand and collaborate with anyone, anytime, what would it look like? ● Tell me about a time you felt supported by administrators in your school. Tell me about a time you wanted more support from administration. ● Is there anything else that would help CREN design support for novice teachers?
1:1 Superintendent's meetings	District Leadership	Inform possible change ideas	● What supports would you like to see in your district or what compliments current supports your novice educators have access to?
Regional Instructional Leaders Meetings	Administrators, TOSAs, ESD partners	Inform possible change ideas	● What supports would enhance current systems novice educators have access to?
<i>ThoughtExchange</i> - REN Plan Feedback	Educators and Administrators	Inform district starting points	● Identify 5 change ideas that would complement your district goals that you would like to be involved in.

5. Technical Assistance

Discuss anticipated technical assistance to be provided or required by the REN in this section (include in each Phase where relevant). *No more than 1 page*

The Columbia REN worked with one technical assistance provider throughout the planning and development process. Community Design Partners provided consulting services in the form of:

- Advising the CREN Coordinator in:
 - Support for network development/network health (phase, 1-3)
 - Help preparing agendas, improvement routines, data, or coaching moves with the coordinating body.
 - Review documentation and communications. (phase 1 -2)
 - Address data and measurement needs. (phase 1 - 3)
 - Provide access to continuous improvement resources and tailored resources to CREN needs. (phase 1-3)
 - Support the CREN Coordinator's PDSA cycle. (phase 1-3)
- Co-Facilitation
 - Attends and co-facilitates coordinating body meetings. (phase 1-2)
 - Preparation and follow up for meetings. (phase 1-2)
- Webinars
 - 90 minutes webinars related to continuous improvement topics were available to CREN Coordinator and coordinating body members.

Phase I Understanding Local Context

6. Local Context

Describe how each school member organization's local plan influenced the overall REN Plan; the methodology applied to user groups (those the system is currently serving), including use of empathy data, to determine how a system is working and not working for users. How did the process help the REN better understand needs in the region? *No more than 2 pages*

The Columbia REN incorporated each member organization's local plan by looking at a summary of Continuous Improvement Plans (CIPs) and Student Investment Account (SIA) funding applications by ESD (districts within CGESD and NCESD). This provided, and will continue to provide, the CREN with points of commonality between district, county, and regional priorities.

Many of the districts within the Columbia REN had previous access to, or participation in statewide programs or initiatives like the regional educator networks. For many of the districts in the CREN there is no formal system in place to support educators. There is some support provided to novice educators through partnerships between NCESD and CGESD, but distance and caseload limits the access to educators in our most rural districts. Until recently, there is little to no opportunity for educators in the rural districts to collaborate with educators in similar grade levels or content areas. Four of the smaller districts have begun planning common professional development days set on their calendars to bring educators together to collaborate two days per year.

Empathy data collected from novice educators elevated a few key learnings in the region (see [Appendix D](#) for more details):

- Those educators who have access to direct, 1:1 support through a mentor greatly appreciate that support and find it valuable. Those who do not have access express 1:1 support as a great need. Almost all educators interviewed expressed the need for in-building support by someone who has district, building, and content/grade specific expertise.
- Almost all novice educators expressed a significant need and desire for consistent, actionable feedback. Novice educators in the region want to be observed, often, and by anyone under the sun. They also want to observe other educators, frequently.
- There was a significant need expressed for opportunities for collaboration with other educators, specifically grade level or content specific peers.

The novice educator interview data that was collected confirmed many of the change ideas identified in research or informed additional change ideas in the CREN theory. The rural educators that were interviewed expressed a desire to build off of the common professional development days that districts were organizing with PLCs or communities of practice that will give educators opportunities to regularly collaborate with peers.

The CREN conducted focus groups for educators of color in the region to identify how the system is working and not working for them. These focus groups were the most enlightening feedback and experiences contributing to the development of the CREN theory. Educators of color in our region elevated the following needs (see [Appendix D](#) for more details):

- Educators of color resoundingly didn't want to feel isolated. They wanted mentors or colleagues they identified with.
- They felt strongly that there needs to be intentionality in recruitment efforts for educators of color, and that the teaching staff needs to more closely reflect the student population the region serves.

- They elevated the need for workload considerations for educators of color (often are representatives on many committees, often translating for students and families or documents, and having larger numbers of emerging bilingual students, etc).
- The need for ongoing, not one and done, equity training on implicit bias, microaggressions, and racial/cultural identity to create safe, inclusive and open environments.

The needs expressed in empathy interviews and focus groups guided the CREN Coordinating Body in the development of a theory of improvement informed by educator experiences in the region.

7. Locally Identified Goals

List locally identified goals. (Ex. Increasing retention of special education teachers). *No more than 1 page*

The Columbia REN identified four problems of practice based on regional qualitative and quantitative data:

- Priority 1: Novice educators do not receive adequate support to help them thrive and succeed in their early years of teaching.
- Priority 2: Professional learning is often insufficient, and unmatched to educator needs.
- Priority 3: The teachers in the region are not racially/culturally diverse.
- Rural school districts are experiencing a shortage of highly-qualified educators in their applicant pools.

The Columbia REN identified the following problem of practice as our initial regional priority and AIM statement to address it:

Problem of Practice: Novice teachers do not receive adequate support to help them thrive and succeed in their early years of teaching.

By June 2023, ____% of novice educators, including novice educators of color, will be retained in the region and ____% of novice educators will report they felt supported in their school and classroom.

Phase 2 Prioritizing Goals

8. Local Goal Prioritization & Feedback Loops

Describe how local goals were prioritized into the REN Plan and how stakeholder feedback loops informed the process. *No more than 1 page*

The Columbia REN ensured educator voice in the region was prioritized and at the center of the process. As seen in *Table 5*, stakeholders were engaged from the beginning and throughout, especially when identifying and prioritizing the problem of practice, drivers and change ideas. The CREN problem of practice was prioritized by analyzing regional retention data for novice educators and educators of color and was confirmed by feedback and input collected through regional, on-site listening sessions, and *ThoughtExchange* surveys conducted in the region. In-person listening sessions were conducted in 6 of the 10 member districts, and *ThoughtExchange* was utilized in those districts where in-person sessions were not possible. Consistent feedback and conversations were held with member district leadership through regional superintendent meetings and email communication.

The CREN working theory drivers and change ideas were identified and prioritized through an extensive research and user experience process. First, Coordinating Body members identified change ideas in each of the primary and secondary drivers based on their personal, professional experience and the systems in place in their districts. The Coordinating Body members then read and reviewed available research related to each primary driver. This research was used to confirm change ideas, identify new change ideas, or adapt/remove existing change ideas. During this time the CREN held two focus groups in the region for educators of color to share their experiences and needs, and interviews with novice educators in each of the member districts were conducted. The focus groups and interviews were pivotal in providing educator voice to the drivers and change ideas. The qualitative data from focus groups and novice educator interviews either confirmed existing change ideas or elevated new ones.

After identifying, through research and experience, initial change ideas the Coordinating Body had a refined collection of change ideas that had been elevated by educators in the region and the monumental task of narrowing and prioritizing change ideas. The

Coordinating Body engaged in multiple sessions of prioritizing. First, the Coordinating Body identified priorities in each driver based on two criteria: feasibility and impact on the AIM. After narrowing the change ideas to 5-8 per driver, the Coordinating Body looked across drivers to prioritize a complete package and identify where the CREN work would begin in the region. The Coordinating Body created our initial change idea priorities for 2020-2021 based on:

- **Cohesion** - the package of change ideas work together, compliment each other.
- **Diversity** - there are some change ideas that are small, easier to get off the ground, we can hit the ground running, and/or there is capacity or systems to leverage within the region. There are some change ideas that are bigger and may require more time and resources, they may be more long range changes.
- **Foundational** - some change ideas may be non-negotiable because they are instrumental in doing the other things.
- **Impact** - change ideas as a complete package have a high impact on our AIM.
- **Equitable** - change ideas as a complete package reduces racial/ethnic disparities and promotes an inclusive environment for our novice educators.

Finally, in June/July the priorities will be passed through educator and stakeholder feedback loops. They will be shared with regional educators to solicit feedback and priorities for starting places from their perspectives and the feedback will be shared with member district leadership to inform where they may start specific to their district context.

PDSAs will begin in two ways (see [Appendix G](#) for implementation plan details):

1. Based on district feedback, regional PDSAs will be designed by the Coordinating Body and the CREN coordinator. These PDSAs will likely be planned in summer of 2020 with implementation beginning in fall of 2020.
2. District specific identified change ideas will begin planning in fall of 2020. Local design teams will be identified in late summer/early fall with PDSA planning beginning shortly thereafter.

Phase 3 Continuous Improvement

9. Problems of Practice

List each and any identified professional problems of practice for continuous improvement currently proposed by the REN Coordinating Body and resulting from identified local needs; identify who will benefit; and related outcome metrics to examine impact.

Initial Priority Problem of Practice: Novice teachers do not receive adequate support to help them thrive and succeed in their early years of teaching.

AIM Statement:

By June 2023, ___% of novice educators, including novice educators of color, will be retained in the region and ___% of novice educators will report they felt supported in their school and classroom.

The Columbia REN conducted a root cause analysis based on identified local needs (see [Appendix F](#)). The CREN Coordinating Body further developed a working theory of improvement based on educator voice, research of promising practices, and local district context (see complete working theory in [Appendix H](#)). Regional educator feedback and input will be solicited frequently to inform PDSA development in the design phase as well as promising practices elevated in the research. Table 6 below outlines targeted beneficiaries and draft outcomes for each of the primary drivers.

Table 7: Columbia REN Primary Drivers by Targeted Beneficiaries and Draft Outcome Measures

Problem of Practice	Primary Driver	Targeted Area of Career Continuum	Beneficiaries	Member Districts	Ideas being tested	Outcome Measures
Novice educators do not receive	System-wide commitment to new educator	Support for Novice Educators	All regional novice educators with	Hood River North Wasco SWasco	Administrative mentorships, communities of practice/PLCs	Survey of novice educators measuring equitable hiring

adequate support to help them thrive and succeed in their early years of teaching.	development through resource allocation.		particular focus on novice educators of color.	Dufur Arlington	Equity committees Redistribution of workload (test on few novice educators and educators of color)	and placement practices, reasonable workload, and supportive environment. # of opportunities offered vs. opportunities taken by novice educators
	Comprehensive system of professional learning focused on new educator growth and development.	Support for Novice Educators Professional Growth and Development	All regional novice educators with particular focus on novice educators of color.	Hood River North Wasco SWasco Dufur Arlington Condon Sherman Cty Mitchell Spray Fossil	Novice Educator Cohort Regional Educator of Color affinity group Regional Job-Alike PLC Small/Rural School PLC by grade level and content area	# of novice educators accessing offered supports and opportunities. Survey of novice educators measuring perceived impact of professional learning.
	Direct, 1:1 support to novice educators focused on classroom management, content, content specific pedagogy, and student learning.	Support for Novice Educators Professional Growth and Development Career Advancement	All regional novice educators with particular focus on novice educators of color. Regional and district level mentors/aspirin g mentors	Hood River North Wasco SWasco Dufur Arlington Condon Sherman Cty Mitchell Spray Fossil	Novice educators are assigned in-building support, novice educators of color are paired with peers of color. Novice educators in small/rural districts will have access to regional support Mentor/coach PLC or communities of practice	% of novice educators supported 1:1. # of trained mentors % of mentors accessing available mentoring support. Survey of mentors on perceived value and impact of support. Survey of novice educators on perceived value and impact of support.
	System-wide commitment to equity where schools are safe, inclusive, and affirming environments for students and	Support for Novice Educators Professional Growth and Development	All regional educators and administrators.	Hood River North Wasco Dufur SWasco Condon		# of districts accessing and/or involved in equity training available. # of participants accessing equity opportunities.

	adults.					# of equity training and ongoing equity supports offered. Survey of regional educators of color measuring impact of equity supports.
The educators in the region are not racially/ethnically diverse	See long range implementation plan (Appendix G)					
Professional learning is often insufficient, and unmatched to educator needs	See long range implementation plan (Appendix G)					
Rural school districts are experiencing a shortage of highly-qualified educators in their applicant pools	See long range implementation plan (Appendix G)					

*CREN focus/priority will shift over time to work on other problems of practice. Initial implementation will focus on one problem of practice, that being supporting novice educators. The CREN Coordinating Body believes any recruitment effort of educators of color will not be as effective without first focusing on the conditions and supports in place to welcome them and create a sense of belonging in the region.

10. Input and Process

Describe processes and results of aggregated educator and stakeholder input; how the REN navigated competing or conflicting needs within the region, e.g. size and other demographic differences; and planned stakeholder feedback loops. *No more than 1 page*

Table 8: Educator and Stakeholder Input: Processes and Results

Stakeholder Group	Process	Results
Regional Educators	<i>ThoughtExchange</i> - Exchange survey question sent to all member districts' educators to identify the stage of the career continuum they feel them most support is needed in the region.	See Appendix D for more details. 311 educators throughout the region participated, responding the the question: Which stage of the career continuum stands out as your greatest need? What can be done better to support you. Results: 40% of responses elevated the need/importance of supporting novice educators.

		46% of responses identified the need for sufficient professional learning. Many responses highlighted specific professional learning needs in a particular content area.
	Listening Sessions - Building leadership volunteered 60 min of staff meeting time for educators to learn the purpose/intent of the CREN and engage in discussions around strengths and areas of need in their district/buildings.	See Appendix D for more details. 250 educators accessed listening sessions in 6 of the 10 member districts. Results: See Bright Spots Summary in Appendix D .
	Educators of Color Focus Groups - Two regional focus groups were held for educators of color. Educators responded to questions and shared their experiences and needs as an educator of color in their district.	25% of the region's educators of color participated in the focus groups. See Appendix D. These focus groups elevated significant change ideas, reflected in the CREN driver diagram, to move towards an inclusive, racially/culturally affirming workplace. Overall, educators of color in the region elevated the need for: • Mentors and colleagues of color they identify with. They do not want to feel isolated. • Intentional recruitment efforts for educators of color. • Considerations for work load (representation on multiple committees, translating documents and in meetings, student population in classrooms better balanced). • Ongoing, not one and done, equity training on implicit bias, microaggressions, and racial/cultural identity to create safe, inclusive, and open environments.
	Novice Educator Interviews	19 novice educators, ranging in experience from 0 - 3 years, were interviewed. See Appendix D. Interviews confirmed or elevated change ideas reflected in the driver diagram. Overall, novice educators want/need: • Direct 1:1 support, both in the building and an external mentor. • Every possible opportunity to be observed/receive actionable feedback AND observe other educators. • Every possible opportunity to collaborate with other educators. • A robust orientation system before school starts.
	CREN Plan Priorities - Survey In a survey format educators (who have participated in other engagement opportunities) in the region were asked to provide feedback by identifying which of the CREN priorities align with their current	Results available in June.

	needs.	
	PDSA Design - Novice educators will be invited to participate on sub-committees or local design teams.	Results available in summer/fall
	Continuous Improvement - Regional educators, novice educators, and particularly educators of color will be asked to provide feedback on implemented change ideas, PDSA plan designs, and impact measurements (driver and PDSA measures) in consistent intervals throughout plan implementation, monitoring, and revising.	Results will be ongoing and collected regularly.
Member District Leadership and other Community Partners	<i>ThoughtExchange</i> - Exchange survey question sent to all member districts educators and administrators to identify the stage of the career continuum they feel them most support is needed in the region.	See <i>ThoughtExchange</i> results in Appendix D .
	Listening Sessions - Building leadership volunteered 60 min of staff meeting time for educators to learn the purpose/intent of the CREN and engage in discussions around strengths and areas of need in their district/buildings. Administration was encouraged to participate.	See listening session results in Appendix D .
	Regional Superintendent Meetings - Monthly presentations and opportunities to provide feedback and input on priorities and change ideas. *Updates and feedback from regional superintendents and leaders at these meetings will be ongoing.	Results are reflected in priorities identified in the CREN driver diagram (Appendix H).
	CREN Plan Priorities - Survey District leadership was surveyed to identify which priority change ideas may fit their context and needs.	See Driver Diagram in Appendix H .
	PDSA Design - local design teams will form based on identified district change ideas. Additionally, some regional change ideas will be developed with district administrative participation/input.	Results available in summer/fall
	Continuous Improvement - Continued feedback opportunities with monthly regional superintendent meetings and 1:1 feedback/input meetings with	Results will be ongoing and collected regularly.

CREN coordinator.

The Columbia REN creates a unique opportunity to convene the collective wisdom and experience of educators throughout a 5 county region. Careful attention has been given to ensure equity in representation and voice through the establishment of the CREN and planning process. While nearly all of the districts within the region are considered relatively small, there is significant difference in size among the 10 member districts in the region. Districts range from our largest at 4000 students and 6 students in our smallest district. The Coordinating Body recognizes the disparities, access to resources and support for educators, between the member districts in our region. One significant way the CREN addresses the differences in our region is to ensure representation of our rural districts on our Coordinating Body and engaging educators authentically at all levels in the process. By doing so, we have identified through lines and commonalities for support in the region that can be individualized based on district context. Many of the change ideas in the CREN theory of improvement are flexible enough for districts to run small tests within their context, allowing member districts to learn from the work of others within the network. This flexibility allows the CREN to address the diverse needs in the region and meet districts where they are.

The Columbia REN will continue to engage feedback loops as implementation moves forward. The Coordinating Body will gather input and monitor REN implementation by engaging educators in empathy interviews at least yearly, and through perception surveys as a part of the AIM measures. Primary and secondary driver measures will allow the CREN to continuously gather input from educators impacted by supports the CREN has designed. In addition, the focus groups for educators of color in the region were very impactful on the design of the theory of improvement, and those educators have elevated the need for those feedback opportunities to continue. Focus groups with educators of color will continue to inform the quality and impact of our work at least twice per year.

11. REN Partners

Leveraging existing and new partners is highly encouraged; list associated contributions (attach documentation).

Table 9: Columbia REN Partnerships

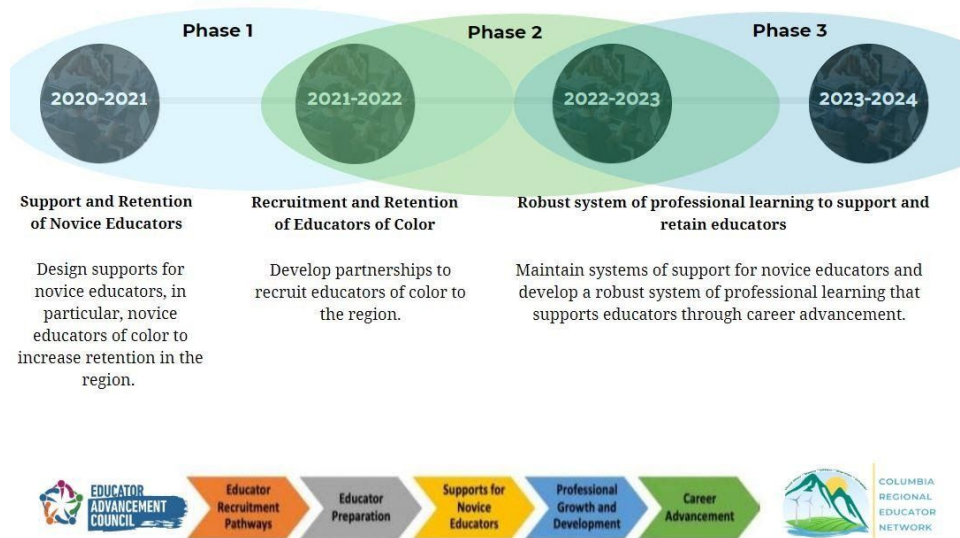
Organization	Financial/Human Capital	In-Kind
Columbia Gorge ESD	Financial/Human Capital	Office Space Supervision/Mentoring of Coordinator Personnel time
North Central ESD	Financial/Human Capital	Personnel time, leveraged PD opportunities and partnerships with CGESD
Columbia Gorge STEM Hub	Human Capital	Personnel time
Oregon State University	Human Capital	Personnel time
Columbia Gorge Community College	Human Capital	Personnel time

*The Columbia REN worked to gather support and endorsement from multiple regional partners. Appendix I includes a list of partners who submitted a formal letter of support. Leveraging partnerships will continue to expand as the scope of the Columbia REN work evolves over time.

12. Additional comments:

Columbia REN Long Range Implementation Plan (also see [Appendix G](#)): The Columbia REN has identified supporting novice educators, particularly novice educators of color as the initial focus. The CREN believes that in order for any recruitment efforts for educators of color in the region to be successful, the conditions to support those educators must be in place. As seen in the implementation timeline below, it is the intention for the Columbia REN to evolve their efforts to include recruitment over time.

Implementation

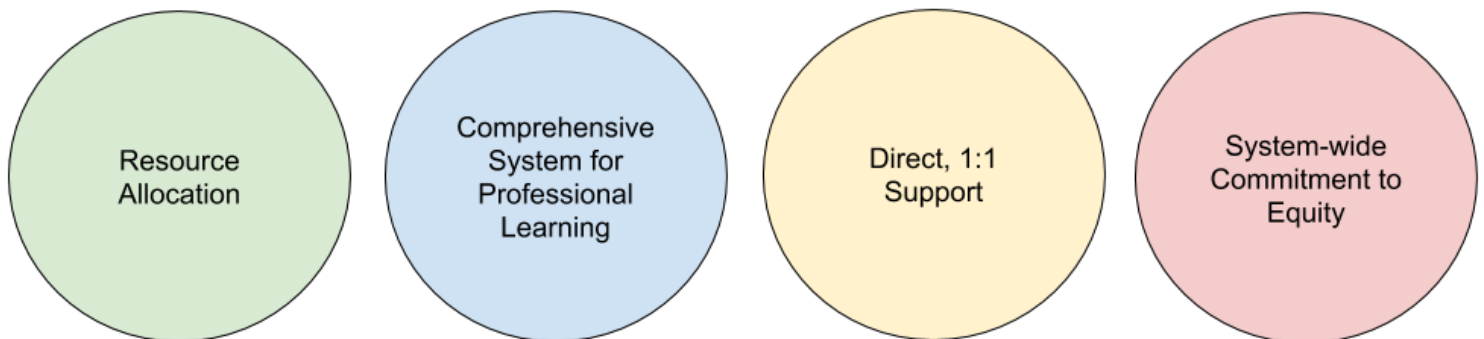


PDSA Implementation (also see [Appendix G](#)) :

Implementation/design teams will be organized in two ways: regional PDSA design teams and district/school level design teams. The Coordinating Body has identified that the Columbia REN change ideas fall into two buckets, regional and district level change ideas.

Regional: The Columbia REN will initially organize implementation/design teams around regional PDSAs. These design teams will consist of member district leadership, coordinating body members, local experts, and impacted educators. With the help and coaching of the CREN Coordinator, each team will design PDSA test cycles on a regional change idea.

Regional Implementation/PDSA Design Teams



District/School: District superintendents will identify additional change ideas that they would like to work on. Once these change ideas have been identified, districts will organize implementation/design teams to create PDSA cycles for those change ideas. These district/school teams will consist of leadership, teacher leaders and/or coaches, and impacted educators. With the help and coaching of the CREN Coordinator and/or the CREN Design Coach, each team will design PDSA test cycles on their identified change idea.

13. Itemized budget:

Item Description	Year 1 Initial	Y1 Remainder	Year 2	Proposed Year 3	Proposed Year 4	Notes
Problem of Practice: Novice Educators, Novice Educators of Color	\$380,744	\$380,744	\$217,568	\$117,568	\$75,000	Year 1 remainder and year 2 = \$598,312 Year 2-4 amounts reflect the staffing costs below
Problem of Practice: Diversity of Educators				\$100,000	\$71,284	Estimate based on evolution of regional focus
Problem of Practice: Professional Learning					\$71,284	Estimate based on evolution of regional focus
Early Learning Alignment	\$0	\$0	\$0	\$0	\$0	Alignment funding is represented in the funding within each problem of practice. In addition, this alignment will be accomplished primarily through partnerships with the CGESD Early Learning Hub.
TA - Coordinating Body	\$60,000	\$0	\$20,000 (Equity TA)	\$10,000	\$10,000	☒ EAC Sponsored ☒ REN Sponsored Equity TA for Coordinating body from formula funding
TA - Plan Implementation	\$0	\$0	\$0	\$0	\$0	☒ EAC Sponsored ☐ REN Sponsored
Staffing REN Coordinator Admin Asst - .3 FTE Design Coach-2 FTE Data Analyst- .3 FTE			\$130,000 \$10,000 \$220,000 \$70,000	\$130,000 \$10,000 \$220,000 \$70,000	\$130,000 \$10,000 \$220,000 \$70,000	Capacity Funds Capacity Funds Formula Funds Formula Funds

*Following the completion of the PDSA planning process, individual itemized budgets will be developed for each change idea planned for implementation. The Coordinating Body hopes to have this completed by mid-July.

Oregon Equity Lens

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. The equity lens confirms the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon education system.

What is the equity lens?

The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. The result of creating a culture of equity will focus on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcomes will focus on resource allocations, overall investments, hiring and professional learning.

- Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
- Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
- How does the investment or resource allocation advance the 40/40/20 goal?
- What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
- How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation?
- How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
- How are you collecting data on race, ethnicity, and native language?
- What resources are you allocating for training in culturally responsive instruction?

References to REN Plans in SB182:

(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;

References to REN Plans in Rule:

(1) Regional Educator Networks must develop a regional plan. The regional plan must:

(a) Comply with the requirements of ORS 342.943(3) and (4);

(b) Incorporate the local plans developed by each of the Regional Educator Network's member organizations;

(c) Describe any technical assistance to be provided by the Regional Educator Network;

(d) Identify responsibilities of the required Regional Educator Network coordinator and the amount of assigned FTE;

(e) Identify leveraged resources and additional partner contributions;

(f) Articulate how funding will be used to support the work of the Regional Educator Network and local districts; and

(g) Span a minimum of four years.

(2) Regional Educator Networks must submit the regional plan to the Educator Advancement Council. Each biennium the Educator Advancement Council will announce a deadline for submission of the regional plan.

(3) The Educator Advancement Council must review regional plans submitted by each Regional Educator Network to determine whether the plan should be approved. A regional plan will be approved if the plan meets the requirements of subsection (1) of this rule.

(4) Regional Educator Networks may amend an approved plan so long as the amendment is done in consultation with the Educator Advancement Council and the amended plan is approved by the Council as required under subsection (5) of this rule.

Appendices

Appendix A: Columbia REN Job Descriptions

Columbia Gorge Education Service District Position Description

Title: Columbia Gorge Regional Educator Network Coordinator
Department: School Improvement
Supervised by: Superintendent

Position Purpose:

Under the direction of the Columbia Gorge Regional Coordination Committee and in collaboration with Oregon Department of Education, the Regional Educator Network (REN) Coordinator will work with district and community partners in Hood River, Wasco, Sherman, Wheeler and Gilliam counties to advance the goals of the Educator Advancement Council (EAC). The Coordinator will facilitate the activities of the Regional Educator Network as defined by the EAC and as determined regionally by REN Coordinating Council. The Coordinator has skill and experience in areas of educator recruitment and preparation, development, facilitation, consensus building and equity. A solid understanding of and ability to lead others in the principles and practices of improvement science are a requirement for this position.

Core Job Functions:

- Provides organization, leadership and technical assistance in implementing regional and district level networks to support educators new to the profession
- Monitors the expenditure of funds distributed to REN initiatives and prepares and submits reports to the EAC as necessary
- Organizes and facilitates the collection of data necessary to work with REN to determine priorities, identify supports needed for educators new to the profession and to demonstrate the progress of the associated initiatives
- Prepares reports and/or presentations for the EAC, REN, districts, and other relevant constituents
- Supports regions in the understanding and implementation of the Oregon Equity Lens as it relates to the EAC and all network activities
- Develops, coordinates and/or facilitates professional development activities pertaining to all network activities
- Recruits and provides technical assistance as needed within the network.
- Ensures compliance with all state and federal mandates.
- Assist in the creation and implementation of a long-term funding strategy to explore and expand additional financial resources.
- Identify and apply for relevant public and private grants and contracts, providing required tracking a reporting.
- Perform other related duties, as assigned, to support the success of the REN.

Knowledge, Skills and Abilities:

- Master's degree in education or related field, or equivalent experience
Understanding of Oregon's system of education service districts and how they support local school districts and the Oregon Department of Education.
- Knowledge and expertise of the principles of Improvement Science
- Experience supporting educators new to the profession
- Recent successful experience facilitating networks responsible for improving school systems
- Recent successful experience providing technical assistance, coaching and professional development
- Demonstrated ability to collaborate with others to achieve common goals

- Demonstrated ability to work with multiple stakeholders and partners
- Ability to develop collaborative relationships with community organizations in order to bolster the work of the network
- Understanding of, and sensitivity to, cultural differences as evidenced by the use of culturally responsive teaching and/or facilitation practices
- Demonstrated ability to collect, analyze and interpret different types of data
- Demonstrated ability to compose and produce clear, coherent professional documents
- Demonstrated ability to facilitate groups in meetings and workshop settings
- Ability to make decisions independently and to use initiative and judgment in accomplishing tasks following overall policies and objectives
- Understanding ESDs and how they support local school districts
- Physical and mental attributes sufficient to perform essential functions
- Ability to obtain a valid TSPC Educator License
- Ability to travel between worksites.

Knowledge, Skills and Abilities:

- Understanding of and experience with regional and state initiatives for improving Pre-K-20 education and corresponding educational opportunities.
- Understanding of the mission and purpose of the Columbia Gorge Regional Educator Network and its potential impact on improving skills of teachers throughout their careers.
- Excellent verbal, written, electronic, and interpersonal communication skills.
- Successful experience in project management and report writing.
- Ability to assess needs, gather information and construct a strategic framework based on best practices.
- Proven ability to develop proposals and applications for funds to continue current or implement new programs, including funding to sustain the educator advancement and efforts over time.
- Understanding of Oregon's Equity Lens and ability to interpret and incorporate this lens into educator advancement work, decision-making, and practices.
- Ability to establish and manage partnerships with nonprofits, governmental agencies, business, and/or other community stakeholders.
- Ability to work with a wide variety of people and serve as an objective supporter and leader across all Hub counties, valuing each county, agency and stakeholder individually and equally.
- Ability to travel between multiple worksites.

Quality of Work:

- Performs work with accuracy, thoroughness and dependability.
- Demonstrates understanding of job requirements.
- Demonstrates the ability to learn and perform under changes in work or working conditions.
- Can be counted on to follow instructions and works well with a minimum of supervision.
- Demonstrates initiative in identifying tasks to be completed and willingly assumes responsibilities for their completion.
- Effectively communicates with others in an appropriate manner.

Professional Responsibilities:

- Maintains regular attendance and adheres to hours and days of assigned work.
- Personal dress, neatness and cleanliness are appropriate on the job.
- Performs work considering the safety of self and others.
- Maintains a productive working relationship with fellow employees, service providers, and all associated stakeholders.
- Cooperates with other employees and stakeholders to meet agency and/or program goals.

- Demonstrates professional character in all job responsibilities. Displays courteous, polite disposition, exercising tact and diplomacy. Maintains confidentiality in all aspects of the agency.

Working Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the core functions of this job. While performing the duties of this job, the employee works with standard office equipment with moving mechanical parts and computers. Position involves sitting walking and travel. Ability lift a maximum of 40 pounds without assistance is required. The noise level in the work environment is low to moderate. Physically visit and work in all five counties on a regular basis.

Evaluation:

Performance of this job will be evaluated in accordance with provisions of the Columbia Gorge ESD Board policy on evaluation.

Terms of Employment:

Number of days per year as per negotiated agreement.

This is to certify that I have read this Position Description and agree with its contents.

Employee's Signature

Date

The statements contained herein reflect general details as necessary to describe the principal functions of this job, the level of knowledge and skill typically required and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements.

Adopted: 08/26/19

Reviewed: _____

Columbia Gorge Education Service District

Position Description

Title: Assistant Bookkeeper/Administrative Assistant
Department: Administration
Supervised by: Deputy Clerk

Position Purpose:

This position is responsible for processing accounts payable and payroll for the District.

Core Job Functions:

1. Processes monthly payroll and associated tasks for all employees and special payroll for summer school program. Maintains and updates employee information.
2. Processes and submits annual W-2 information to employees and reporting agencies.
3. Processes monthly payroll liabilities and fringe benefits including tax payments, Public Employee Retirement System (PERS) reports, vendor reporting, etc.
4. Processes accounts payables; calculates mathematical accuracy of items received versus billed; and applies ESD policies towards purchases. Two accounts payable runs are done each month.
5. Process and submit annual 1099-Misc information to vendors and reporting agencies.
6. Maintains current fixed asset inventory records for the agency.
7. Assists in the preparation for the annual audit of financial statements.
8. Prepares banking deposits and transfers funds to cover expenses.
9. Assists with human resources by preparing recruitment notices; onboarding; processing personnel documents; and maintaining personnel information in the computer financial system.
10. Assists with administration and regulation of department's budgets. Monitor revenue, expenditures, and reconcile year-end balances.
11. Provides assistance and follow through to questions and inquiries; when necessary, directs questions and concerns to appropriate ESD staff.
12. Assists department staff in meeting agency system requirements (travel, reimbursements, payroll, etc.).
13. Completes and processes department purchase orders. Verifies receipt of purchases; direct merchandise to appropriate programs; bill program budgets as appropriate.
14. Payroll preparation for department staff (track staff calendars, leave, exchange forms and timesheets).
15. Organizes workshops/events. Produce related programs and training materials. Procure necessary supplies. Coordinate and schedule meeting rooms.
16. Completes and submits referrals/reports/plans as required by program area.
17. Maintains database/lists in accordance with agency and/or program needs as appropriate.
18. Perform other related duties, as assigned, to support the success of the agency

Knowledge, Skills and Abilities:

- Ability to work effectively and cooperatively with staff, local district personnel and constituent agencies.
- Demonstrated effectiveness in organizational and coordination skills.
- Maintains professional and technical knowledge by participating in professional development activities.
- Ability to undertake responsibilities and complete assignments with minimum supervision.
- Knowledge of federal and state laws governing salary and benefits administration and follows and supports ESD policies, procedures and collective bargaining agreements.
- Knowledge of financial accounting systems.
- Demonstrates written, verbal (in person and by phone) and interpersonal communication skills.

- Demonstrates computer skills, including word processing, database, spreadsheet applications, web design, and maintenance skills.
- Ability to exercise independent judgment and aptitude for handling and processing privileged information with professional integrity.
- Completes projects in an accurate and timely manner.
- Demonstrates flexibility and adaptability when acquiring new tasks and learning new skills.
- Knowledge of department specific program areas including policies and procedures.
- Collaborates with department director/coworkers to design and produce program specific documents.
- Makes independent decisions within limits of agency policies and procedures in the absence of a supervisor.

Quality of Work:

- Performs work with accuracy, thoroughness and dependability.
- Demonstrates understanding of job requirements.
- Demonstrates the ability to learn and perform under changes in work or working conditions.
- Can be counted on to follow instructions and works well with a minimum of supervision.
- Demonstrates initiative in identifying tasks to be completed and willingly assumes responsibilities for their completion.
- Effectively communicates with others in an appropriate manner.

Professional Responsibilities:

- Maintains regular attendance and adheres to hours and days of assigned work.
- Personal dress, neatness and cleanliness are appropriate on the job.
- Performs work considering the safety of self and others.
- Maintains a productive working relationship with fellow employees.
- Cooperates with other employees and stakeholders to meet agency and/or program goals.
- Demonstrates professional character in all job responsibilities. Displays courteous, polite disposition, exercising tact and diplomacy. Maintains confidentiality in all aspects of the agency.

Education and Experience:

- High school diploma or equivalent required, Associate's Degree preferred.
- Previous experience in a school district, ESD or public sector preferred.
- Physical and mental attribute sufficient to perform essential functions.
- Two years job related experience or education; or such alternatives to those qualifications as the district may find appropriate and acceptable.

Working Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the core functions of this job. While performing the duties of this job, the employee works with standard office equipment with moving mechanical parts and computers. Position involves use of hands, sitting, standing, and walking.

The noise level in the work environment is low to moderate.

Evaluation:

Performance of this job will be evaluated in accordance with provisions of the Columbia Gorge ESD Board policy on evaluation.

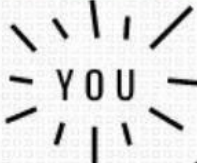


Columbia Regional Educator Network



WE NEED YOUR VOICE!

Hood River, Wasco, Sherman, Gilliam and Wheeler counties have a unique opportunity to improve professional learning and support educators throughout their careers.

We are inviting  to be a part of this important work.

NOMINATE yourself or a peer/colleague HERE

What is a coordinating body?

The coordinating body will be tasked with:

- Serving as the primary convener for local educators, community members, and stakeholders.
- A commitment to diversity and equity
- Supporting professional learning and experiences of educators throughout their career.
- Bring systems for high-quality, culturally responsive, and equitable professional learning to the region.

The coordinating body will represent:

- Majority of educators (51%) who are based in schools from different grades and content areas, and who are reflective of the student population we serve in our region.
- State Agencies
- School Districts
- Education Service Districts
- Early Learning Providers
- Education-Focused Non Profits and Philanthropic Organizations
- Professional Education Associations
- Community Based Organizations
- Post Secondary Institutions
- Federally Recognized Tribes of Oregon

What will the coordinating body do?

Using the design process and continuous improvement tools the coordinating body will:

- Identify problems of practice within the region.
- Develop a regional plan to address problems of practice and support teachers professional learning.
- Make decisions about the spending of allocated funds.

Coordinating body members will receive training and professional learning in equity, the design process, improvement science, and standards for professional learning.



What is the commitment?

We do not know the exact commitment yet, but are anticipating:

- During the first 2-3 months meeting twice per month, then tapering to once per month.
- A one or two day retreat is expected in December or January.

Some travel may be required, however we are working on accommodations to lessen the burden:

- Virtual or call in options
- Varying meeting locations
- \$500 travel stipends for teachers

****Our goal is to determine a schedule that will limit the impact on students and others we serve.**

Tell me more...

- Columbia Gorge and North Central ESDs were selected as sponsoring agencies of the Regional Educator Network (REN) by the Educator Advancement Council (EAC).
- Our region will receive funding to implement/improve systems for professional learning in the region.
- This will be a regional approach to professional learning determined by the work of the coordinating body.

Educator Advancement Council

- Public/nonprofit partnership created by the Oregon Legislature through Senate Bill 182.
- Charged with establishing a system of educator networks that enhance access to professional learning across the state.

[Link to Educator Advancement Council](#)
[Link to Senate Bill 182](#)

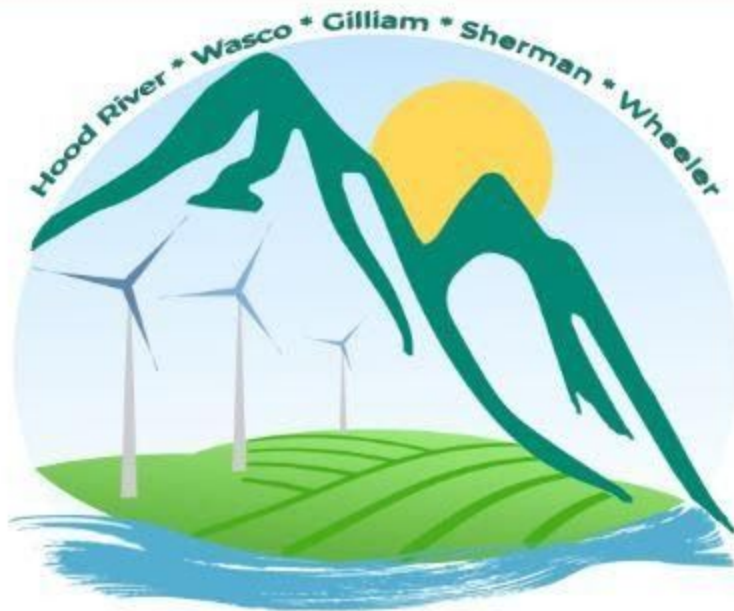
NOMINATE

Deadline to apply is Nov 15th. Application will follow submission of nomination form.



**EDUCATOR
ADVANCEMENT
COUNCIL**

**For questions contact Columbia
Regional Educator Network
Coordinator
Gabrielle DeLeone - CGESD
gdeleone@cgesd.k12.or.us**



COLUMBIA REGIONAL EDUCATOR NETWORK

Purpose Through a regional, equitable approach, prioritize and enhance educators' access to professional learning and support while recognizing our regional strengths and unique needs.

Key Stages of an Educator Career Advancement Continuum

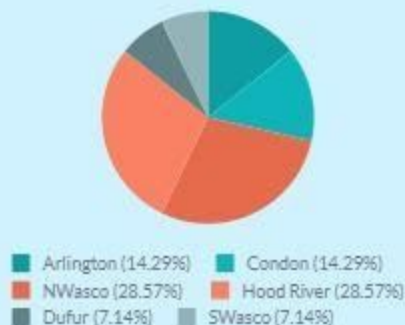


Goal Transform how we support educators by elevating educator voice to identify and prioritize systemic changes in recruitment, preparation, supports, professional growth, and career advancement.

Partner Districts

- Hood River County
- North Wasco County
- South Wasco County
- Dufur
- Sherman County
- Condon
- Arlington
- Fossil
- Spray
- Mitchell

District Representation on Coordinating Body



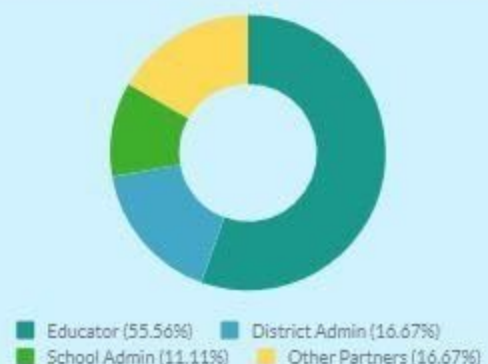
Outcomes

- ✓ More effective systems for educator growth and advancement across a teacher's career.
- ✓ Increased district and school capacity for developing self-sustaining systems for continuous teacher growth and development.
- ✓ Increased support for educators in the use of effective, research-based instructional practices.

Network Activities

- ✓ PDSA Cycles: Districts will engage in the testing and implementation of small changes designed to impact our regional problems of practice.
- ✓ District/School Based PD: District teams will provide localized professional learning to support the implementation of and spread of best practices in professional learning.

Coordinating Body Representatives



33

Representative #	Name	District/Agency	Role	Based in a School	Level	PK-050	Committee	Total	LatinX	Asian/P	Caucasian	Migrant	SFED	Association Rep	Higher Education	Early Learning	Interagency	Migrant	SFED	CTE/STEM
1	Fenny Gotsch	NCESD	* District Level Admin	* n/a	* N/A															
2	Josephine Cadum	NWASCO	* TOSA	* yes	* N/A															
3	Chrissy Christopher	CGESD	* Other Partner	* n/a	* N/A															
4	Lucile Begay	CGESD	* Other Partner	* no	* N/A															
5	Scott Wilmom	CGESD	* Other Partner	* n/a	* N/A															
6	Mar Rutledge	Hood River	* Classroom Teacher	* yes	* Elementary															
7	Sean Carlson	Corvallis	* Classroom Teacher	* yes	* High School															
8	Meady Tucker	Arroyo	* Classroom Teacher	* yes	* Other															
9	Vajda Reiter	Corvallis	* Classroom Teacher	* yes	* Elementary															
10	Kristi Wiley	Dufur	* Classroom Teacher	* yes	* High School															
11	Adrienne Acosta	Hood River	* TOSA	* yes	* N/A															
12	Cassie Sahly	NWASCO	* Classroom Teacher	* yes	* Middle															
13	Kevin Hurling	Arroyo	* School Level Admin	* n/a	* Other															
14	Patricia Ortega-Cooper	Hood River	* District Level Admin	* n/a	* Other															
15	Brian Schmel	NWASCO	* District Level Admin	* n/a	* Other															
16	Lynn Cowdy	SWASCO	* School Level Admin	* n/a	* Other															
17	David Spaulding	Hood River	* Classroom Teacher	* n/a	* Middle															
18	Melissa Hollister-Bale	NWASCO	* Classroom Teacher	* yes	* Elementary															
19																				
20																				

District	ADM	% of Region	Number of CB Reps	% of CB Representation	Role	Number of Reps	Percent	Total Percent Teachers	
Arroyo	148	2	2	11	Teacher-Elem	3	17	50	
Corvallis	128	2	2	11	Teacher-Middle	2	11		
Fossil	49	1	0	0	Teacher-Secondary	2	11		
					Teacher-Middle Level	1	6		
Mitchell	48	1	0	0	TOSA	2	11		
Sherman	250	3	0	0	Admin District	3	17		
Spray	52	1	0	0	Admin (School)	2	11		
					Other	3	17		
					Total	18	100		
NWASCO	2696	38	4	22	Educators who are based in schools				56
Hood River	3689	49	4	22					
Dufur	303	4	1	6					
SWASCO	224	3	1	6					
CGESD	7465	82	2	11					
NCESD	674	8	1	6					
Fed Rice Tribe			1	6					
Total	8156		18	100					

E3D	# of Representatives	Percent
NCESD	5	28
CGESD	13	72
Total	18	100

Ethnicity	Number of Representatives	Percent
White	12	67
AA/Black	0	0
Latino	2	11
Asian	1	6
Native American	2	11
Unknown	1	6
Total	18	100

E3D	Districts Not Represented
NCESD	Fossil
	Mitchell
	Sherman
	Spray
CGESD	

Appendix D: Quantitative and Qualitative Data

Retention of Novice Educators

Regional Turnover Rates for All Teachers and Novice Teachers													
	Total Educators	Regional Educator Turnover*	Regional Turnover	Total Novice Educators (0-2 years)	Novice educators (years 0-2) who have left the district	Percent of novice educator turnover							
2016	561.3	111.6	19.9%										
2017	563.8	176.6	31.3%	78.3	35.48	45%							
2018	561.3	91.0	16.2%	78	36	46%							
2019	582.1	108.6	18.7%	80.5	34.35	43%							
*Turnover includes teachers who left the district for any reason (transfer to another district, transfer to another state, retired, changed professions, etc.)													
Percentage of Regional Turnover by Years of Experience													
	Total Educators	Regional Educator Turnover*	Regional Turnover	Up to 1 year	Percent of Total Regional Turnover who are 1st year teachers	1-2 years	Percent of total regional turnover who are 1st or 2nd year teachers	2-3 years	Percent of total regional turnover who are 2nd or 3rd year teachers	3-5 years	Percent of total regional turnover who are 3rd-5th year teachers	Total Educator Turnover (Experience 0-2 years)	Percent of Turnover (Educators with 0-2 years experience)
2016	561.3	111.6	19.9%										
2017	563.8	176.6	31.3%	29.89	17%	5.59	3%	2.49	1%	1.49	1%	35.48	20%
2018	561.3	91.0	16.2%	27.5	30%	8.5	9%	2	2%	3.01	3%	36	40%
2019	582.1	108.6	18.7%	21.21	20%	13.14	12%	0.57	1%	2.94	3%	34.35	32%
**The table above reads: *of the 78 teachers who left in 2017, 30 or 39% were in their first year of teaching, 7% had 1-2 years of experience, 3% had 2-3 years teaching experience, and 2% had 3-5 years of experience meaning 46% of the total turnover in 2017 was among teachers with 0-2 years of experience.													
*Turnover includes teachers who left the district for any reason (transfer to another district, transfer to another state, retired, changed professions, etc.)													
Regional Turnover Rates of Novice Educators Moving to Another District in Oregon													
	Total Educators	Regional Educator Turnover*	Regional Turnover	Total Novice Educators (0-2 years)	Novice Educators (0-2 years) who have left the district for another district	Percent of Novice Educator Turnover							
2016	561.3	111.6	19.9%										
2017	563.8	176.6	31.3%	78.3	21.92	28%							
2018	561.3	91.0	16.2%	78	11.19	14%							
2019	582.1	108.6	18.7%	80.5	9.02	11%							

Diversity of educators

Regional differences between racial diversity of teachers and students					
District	Enrollment	% white teachers	% non white teachers	% non-white students	%Free Lunch
Mitchell	514	96	4	36	49
Spray	52	100	0	19	56
Fossil	597	96	4	14	23
Condon	130	100	0	9	41
Arlington	149	92	8	19	53
Sherman County	249	100	0	19	48
South Wasco Co SD	233	100	0	24	>95
Dufur	306	83	17	21	>95
North Wasco Co SD	2989	98	2	45	82
Hood River Co SD	3988	92	8	49	55
Collected from 2017-18 district report card data					

Listening Session Data: Regional Bright Spots

Bright Spots Summary - [Link to full listening session sticky notes](#)

Educator Recruitment	Educator Preparation	Supports for Novice Teachers	Professional Growth and Development	Career Advancement
Alternate Pathways - Grow your own - High school CTE programs	One thing that seemed to help was a full year of student teaching with a supporting cooperating teacher.	Trainings - Availability to attend - Getting a sub - Money allocated - Sparks retreats - ESD trainings for assistants - Using data	Training in classroom management and trauma informed care help teachers meet the needs of kids.	Financial support for advanced degrees
Broader Range of Recruitment Messaging International?	Another helpful practice was the opportunity to observe other educators.	Mentor Teacher - On site - Readily available, not rigidly scheduled - Knows the building norms - Non judgemental - Classroom experience similarities	When teachers have choices and training is in-depth, they are most receptive.	Encouragement to advance
Stakeholder Involvement in Hiring Process	Getting an early start on targeted professional development also helped prep teachers.	Observations and Co Teaching - Pairing with similar departments - Getting coverage - Other districts - Teacher and assistants "expectations" conversation	PLCs and teacher teams are highly valued.	Partnerships with universities with off site cohorts.

131
Participants

161
Thoughts

1,121
Ratings

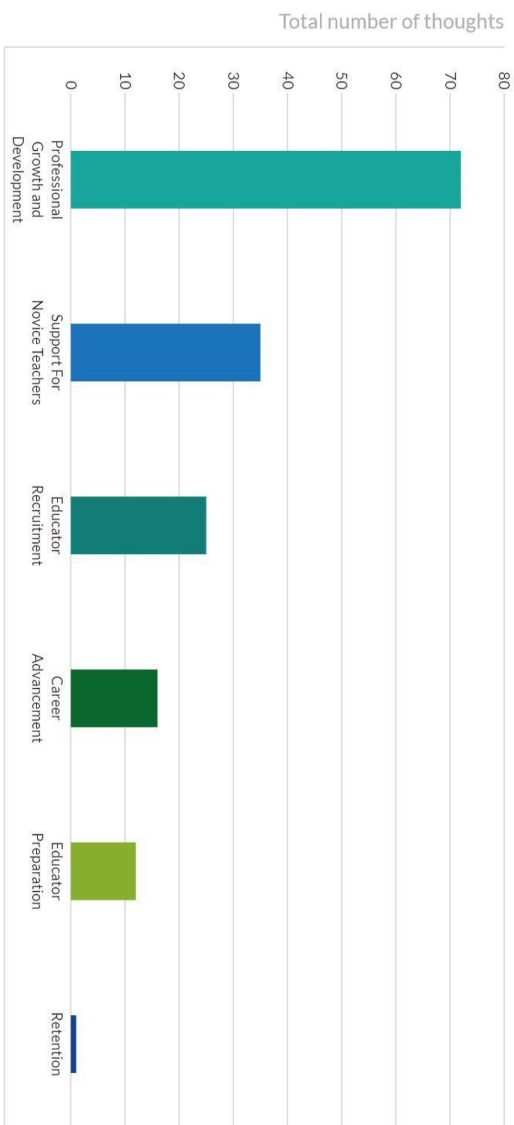
Considering the 5 key stages of the educator career continuum, which stage stands out as your greatest need? What could be done to better support you?



Theme set: Regional Needs

RESULTS Regional Needs

Edit



180
Participants

77
Thoughts

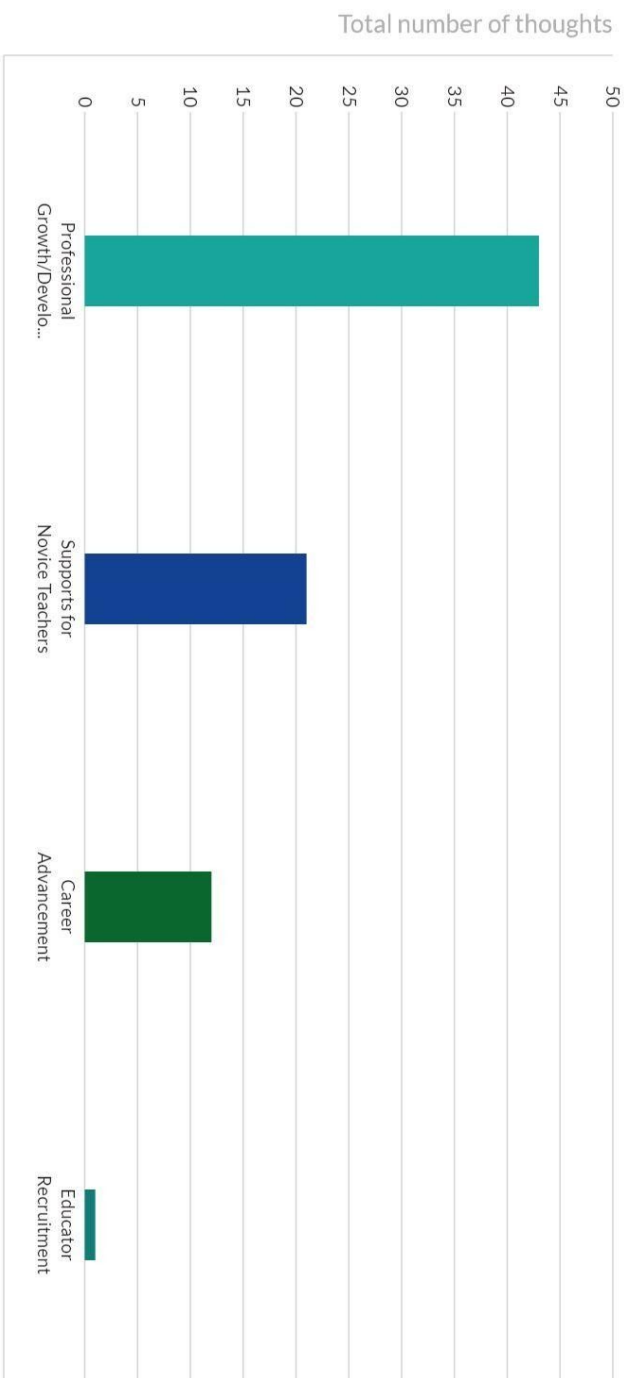
1,326
Ratings

Considering the key stages of an educator's career, outlined in the introduction, how has the district supported you and how can we continue to support you throughout your career?



RESULTS

cut →



Educators of Color Focus Groups:

Data below reflect 7 teachers of color (25% of our regional educators or color) from three districts who contributed through focus groups and interviews.

Questions	Themes
Bright spots for supporting teachers of color	District CIP plans identify need to recruit and retain educators of color and not over identify students of color. District equity committees. District “get togethers” for educators of color. Administration is open and listening.
Imagine the perfect teaching situation where you are thriving and successful as a teacher of color. What does it look like? Sound like? Feel like?	Educators of color need mentors of color, and to not be isolated from peers of color. Students need to see themselves represented in the “adults that they are coming into contact with”. Power in teachers sharing similar or familiar experiences with students (ex. First generation teacher talking about experiences being first generation with students who may also be first generation). Open sharing of experiences and using different types of languages (ex. Spanish). Raising up bilingual and bicultural experiences. Including teachers of color in leadership roles Group of teachers of color where teachers can be in a like group. Families would be more comfortable with being involved in the school/ approaching teachers with questions. Admin asking teachers of color in the district for their input on Pathways for students and IAs to move to certification.
What has been a barrier to your thriving as a teacher as a teacher of color?	Lack of like peers (other teachers of color) More pressure/ work put on teachers who might be bilingual (Pulled from classrooms to interpret, extra work for translating documents for the school, Bilingual teachers getting the higher number of EL students, etc) Lack of teachers of color in leadership positions, makes it seem not attainable. Lack of training or education around how to talk about racial identity. Microaggressions

	Push back from teachers when equity gets brought up.
What additional resources or supports would you like to see in place to ensure your success as an educator of color?	-Pay differential for bilingual educators Grow your own program that includes: partnering with community college and high schools. Ongoing equity trainings Strong mentorship program where you are matched with people with similar backgrounds as you. Support those who may be in programs at the community college who are studying education (for example, some may struggle with the language piece and may need extra support).
There is affirmation of diverse cultural, linguistic, and racial backgrounds. What does that look like?	Seeing self represented (leadership positions, students seeing teachers that look like them, etc.) Cohort with other teachers of color Action plan to actually have teachers of color be recruited and retained Teachers of color in a district being active participants in recruitment. Districts make hiring more diverse teachers (teachers of color) a priority. Create safe spaces that recognize that people's backgrounds and identities are valid, there are educators of color in leadership roles, language is valued, educators are supported and trained in racial justice and can support students, be willing to have uncomfortable conversations, include educators of color in decisions and when issues come up.
Trusted and supportive relationships exist among peers and administration. What does that look like?	System of support where teachers of color feel that they can speak up when there might be issues and be <i>heard</i>. Willingness to maybe have uncomfortable conversations. Support to keep bilingual teachers in their classrooms serving their students versus being pulled to translate. Relationship with admin and peers where there is safety to speak up when racist or microaggressive comments are made. Admin models what equity looks like in practice.

Novice Educator Interviews:

19 novice educators across the region were interviewed ranging from 0 to 3 years experience.

Questions:

Themes	Responses	Notes
Growth Mindset	2/19 = 11%	Celebrate failures, create a culture that is safe to take risks.
Direct, 1:1 support	15/19 = 79%	Either in-building, external or a combination of both was appreciated or needed.
Admin Support	19/19 = 100%	All educator mentioned administrative support in the form of: • clear communication • frequent check ins • workload and prep considerations • physical classroom resources and location • trusting relationship with admin • observations/feedback
Feedback on Instruction	17/19 = 89%	17 interviews mentioned the appreciation of or need of consistent observations and actionable feedback, additionally the need for ample opportunity to observe other educators.
Resources Needed	4/19 = 21%	Needs for updated curriculum, scope and sequence
Professional Learning Needed	19/19 = 100%	Need for professional learning systems to support content like: • behavior management, trauma informed practices, and relationship building (84% of educators mentioned support in this content) • working with support staff (translators, IAs, etc) • communicating with parents and families
Opportunities for Collaboration	18/19 = 94%	Access for novice educators to collaborate with experienced educators in PLCs, communities of practice, with subject/grade level peers, job-alikes, mentors, in observations, across grade level or content areas.
Community Building	4/19 = 21%	Opportunities for all staff connection and connection/relationships with other novice educators.
Comprehensive Onboarding	11/19 = 58%	Need for structured onboarding to acclimate to school, district, curriculum, classroom, mentors, etc.

Appendix E: Equity Pause Cards



Who is benefitting from the improvement?



Are there voices or perspectives that may be missing?



What assumptions were made in the creation of this change?



Who benefits most from this change? Who benefits least (or is harmed) by this change?



Are some groups more represented than others? Why? How can you ensure there is balanced representation?



How did the people at the table impact the way the change was designed and constructed? What would happen if a different team created a version of this change?



What power and/or privilege do I hold over the community being impacted by the work?



Am I designing *with* the community being impacted, or *for* the community?



Who has decision-making power in the project? Why? Do the decision makers reflect the people in the community who are being impacted?

Appendix F: Columbia REN Root Cause Analysis of top 4 problems of practice

Problem Of Practice: Novice teachers do not receive adequate support to help them thrive and succeed in their early years of teaching.

Lack of time and resources to support mentors and mentees adequately	
There is little to no criteria for selecting appropriate mentors for teachers	Time: for novice and for veteran
Lack of time to support mentees	Lack of funding to support added time for mentors
Novice teachers are not provided time to observe more experienced teachers in their field.	Lack of time and resources to support mentors and mentees adequately
Lack of prep time for new teacher support	Lack of mentor in the same building/role
Lack of compensation for mentors	Lack of access to an external mentor
	Lack of mentor for administrators
No support for teachers in current position or district in years 0-3	
Novice teachers need a mentor	Money + cost/time for mentor
Need mentors for novice teachers	Lack of trained mentors
Not always enough mentoring or mentors	Support in classroom management
Support in behavior	Novice teachers do not receive adequate feedback and solutions from administrators
Continued support for 2nd and 3rd year teachers	2nd career and industry teachers receive little to no support as novices
Oregon does not require teachers to go through a student teaching program. Restricted licenses = burnout.	No support in their current position or district less than three years
Lack of opportunities for new teachers to meet together to share issues, experiences, ideas.	Lack of training and support in behavior management.
Lack of strong communication and support from administration.	Lack of ongoing professional development.
Lack of onboarding support	

Don't know when to get help	Accessibility (afraid to ask, don't want to look dumb, don't know where to find answers)
Lack of onboarding support	Don't know where to get help
Lack of willingness to accept support	Don't know resource links
Forget things	Reality vs. theory in rural schools
Building protocols/nuts and bolts (don't need to know something until you need it in that second)	Lack of induction training, mentorship for all teachers new to the district regardless of experience.
Lack of training on building/district curriculum in place.	Lack of training on district online systems.
System makes it hard to have a healthy work/life balance	
Embarrassed to ask for help	No life balance
New teachers feel overwhelmed and unsupported - to much info (overload)	Funding (pay scale + student loans)
Teacher don't have a healthy work/life balance	Lack of life balance/wellness

Problem Of Practice: Professional learning is often insufficient and unmatched to teacher needs.

Lack of a regional approach	
Not (yet) a focus on regional collaboration (districts are independent)	Lack of overlapping regional collaboration time (especially HR and NWasco)
Lack of professional learning opportunities in rural areas.	
Professional learning is not always relevant to classroom practice	
Lack of ways for teachers to know what would be most helpful (especially novice teachers)	Focused on the tool, not the outcomes "let's learn about this new technology"
People often don't know or won't admit their weaknesses and needs and therefore don't see PD	Focused on new curriculum and additional instructional tasks
Professional learning might not be relevant to grade or classroom.	Culture and perspective that they don't need more PD (veteran teachers)
Lack of investment in training specific to roll	Need PD to maintain current on state requirements.
Have minimal support in developing curriculum or	Focus on research-based best practices.

adapting curriculum.	
Need more pedagogical instructional knowledge in subject area.	Develop a responsive and supportive classroom community.
Need strategies for responding to student needs	Lack of quality PD tied to core curriculum with time for follow up and ongoing support.
Lack of teacher voice/input	
Not teacher driven	Very few choices
Teachers have no voice in identifying needs (system wide)	Formal needs assessments aren't given to teachers (no one asks what we want or need)
Lack of freedom to follow my professional instincts and passions.	
Lack of ongoing implementation support/System for Professional Learning	
Teachers don't have time to follow up after PD on their own	No time to plan for classroom application
New learning is hard, no consideration for the support needed to impact classroom practice	One day or one shot without refreshers and follow up.
No follow up or accountability	Often one and done
No follow up training	Lack of follow up support
No plan for ongoing PD or continued learning	Lack of routines for effective use of meeting/PD times (purpose, tasks, agenda, engagement, norms, calendars, etc)
Lack of a common goal for professional development teachers seek	Lack of peer observations, learning walks or instructional rounds.
There are personal, district, and contractual constraints on time.	
Time constraints make learning shallow	Union pushback about time
Professional learning requires sub-plans (extra work and time)	Districts don't build enough time into schedule.
Expertise and delivery don't match needs	
Lack of bringing in outside experts	Sometimes trainers are very high level and don't have answers to school specific
Trainers experience is not deep	Assumption that consultants are better than local talent.

Need opportunities for local educators to guide/lead professional learning work.	PL with knowledge of research and best practice.
Lack of long term vision/plan	
District PD is often only matched to district mandates not on individual needs	Lack of clear vision/goal for PD
Districts prioritize “biggest bang for buck” and do not necessarily individualize	Not driven by student data
District chooses based on what?	No implementation plan (with stakeholder input)
Full, comprehensive funds for professional learning is not prioritized	
Financial constraints	Educators need paid time during their contract year for PD of their choice.
Lack of days built into the calendar for PD	Lack of funds available to all educators to attend PD.
PD is offered, but difficult to make it count towards advancement on the salary schedule.	Lack of tuition reimbursement or reimbursement for PD attended outside of the district.
No time with colleagues to practice a thing and do it well	
Not enough time to collaborate with colleagues regarding new learning	No or few instructional coaches that can individualize for teacher need, monitor implementation, and provide feedback
Building acouta-bil-a-buddy	No system for walthoguths or observations to see others implementing a practice.
Opportunities to teach others.	
Pressure to “get it done”	
External drivers for PD hours (move on salary schedule, certificate renewal, etc)	
Lack of human resources	
Lack of subs for more remote districts	

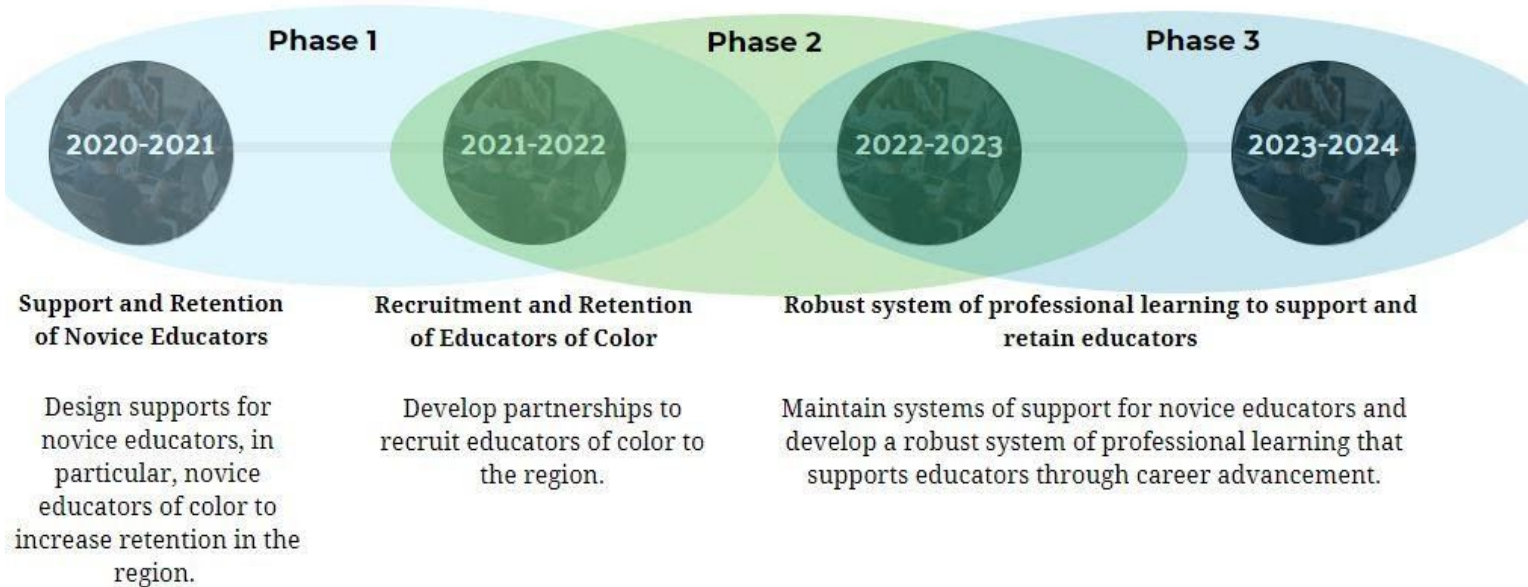
Problem Of Practice: Shortage of highly qualified applicants in rural districts.

Selling the benefits	
Sing about the benefits	
Unappealing or unmatched social environment	
Cultural isolation (city opportunities unmatched)	Diverse experiences
Lack of community resources	Not _____ friendly (ex: LGBTQ+)
Lack of social structures/support	
Limited recruitment and advertising, pipeline not connected	
Advertising limitations	Teacher prep programs, not rural focused
Only specific programs, grow our teachers	Lack of “carrots” to successfully recruit
Don’t know how or where to recruit.	Reason for moving to rural town
Lack of opportunities and jobs for other family members	
Can your spouse get a job?	Lack of jobs for spouse/family
Lack of other relevant work in the area for spouse/family	expensive
Lack of needed services (cell, housing, health care, etc)	
Infrastructure services (cell phone, internet, etc)	Lack of access to health care
Lack of adequate housing	Local resources
Low pay	
Low pay	Lack of “full” package
Geographic Isolation	
Hard to break in (unwelcoming)	isolation
No professional learning supports for teachers	
No professional learning supports for teachers	

Problem Of Practice: The teachers in our region are not racially diverse.

Some communities, especially small rural communities, are not very racially diverse.	
Lack of student and community diversity	Small rural communities are not particularly diverse
System Bias	
Appearance of being exclusive vs. inclusive	Systemic bias
Bias with hiring - now or in the past	Our policy and practices say we don't discriminate, but they fall short of saying we welcome and value people from diverse backgrounds and cultures.
Racism	Diversity has not been a priority - systemic
Recruitment and hiring practices do not really support candidates of color.	
We only advertise on traditional websites.	Recruitment practices
More candidates are recruited.	Hiring practices are normed in white culture
Capacity to recruit and educate. Time and \$\$	Competition for the few individuals who do represent diverse populations.
Teacher pipeline issues	
Local options or online	Cultural barriers: Responsibilities, Priorities, Central values
Teacher candidate pool is not diverse.	Going to four year college
Population that attends college is not very diverse.	
Lack of grown your own programs	
No role models	Pushing it in high schools - encouraging
Lack of pathways available	Lack of grow your own.
Unwelcoming school environment	
Student experience	Unwelcoming career
Our school environments may not be welcoming and navigable to people of color and EL students and their parents.	Teachers of color unwelcomed
Local lifestyle might not be ideal or a good fit	
Few school leaders of color	Supports in the community are lacking
Geographic isolation	
Job not seen as for everyone	
Community stigma	More white females pursue education
Culturally, in the non representative groups, teaching is not a "valued" career	We don't reach out to people of color and present teaching as a career option.

Implementation



Capacity building of the CREN to be budgeted For:

Below are CREN budgeting considerations that will support our ability to implement the work at a regional and district level. Most importantly, our intent is to build the capacity of the humans in our districts to continue the work beyond the CREN.

Design Coach(s) in the Region:

- Coach for equity centered decision making
- Build capacity for PDSA/continuous improvement implementation (to test change ideas)

Data/Measurement - REQUIRED

- Supports REN data capacity
- Fulfills data mechanism needs in AIM and driver measures. This includes but is not limited to:
 - Yearly AIM measures
 - Quarterly primary driver measures
 - Monthly secondary driver measures
 - Draft surveys and analyze data
 - Provide analysis of qualitative data collected through listening sessions, empathy interviews, and/or focus groups.
 - Facilitate data sharing agreements with districts
 - Annual reports.

CB Meetings/Convenings. The role of the coordinating body and future work to be done:

- Regional lens and eye on the continued work
- Regional voice and perspective on the work
- Ensure continued work adheres to the mindsets and practices of human-centered design, principles of continuous improvement, and are equity focused.
- Evaluates implementation across the region and synthesizes learning (adapting or pivoting as we learn).
- Planning implementation for upcoming years.

CREN Change Idea implementation to be budgeted for:

Below are CREN budgeting considerations that will be detailed during the PDSA planning process. Budgets and details will be determined by design/implementation teams based on PDSA needs. Regional PDSA planning will begin in June/July and district specific PDSA planning will begin in the late summer or early fall, with recruitment of their design/implementation teams to begin in July/August. District specific design/implementation will depend on change ideas they identify and decide to test. Some could be a collaboration between districts.

Regional

Design/Implementation Teams - regional teams work with REN Coordinator and Design Coach at a regional level to:

- Design and implement PDSAs
- Develop PDSA measurement/data mechanisms
- Monitor data/impact
- Evaluate, then adapt, adopt, or scale

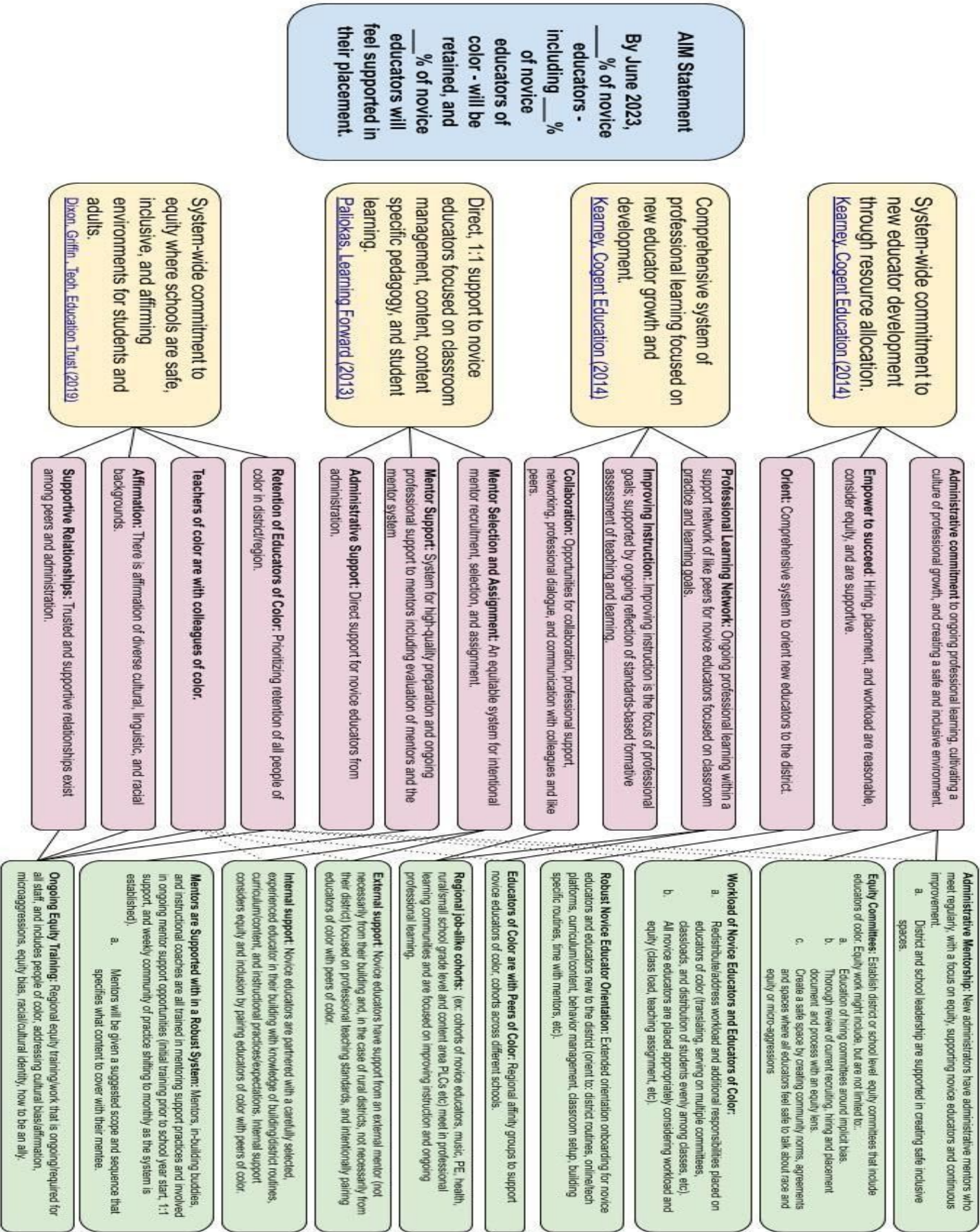
Regional PDSAs - budget will depend on initial regional change ideas

District/School Based

Design/Implementation Teams - regional teams work with REN Coordinator and Design Coach in district or school context to:

- Design and implement PDSAs
- Develop PDSA measurement/data mechanisms
- Monitor data/impact
- Evaluate, then adapt, adopt, or scale

District/School based PDSAs - budget will depend on initial district change ideas identified



Appendix I: Columbia REN Partnerships

	Partner Entity	Contact Information	Role	Commitment Level
	Columbia Gorge ESD	Pat Sublette psublette@cgesd.k12.or.us	ESD Superintendent	Firm
	North Central ESD	Penny Grotting Pgrotting@ncesd.k12.or.us	ESD Superintendent	Firm
	No. Wasco County School District	Candy Armstrong armstrongc@nwasco.k12.or.us	Superintendent	Highly involved-probable
	Multiple Districts	Sue Winett swinnett@cgesd.k12.or.us	Teacher /TOSA-Mentor	Highly involved-probable
	Hood River County School District	Mikka Irusta Mikka.Irusta@hoodriver.k12.or.us	Teacher	Highly involved-probable
	So. Wasco County School District	Ryan Wraught ryanw@swasco.net	Superintendent Small District Admin	Highly involved-probable
	Hood River County School District	Catherine Dalbey catherine.dalbey@hoodriver.k12.or.us	Human Resources Director	Highly involved-probable
	No. Wasco County School District	Brian Schimel schimelb@nwasco.k12.or.us	Human Resources Director	Highly involved-probable
	So. Wasco County School District	Lynn Cowdry lynnc@swasco.net	Principal	Highly involved-probable
	Hood River County School District	Neely Kirwan Neely.kirwan@hoodriver.k12.or.us	Director of Instruction	Highly involved-probable
	Multiple Districts	Gabeielle Delone gdelone@cgesd.k12.or.us	Teacher/Bargaining Unit Rep/TOSA-MTSS	Highly involved-probable
	Multiple Districts	Mauree Donahue-Revier mrevier@cgesd.k12.or.us	Teacher/TOSA-Mentor	Highly involved-probable
	Multiple District	Carrie Somnis csomnis@ncesd.k12.or.us	Preschool Educator	Highly involved-probable
	Columbia Gorge Community College	Lori Ufford Lufford@cgesd.k12.or.us	Director of Instruction Columbia Gorge Community College	Highly involved-probable
	Columbia Gorge ESD	Christy Christopher Cchristopher@cgesd.k12.or.us	Regional Director of STEM	Highly involved-probable
	Columbia Gorge ESD	Jonathan Fost Jfost@cgesd.k12.or.us	Migrant Ed Director-Wasco, Sherman County	Highly involved-probable

	Columbia Gorge ESD	Lucy Begay -Umatilla Lbegay@cgesd.k12.or.us	Tribal Representative	Involved-probable
	Hood River County School District	Sara Hahn Huston sara.hahnhuston@hoodriver.k12.or.us	Superintendent	Involved-probable
	Condon School District	Michelle Geer mgeer@condon.k12.or.us	Superintendent	Involved-probable
	Fossil School District	Jim Smith jsmith@fossil.k12.or.us	Superintendent	Involved-probable
	Mitchell School District	Vince Swagerty vswagerty@mitchell.k12.or.us	Superintendent	Involved-probable
	Spray School District	Larry Johnson Ljohnson@spray.k12.or.us	Superintendent	Involved-probable
	Sherman County School District	Wes Owens wowens@sherman.k12.or.us	Superintendent	Involved-probable
	Regional OEA Representative	Alan Moore Alan.Moore@oregoned.org	Regional OEA Representative	Involved-probable
	Dufur School District	Jenny Jesch Collins Jenny.collins@dufur.k12.or.us	Principal	Involved-probable
	4 Rivers Early Learning Hub	Christa Rude christa.rude@cgesd.k12.or.us	Director	Involved-probable
	Columbia Gorge ESD	Nancy Patten npatten@cgcc.edu	Child Care Resource and Referral	Involved-probable
	Oregon State University	Matt Myman Matt.Nyman@oregonstate.edu	Distance Education Instructor	Involved-probable



Douglas ESD REN PLAN

July 1, 2020 - June 30, 2023

“Only when people feel a personal connection to a problem will large numbers of them do anything to try to solve it.”

—*Matthew Mason*

Table of Contents

REGIONAL EDUCATOR NETWORK (REN) PLAN	3
Pre-Phase Preparation	4
Personnel and Infrastructure	4
Fiscal Management and Reporting	5
Coordinating Body Meeting Structures and Communication	6
Continuous Improvement Process and Equity	7
Equity	7
Timeline of Douglas REN Coordinating Body Improvement Science Process	8
Development Process and Technical Assistance	10
Technical Assistance	10
Phase I - Understanding Local Context	11
Building Context	11
Initial Identified Goals	11
Phase 2 - Prioritizing Goals	12
Phase 3 Continuous Improvement	13
Key problem of practice:	13
Douglas ESD REN Aim Statement:	13
Primary Drivers:	13
Managing Conflicting Needs	16
Partnerships	17
Itemized Budget	18
Oregon Equity Lens	18
References to REN Plans in SB182:	19
APPENDIX	20
APPENDIX A: Equity Lens	20
APPENDIX B. Douglas ESD REN Introduction	21
APPENDIX C: Douglas ESD REN Coordinating Body Membership	22
APPENDIX D: Atlas Protocol	24
APPENDIX E: Regional Priority Areas Empathy Data Analysis	25
APPENDIX F: Root, Cause Analysis and Focus Statement	26
APPENDIX G: Douglas ESD REN Driver Diagram	27
	1

Appendix H: Prioritized Change and Test Ideas from Driver Diagram	28
Appendix I: Samples of Coordinating Body PDSAs	30
Appendix J: Sample of Data Supporting CB Decisions	31

REGIONAL EDUCATOR NETWORK (REN) PLAN

SUBMITTED BY REN (<i>REGION LETTER/ REN NAME</i>): REGION E / Douglas County ESD REN Coordinating Body	
Contact: <u>Debbie Price, Douglas ESD REN Coordinator</u>	<u>05/xx/2020</u>
<i>(name, title)</i>	<i>(date)</i>
<u>541-440-4769</u>	<u>debbie.price@douglasesd.k12.or.us</u>
<i>(phone)</i>	<i>(email)</i>

As Oregon embarks on system changes to transform how we support the public educator continuum, this document is designed to guide the development of a Regional Educator Network (REN) Plan as defined in SB182, ORS 342.943(3) and (4). In order to approve the REN Plan, the EAC seeks assurances each REN has:

- led with equity;
- appointed and convened the required membership;
- thoughtfully created operational structures to support REN activities;
- established the Coordinating Body per SB 182, including shared leadership;
- implemented processes and tools to understand local context;
- collaboratively identified priority problems of practice to address and prioritize goals;
- implemented continuous improvement in furtherance of the SB182 goal of increased student achievement;
- authentically listened/engaged relevant stakeholders;
- detailed appropriate outcome metrics;
- identified braiding and leveraging of local resources; and
- provided a detailed budget.

Considerations:

- Funding is only available on a biennium basis but the REN Plan is expected to incorporate a 4 year timeframe. The EAC recognizes the difficulty of projecting a four-year plan for highly iterative processes at this point; however, thinking of a plan in terms of a four-year time frame allows a longer arc of work to be envisioned with future REN plan amendments contemplated.
- REN Coordinator role will lead the implementation of the REN Plan.
- EAC staff will regularly convene REN Coordinators and co-produce a FAQ document based on feedback to provide additional guidance.
- Upon EAC approval of the REN Plan, the Funding Formula will become accessible to Grantee.

Pre-Phase Preparation

1. Describe the REN infrastructure design (REN coordinator/s responsibilities and dedicated FTE, fiscal and reporting, communication and convening strategies, etc.). No more than 2 pages

Personnel and Infrastructure

The goal of Douglas ESD REN is to identify needs to advance the profession of the teaching in Douglas County and has required skills in transparent communication, active listening, consensus building, stewarding of relationships, emotional intelligence, co-creation of solutions, recognition of bias with skills to bring group to an inclusive space, cultural competency, messaging with trust, respect and sense of community, participatory evaluation, continuous improvement practices including conditions of collective impact and improvement science. To begin the REN work, Douglas ESD hired as 1.0 FTE staff member to lead the REN effort and support the local design team and a .5 FTE assistant to support implementation. Douglas ESD serves a diverse set of districts, with many districts in established rural areas of the county.

Table 1. Characteristics of the Douglas ESD REN Coordinating Body by Parameter

Parameter	Douglas ESD REN Coordinating Body Membership
School-based Educators	53 %
School District Representation	14 of 14 districts represented
School Size Representation	• 6A - 1 representative • 3A - 3 representatives • 2A - 2 representatives • 1A - 7 representatives • Charter Alternative School - 1 representative
Ethnic / Racial Diversity	• Latinx: 3 representatives • Indigenous/Native: 1 representative • Pacific Islander: 1 representative • Undisclosed: 2 representatives
Grade Level Representation	• K-2: 3 representatives • 3-5: 3 representatives • 6-8: 3 representatives • 9-12: 5 representatives
Subject Area Diversity	• Counselor - 1 representative • CTE - 1 representative • English - 1 representatives • Humanities/Social Studies - 2 representatives • Math - 1 representatives

	• Science - 2 representative • SPED - 1 representative
State Agency	1 representative (ODE)
ESD	1 representative
Federally Rec. Tribe	1 representative (Cow Creek Band of Umpqua Indians)
Early Learning Provider / Professionals	2 representatives
School Board Member	1 representative
Educator Prep Program/Post-Secondary	2 representatives
Education Focused Non-Profit Org.	1 representative
Education Focused Philanthropic Org.	1 representative
Professional Education Assoc.	1 representative
Community Based Org.	1 representative
Post-Secondary	2 representatives

Fiscal Management and Reporting

The fiscal management of the funds dedicated to the REN was managed by the REN Coordinator, using the ESD accounting software and procedures. The initial budget for 2019-20 fiscal year, which includes the \$60,000 for technical assistance is provided below.

Table 2: Douglas ESD REN Year One Budget

Code	Description	2019-20
100	Salaries	
110	Regular Salaries	
111	Certified	\$81,000.00
112	Classified	\$20,000.00
120	Nonpermanent Salaries	
200	Associated Payroll Costs	

241	Certified	\$25,000.00
242	Classified	\$6,000.00
300	Purchased Services	
310	Instructional, Professional, Technical Services: Leadership Institute	\$15,000.00
310	Instructional, Professional, Technical Services	\$10,000.00
310	Mentor for Coordinator	\$2,000.00
310	Extra-Duty Contract	\$4,349.00
310	Substitutes Reimbursement to Districts	\$35,000.00
319	<i>Instructional, Professional, Technical Services</i>	\$60,000.00
323	Computer Rental	\$275.00
324	Rental Space	\$1,800.00
340	Travel	\$8,000.00
350	Communication	
355	Printing and Binding	\$2,000.00
358	Printer Charge	\$590.00
380	Non-instructional Prof/Tech Services: Evaluation	\$10,000.00
390	Other Gen Prof-Technical Services	
396	Tech support	\$796.00
400	Supplies and Materials	
410	Consumable Supplies and Materials	\$5,800.00
420	Textbooks	\$200.00

460	Non-consumable Items	
470	Computer Software	
480	Computer Hardware	\$800.00
690	Grant Indirect Charges	
690	Indirect Charges @ 6.9%	\$21,390.00
	Regular Expenses Total	\$310,000.00

Coordinating Body Meeting Structures and Communication

The December Coordinating Body (CB) meeting kicked off our work with a two-day training about bias and how CB members solve problems; this team building activity was designed to build connection and give strategies for equity of voice in the work ahead. CB members practiced empathy interview strategies and conducted interviews with peers between the December and January meetings. In January and February, the CB met together to discuss empathy data and learn improvement science. Virtual committee meetings were held in January and February to expedite the work. The March meeting was scheduled in person but had to be cancelled as the “shut down” and the scheduled meeting fell on the same day. The CB reconvened in a virtual setting through March, April and May for three more group meetings and several work sessions.

Continuous Improvement Process and Equity

Douglas ESD REN CB initiated the continuous improvement and equity process through self-examination and team building by learning about polarities, biases, and problem-solving strategies of team members. The CB generated and adopted the Guiding Principle of:

- *To participate, we will:*
 - Be present and engaged
 - Acknowledge all voices with the intent to understand
 - See ourselves in the work
 - Focus on asset thinking
- *To use time wisely, we will:*
 - Attend monthly Coordinating Body Meetings
 - Be true and intentional to our purpose
 - Be prepared to be productive and efficient
 - Commit to complete our “homework”
- *To communicate, we will:*
 - Agree on talking points so our message is consistent
 - Honor confidentiality
 - Positively frame communication

- o Expect accountability from ourselves and others
- *To honor our purpose, we will:*
 - o Remember the peers and students we represent
 - o Listen for silenced voices through equity and shared vision
 - o Ensure our understanding by respectful questioning and discourse
 - o Honor and celebrate our efforts and impact

Equity

The two-day team kick-off event was hosted by Cow Creek Band of Umpqua Indians Tribes and began with a ceremonial blessing by the tribal cultural outreach delegation. Between the December and January meetings, CB members conducted several interviews of peers in each district. In January meeting, the morning discussion centered on equity. The work centered around the perspective shared by Tim Wise (2018), an international speaker on issues of race and social change,

"Schools are places of inequality not by accident, but on purpose. That doesn't mean they can't be made better. That doesn't mean they can't be more equitable... We just have to be more honest about who we are and what our institutional DNA has always been about."

Building on Oregon's Equity Lens, Douglas ESD REN (REN) intends to design professional development geared toward "closing the achievement gap" by offering education and information that will support teachers, students, parents and community members in developing the *belief that equity is integral* to a successful education. Further, the CB studied [this article](#) to begin self examination of white privilege. Using this lens as a guide,

"defensiveness derails the conversation, which means, unfortunately, that defining white privilege must often begin with defining what it's not. Otherwise, only the choir listens; the people you actually want to reach check out. White privilege is not the suggestion that white people have never struggled. Many white people do not enjoy the privileges that come with relative affluence, such as food security. Many do not experience the privileges that come with access, such as nearby hospitals. And white privilege is not the assumption that everything a white person has accomplished is unearned; most white people who have reached a high level of success worked extremely hard to get there. Instead, white privilege should be viewed as a built-in advantage, separate from one's level of income or effort."

In addition, teachers as school leaders will reinforce an environment that is safe, nurturing and respectful so learning can occur for all K-12 students. As well, REN intends to engage parents, families and communities with innovative strategies to empower them in student learning.

Overall, REN's professional development led by educators will embrace inclusive, empowering opportunities to build on the diversity of Douglas County students with a focus on their ethnicity, culture, economic status and special needs. The CB examined personal and system "blind spots." The CB identified key questions and created an equity lens to use throughout the work (see Equity Lens in Appendix B).

Timeline of Douglas REN Coordinating Body Improvement Science Process

Table 3: Douglas ESD REN Improvement Science Process

Date	Event
December 5-6, 2019	Introduction to the REN Purpose and Objective. Empathy Interview and Listening Sessions Training Polarities, Bias, Problem Solving Strategies and team building <i>Resources used for this meeting</i>
December-January	CB Members conduct peer empathy interviews and listening sessions REN Coordinator conducts administration and community partner meetings
January 17, 2020	Equity Training Identify Problems of Practice from Empathy Interview Data Focus statement creation and committee formation <i>Resources used for this meeting</i>
January-February	Focus Groups meet virtually to with trainer from December for gathering what has been done before in the area regarding Focus Statements
February 20-21	TA delivered overview of Improvement Science Team Affinity Mapped Focus Statement for Root/Cause Analysis Team created possible AIM statements and brainstormed primary drivers <i>Resources used for this meeting</i>
March 13, 2020	Date for March Meeting, it was cancelled due to COVID-19.
April 2020	Committee Leaders attended the Virtual Carnegie Institute CB began convening for a 2 hour virtual meetings with TA support Adopted AIM statement and elevated four primary drivers Committees build out the driver diagram in a series of meetings <i>Resources used for these meetings</i>
May 2020	Ongoing virtual meetings to finalize and refine the driver diagram
May 8, 2020	CB formally adopted the driver diagram Elevate Change Ideas for 2020-21 Work <i>Resources used for this meeting</i>
May 12, 2020	Team of CB member presented to county superintendents and leadership team.

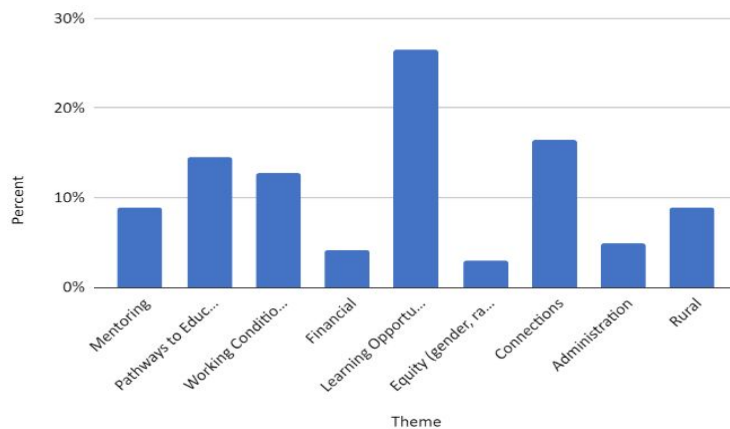
Development Process and Technical Assistance

Each of the fourteen member districts played a role in the REN Plan development process. CB Members attended staff meetings, conducted interviews, met with local union representatives, and administration where they gathered information. The REN coordinator visited districts across the region and met with administrators, collecting more data. Additionally, the REN Coordinator met with stakeholders in the county to get input from supporting partners. Empathy data was analyzed and aggregated into common themes.

"Feeling empathy is a first step, but mustering resources—time, energy, attention, money—to do something positive requires much more."
—Cheryl Preston

[Cite your source here.]

Comparing Themes

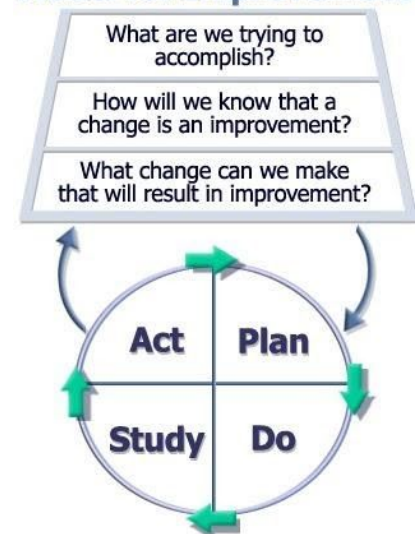


These themes and artifacts from teacher voices provided necessary prioritization, empathy, and change idea data, which informed the decisions of the Coordinating Body throughout the planning process.

Technical Assistance

Douglas County ESD REN contracted in January with James Eck of InnovatED to support improvement science learning and the process. Through January, the REN Coordinator and InnovatED met to build understanding of the EAC and REN's objectives and mission. In February, InnovatED facilitated a two-day training that introduced CB members to Improvement Science. With coaching and support from InnovatED, the CB analyzed empathy data using affinity mapping and the 5 Why's. On March 12, InnovatED met with the REN Coordinator to prepare for an in-person meeting on March 13, which ended being cancelled due to COVID-19. Thereafter, the REN Coordinator and InnovatED met before and after CB virtual meetings. The REN

Model for Improvement



Coordinator Facilitated the meetings and James Eck assisted in supporting virtual break out rooms and work groups. This contract will conclude at the end of June.

Figure SEQ Figure 1 ARABIC 1: Model for Improvement*

the

Beginning in June, Community Design Partners began transitioning to this region's improvement process TA provider. The Douglas REN Coordinator anticipates future needs of:

- Continued support for the CB in learning improvement science, specifically PDSA cycles.
- Continued coaching of REN Coordinator in leading and directing regional improvement science
- Probable facilitation of training new partners to the REN work in 2020-21.

Phase I - Understanding Local Context

Building Context

Douglas County ESD REN used the Douglas ESD Service Plan, CIP and draft SIA plans to help determine local instructional and systemic improvement plans. The REN coordinator also used data from interviews with superintendents to inform district priorities. The data from these sources provided the CB with common needs across the ESD service district and local districts' priorities. Further, the empathy data was aggregated into common themes. The recurring themes were: mentoring/induction programs, pathways to education, working conditions/expectations, fiscal, learning opportunities, equity, connections, administration, and unique rural issues.

With half of the represented districts categorized as 1A, rural teachers are asked to assume responsibilities and serve on multiple state and local committees. In many cases, the teachers in these rural districts cannot connect with content and grade-level peers for support and professional learning. The CB used the Atlas Protocol (Appendix D) to analyze common themes and consider more deeply regional equity and problems of practice along the educator continuum. This analysis can be found in its complete form at this [link](#).

The exercise and process of analyzing data and common themes allowed CB members to expose blind spots and establish patterns across themes and the local region. By taking time to analyze the data, the team was able to arrive at primary and secondary drivers in an efficient manner. Additionally, CB members drew from understanding of polarities and change from the first training to examine problems of practice or focus statements for possible dualities (meaning a structure or system can serve a purpose while unintentionally creating new problems). The CB affectionately has termed these incongruities or polarities as "hairballs," which are challenging to examine and deconstruct.

Initial Identified Goals

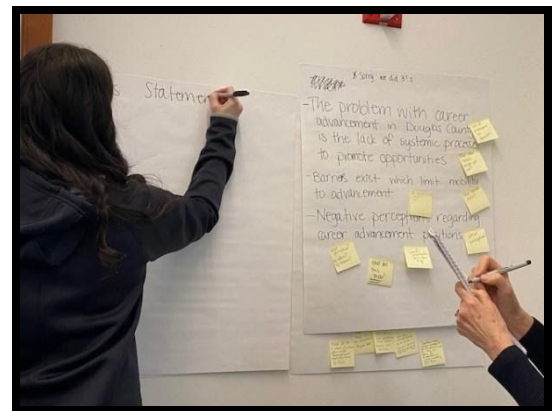
- Increase educator pay and benefits to attract and retain quality professionals

- Reframe recruitment to find educators that will thrive in small rural schools
- Multiple Strategies are used to effectively recruit future distinguished educators
- Being an educator is promoted as a valued profession in American Culture
- Educators will be provided time for meaningful, differentiated professional development opportunities
- Educators will be provided time for effective and meaningful collaboration with colleagues
- Novice teachers (new hires) can be better supported- mentoring and networking
- Districts will support career advancement by providing a framework to equitably fill open opportunities
- Districts will identify and resolve barriers which limit mobility to advancement
- How might we ensure programs available to educators in our area prepare them for all of the SE (teachers/students/families) demands of job?
- How might we make a variety of differentiated options available at low cost for educators to become licensed or authorized to teach?

Phase 2 - Prioritizing Goals

Using the adopted equity lens, the Douglas ESD CB strived to keep teacher voice at the heart of the work, especially when identifying and prioritizing problems of practice, drivers, and change ideas. Problems of practice were prioritized based on empathy feedback from initial listening sessions and interviews. The CB recognized the scope of the work would grow too large, so the focus was narrowed and prioritized around professional development. Empathy data analysis demonstrated the primary concern of teachers in the region relates to disrupting traditional paths of professional development selection and delivery. Educators voiced a need for differentiated, self-selected professional development and collaboration opportunities across district borders. It is the belief of the CB that educator satisfaction will improve, thereby impacting retention and recruitment of teachers in Douglas County.

After narrowing the focus to professional development and collaboration, the CB drafted several possible Aim Statements. Eventually, the CB landed on an adopted Aim Statement. Once the Atlas Protocol was completed, work groups identified possible patterns and recurring themes in each area examined. These themes were “named” and became possible primary drivers. Primary drivers were drafted and sent out to CB members, who connected with peers to elevate five primary drivers, which later collapsed into four drivers.



Once primary drivers were established, teams went back to the data analysis tool and reviewed the empathy data and Atlas Protocol analysis. Again, work groups ideated possible secondary drivers and change ideas for each primary driver then looked for common themes. Ultimately, these ideas became secondary drivers and change ideas. The CB body reviewed the driver diagram to determine if it could read for the “How” and “Why,” moving left to right and right to left. Lastly, the CB identified which

change ideas would give “early wins” and build REN capacity and trust in the region. TA also advised the CB to carefully examine change ideas for sustainability and testability for PDSA cycles. One change idea was developed into a PDSA plan and work groups were formed to build out other PDSA plans.

Phase 3 Continuous Improvement

Key problem of practice:

Educators, including teachers and educational support staff are not given autonomy and voice regarding professional development opportunities that will benefit their differentiated professional practice and needs, which removes collaboration opportunities, contributes to educator turnover and constrains veteran teachers who are supporting new educators.

Douglas ESD REN Aim Statement:

By June 2023, 75% of Douglas County educators, across the educator continuum--with an equity lens--will report that professional learning is relevant, matches their needs, and innovates their instructional practice--as measured by a regional survey.

Primary Drivers:

- Across the county, teachers and administrators will collaborate with peers to provide a wider range of PD opportunities to teachers and support staff.
- Develop of system of communication across the county to bring common improvement and professional development ideas together.
- Build countywide understanding of equity and expose blind spots while acknowledging unique rural challenges.
- Develop and implement education pathways to support individuals pursuing and entering educational careers.

Table 4. Douglas REN Primary Drivers by Targeted Beneficiaries and Draft Outcome Measures

Primary Driver	Targeted Area of the Career Continuum	Target Beneficiaries	Draft Outcome Measures
<i>Across the county, teachers and administrators will collaborate with</i>	Support for Novice Educators Professional Growth	All regional educators including instructional support staff with emphasis	• Number of opportunities taken by educators vs. provided, and from which district • Survey of educators on PD

<i>peers to provide a wider range of PD opportunities to teachers and support staff.</i>	& Development	on educators from underrepresented and underserved groups.	relevance and effectiveness ● Common measurement tools to rate effectiveness of PD and collaboration opportunities.
	This driver is intended to give educators in our region greater access and voice in professional development. Many professional development plans are created without teacher input and voice. Cross-district professional development is rare; therefore, teachers in smaller districts operate in isolation and growth opportunities are limited. This driver seeks to give teacher opportunities to network and connect with professional peers across the region.		
<i>Develop of system of communication across the county to bring common improvement and professional development ideas together.</i>	Recruitment Support for Novice Educators Professional Growth & Development Opportunities for Teacher Leadership	All regional educators including instructional support staff with emphasis on educators from underrepresented and underserved groups.	● Count communications directly to teachers instead of through administrative channels. (announcements, emails, blasts, etc) ● Track activity on social media, websites, registrations. ● Count access points for educators that are open and accessible to all educators.
	This driver is intended to open communication and information so educators can access it directly. The region relies on administrator-heavy committees. Many administrators attending these meetings are over-burdened and information is inadvertently not passed. This system is limiting options for educators; therefore, an updated communication network will allow information to be gathered and disseminated more widely, removing traditional barriers.		

Table 4. Douglas REN Primary Drivers by Targeted Beneficiaries and Draft Outcome Measures (cont.)

Primary Driver	Targeted Area of the Career Continuum	Target Beneficiaries	● Draft Outcome Measures
Build countywide understanding of equity and expose blind spots while acknowledging unique rural challenges.	Recruitment	All regional educators including instructional support staff, administrators, community partners, board members, and students with emphasis on educators from underrepresented and underserved groups.	● Survey results ● Number of PD opportunities provided ● Number of “short shots” developed for small group and staff meetings ● Developed countywide equity definition and statement. ● Number of equity coaches
	Educator Preparation		
Support for Novice Educators			
Professional Growth & Development			
Opportunities for Teacher Leadership			
This driver addresses lack of information and self-reflection relating to equity in our region. Rural equity issues often feel different than urban equity issues, resulting in lack of introspection and dismissing equity as irrelevant. The Douglas REN believes information and understanding created and distributed will allow our region to begin necessary discussions more openly regarding bias, blind spots, equity, and underrepresent groups.			
Develop and implement education pathways to support individuals pursuing and entering educational careers.	Pre-Service Educators	High school students	● Number of applications and qualified applications received for specialized positions ● Survey of administrators/HR on ability to fill vacant positions ● Number of students graduating with education degree from local programs ● Number of high school students in credited education courses ● Percent of novice educators supported with mentors/coaches
	Support for Novice Educators	Instructional Assistants	
	Pre-service educators		
	Educators teaching without a full license		
	This driver addresses retention and recruitment issues that create challenges in our region. To recruit teachers, Douglas County REN seeks to build better partnerships for educator programs and community partners that will encourage local high school students, instructional assistants, mid-career professionals seeking different work opportunities, and other parties to consider educational careers. Further, Douglas County REN acknowledges support and professional development for novice teachers will improve recruitment and retention.		

Managing Conflicting Needs

The diverse representation of the Douglas ESD REN provides a collaborative opportunity to convene the collective wisdom of educators throughout Douglas County, Oregon. Careful attention has been given to ensuring equity in county representation and voice from the time of establishing the REN and throughout the planning process.

All districts within the Douglas region are considered rural. However, there is significant difference in context and needs between the largest district of 6200 students, the next largest of 1550 students and the smallest district attended by less than 200 students. To ensure needs of all districts were being heard in the REN deliberations, each district has one teacher representative. Administrative representatives are from all sizes of districts and community representatives serve the entire county. Perspective from these diverse representatives provides a unique opportunity to develop effective change ideas for the largest 4A district, as well as for the smallest 1A districts.

In order to be best prepared to navigate competing or conflicting needs within the region, the leadership team participated in shared professional learning led by Metamorphosis Leadership Training. We were provided the opportunity to build skills in interpersonal interactions related to value preferences and to understand how polarity thinking can build bridges between competing and/or conflicting needs. These skills will continue to influence our work as we begin to enter the implementation phases.

REN leadership actively invites and respects the sharing of multiple perspectives. People are asked to share their views through interactive strategies, virtual polling and small group discourse. Voting protocol for the Douglas ESD REN's Coordinating Body is based on majority vote, but the group actively strives for consensus. Those holding opinions in the minority on a topic are given an opportunity to clarify their position and the discussion is re-opened. All dissenting members are asked to identify whether or not they can live with the majority decision. If members are not comfortable with the decision, it will remain tabled until consensus can be reached. This system enables the group to retain momentum, while still actively valuing the input and perspective of all members.

Quantitative and qualitative feedback provided by educators as part of the Douglas Empathy Interviews identified more similarities than differences between school districts. The biggest differences existed between administrators and teachers. However, a closer look at educator needs revealed a need for more collaboration between districts in REN plan implementation. The Coordinating Body was careful to include the strategies of collaboration and increased communication in the change ideas to ensure equity in multiple settings.

Coordinating Body members did not unanimously agree on initial change idea priorities, which made elevation for first year implementation difficult. In order to address conflicting priorities; the group completed a priority matrix activity to establish the first cut of change ideas for inclusion in the driver

diagram based on perceived impact and feasibility. Ideas that did not land in the top tier were placed in a parking lot for future consideration.

After reviewing these initial ideas, it was evident they were too large and too numerous to successfully implement and test in a single year. It was also evident that several of the ideas were too vague to easily weigh them against one another. As a result, the Coordinating Body worked in small teams over several weeks to clarify ideas and report back to the full group. In order to narrow these newly clarified ideas into a feasible level of focus; the Coordinating Body completed a weighted ranking regarding recurring themes in the empathy data (see results previously listed in Figure 1). This process allowed Coordinating Body members to work collaboratively to shape change ideas into feasible actions representative of regional needs.

Partnerships

Organization	Financial/ human capital	In-kind
Douglas ESD	Financial / Human Capital	Office Space, Supervision/Mentoring of Coordinator
Douglas County Early Learning Hub	Human Capital	Personnel time, leveraged PD opportunities including planned equity trainings
Douglas County STEAM Hub	Human Capital	leveraged PD opportunities
Umpqua Community College	Human Capital	Personnel time, Leveraged PD Opportunities
Cow Creek Band of Umpqua Indian Tribes	Human Capital	Meeting Space, Cultural awareness, leveraged PD opportunities
Ford Family Foundation	Financial/Human capital	Personnel time, Meeting space, leveraged PD opportunities, Fiscal support for equity and collaboration projects
Pacific University	Human Capital	Partnership for local educator program
George Fox University	Human Capital	Partnership for possible local educator program
Western Oregon University	Human Capital	Partnership for possible local educator program
Roseburg Boys and Girls Club	Human Capital	Personnel time

** Douglas ESD and the REN Coordinator worked to gather support and endorsement from multiple regional partners. List of partners is listed in the Appendix Materials.*

Itemized Budget

<i>Change Ideas</i>	<i>Year 1 2019-20</i>	<i>Year 2 2020-21</i>	<i>Year 3 2021-22</i>	<i>Year 4 2022-23</i>	<i>Notes</i>
<i>Initial Allocations, Formula Funding, Capacity Grant</i>	\$ 310,000	\$ 427,679	\$ 570,238	TBD	
<i>PD Liaison Network</i>	\$ -	\$ 50,000	\$ 50,000	\$ 50,000	<i>Allows educators to network across districts</i>
<i>Induction Program and pathway support</i>	\$ -	\$ 100,000	\$ 100,000	\$ 100,000	<i>Establishes support for novice educators & elevates existing educational pathways</i>
<i>Equity Capacity Building</i>		\$ 20,000	\$ 10,000	\$ 10,000	<i>Establish common understanding of equity across county</i>
<i>Communication Pathways</i>		\$ 25,000	\$ 10,000	\$ 10,000	<i>Redesign website and modernizes networking options</i>
<i>Data Analysis & Evaluation</i>	\$ 25,000	\$ 20,000	\$ 20,000	\$ 20,000	<i>Computer programming to measure impact of PDSAs</i>
<i>TA – Coordinating Body</i>	\$ 60,000	\$ -			<i>EAC Funded</i>
<i>TA – plan implementation</i>	\$ -	\$ -	\$ -	\$ -	<i>EAC Funded</i>
<i>PDSA Cycles to test drivers</i>			\$ 100,000	\$ 100,000	
<i>Staffing (REN Coordinator, REN Facilitator Coach & Admin Assist.), 2.5 FTE</i>	\$ 105,000	\$ 205,000	\$ 215,000	\$ 215,000	
	\$ 190,000	\$ 420,000	\$ 505,000	\$ 505,000	

Following completion of the PDSA planning process, individual budgets will be developed for each change idea planned for implementation. The Coordinating Body hopes to have this completed by mid-July.

Oregon Equity Lens

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. The equity lens confirms the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon education system.

What is the equity lens?

The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. The result of creating a culture of equity will focus on the outcomes of

academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcomes will focus on resource allocations, overall investments, hiring and professional learning.

- Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
- Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
- How does the investment or resource allocation advance the 40/40/20 goal?
- What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
- How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation?
- How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
- How are you collecting data on race, ethnicity, and native language?
- What resources are you allocating for training in culturally responsive instruction?

References to REN Plans in SB182:

(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;

References to REN Plans in Rule:

(1) Regional Educator Networks must develop a regional plan. The regional plan must:

- (a) Comply with the requirements of ORS 342.943(3) and (4);
- (b) Incorporate the local plans developed by each of the Regional Educator Network's member organizations;
- (c) Describe any technical assistance to be provided by the Regional Educator Network;
- (d) Identify responsibilities of the required Regional Educator Network coordinator and the amount of assigned FTE;
- (e) Identify leveraged resources and additional partner contributions;
- (f) Articulate how funding will be used to support the work of the Regional Educator Network and local districts; and
- (g) Span a minimum of four years.

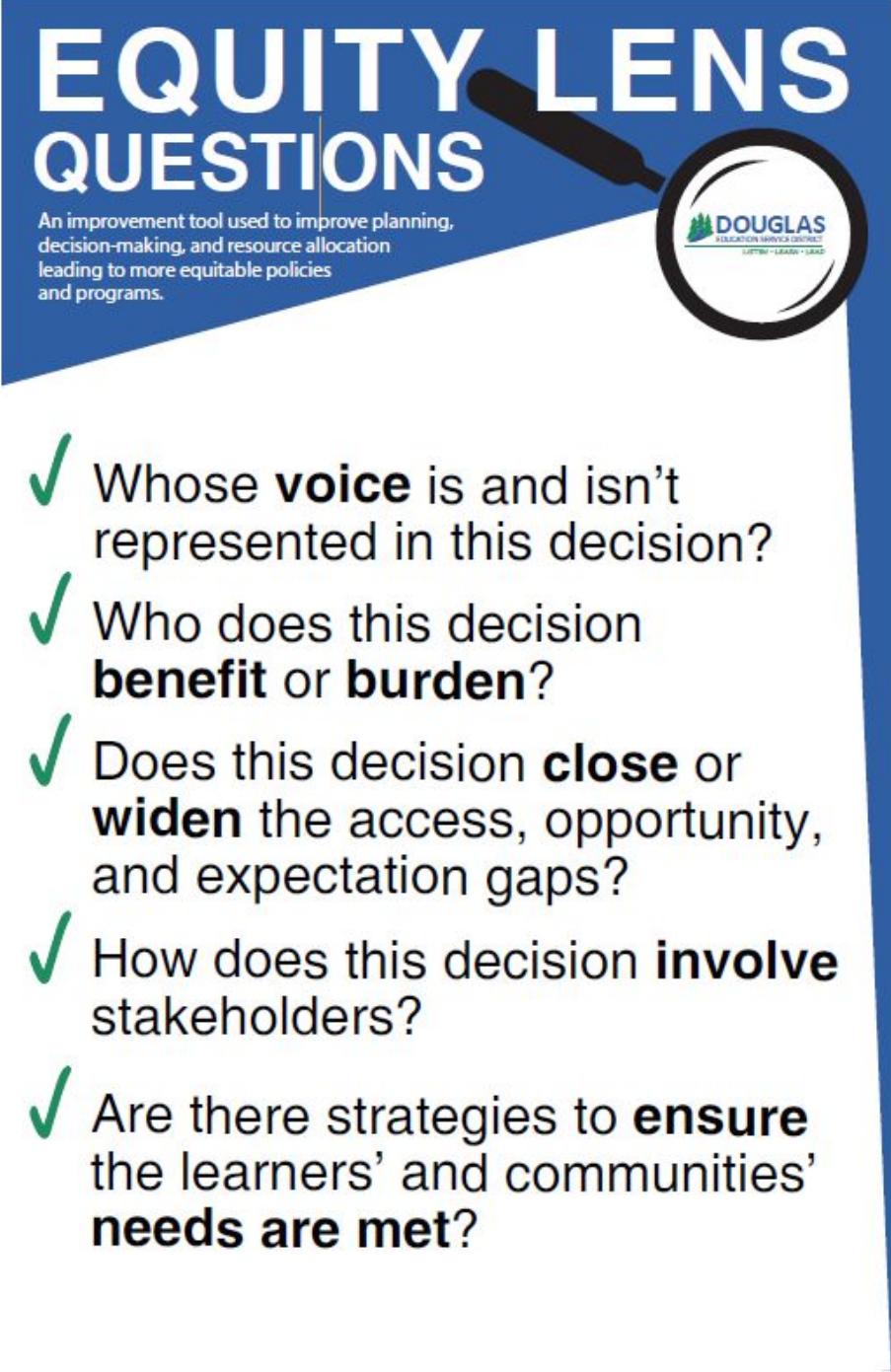
(2) Regional Educator Networks must submit the regional plan to the Educator Advancement Council. Each biennium the Educator Advancement Council will announce a deadline for submission of the regional plan.

(3) The Educator Advancement Council must review regional plans submitted by each Regional Educator Network to determine whether the plan should be approved. A regional plan will be approved if the plan meets the requirements of subsection (1) of this rule.

(4) Regional Educator Networks may amend an approved plan so long as the amendment is done in consultation with the Educator Advancement Council and the amended plan is approved by the Council as required under subsection (5) of this rule.

APPENDIX

APPENDIX A: Equity Lens

The graphic features a blue header with the title 'EQUITY LENS QUESTIONS' in large white letters. A magnifying glass icon is positioned over the word 'LENS'. Below the title, a subtitle reads: 'An improvement tool used to improve planning, decision-making, and resource allocation leading to more equitable policies and programs.' To the right is the Douglas Education Service District logo, which includes the text 'DOUGLAS EDUCATION SERVICE DISTRICT' and the motto 'LIFT UP - LEARN - LEAD'. Below the header, five green checkmarks precede a list of questions.

EQUITY LENS QUESTIONS

An improvement tool used to improve planning, decision-making, and resource allocation leading to more equitable policies and programs.

DOUGLAS
EDUCATION SERVICE DISTRICT
LIFT UP - LEARN - LEAD

- ✓ Whose **voice** is and isn't represented in this decision?
- ✓ Who does this decision **benefit** or **burden**?
- ✓ Does this decision **close** or **widen** the access, opportunity, and expectation gaps?
- ✓ How does this decision **involve** stakeholders?
- ✓ Are there strategies to **ensure** the learners' and communities' **needs are met**?

APPENDIX B. Douglas ESD REN Introduction

- *What is the EAC's Purpose?*
- *Who are the Coordinating Body Voices?*



An Update of the Douglas County REN's Ongoing Work

Douglas County REN



The educator continuum >>>



The Douglas County REN has strong representation from educators, community stakeholders, and local administrators. The Douglas County REN works to support local educators along the educator pathway through teamwork, collaboration and creative thinking.

The EAC's Purpose:

The Educator Advancement Council (EAC) is an innovative partnership aimed at helping Oregon achieve high-quality, well-supported and culturally-responsive public educators in every classroom. Building upon the recommendations from the Governor's Council on Educator Advancement the Oregon Legislature created the Council through the passage of Senate Bill 182.

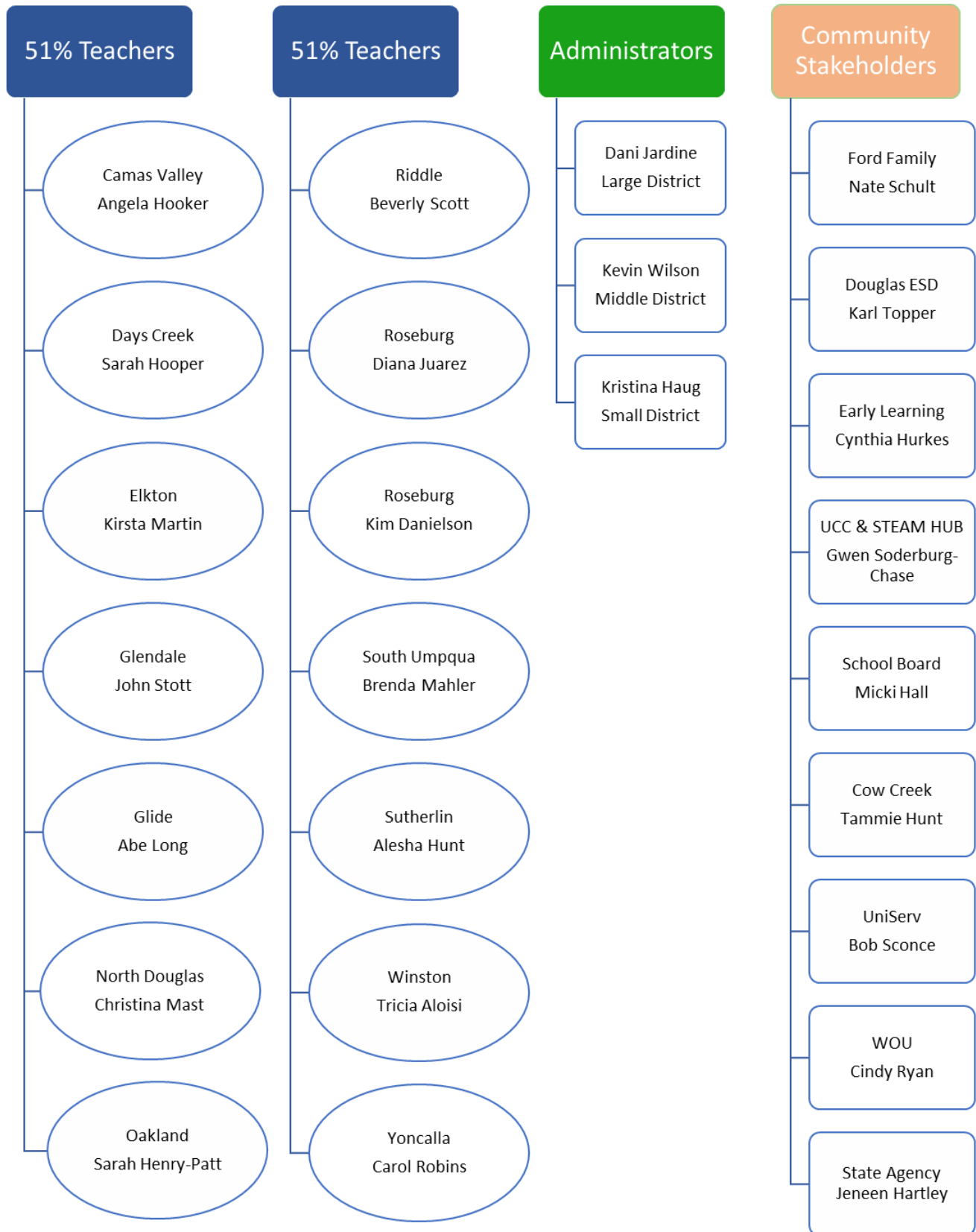
The EAC Council will support educators statewide **establishing a system of local educator networks that prioritize and enhance educators' access to professional learning and support services along the educator pathway**, combining state investment and other leveraged resources driven by educator need.

Across the state, there are 10 Regional Educator Networks. The RENs' objectives are focused on **systemic changes to transform how we support the public educator continuum**. There is a unique emphasis on teacher voice that will drive the conversation and form the initiatives that are specific for each region.



APPENDIX C: Douglas ESD REN Coordinating Body Membership

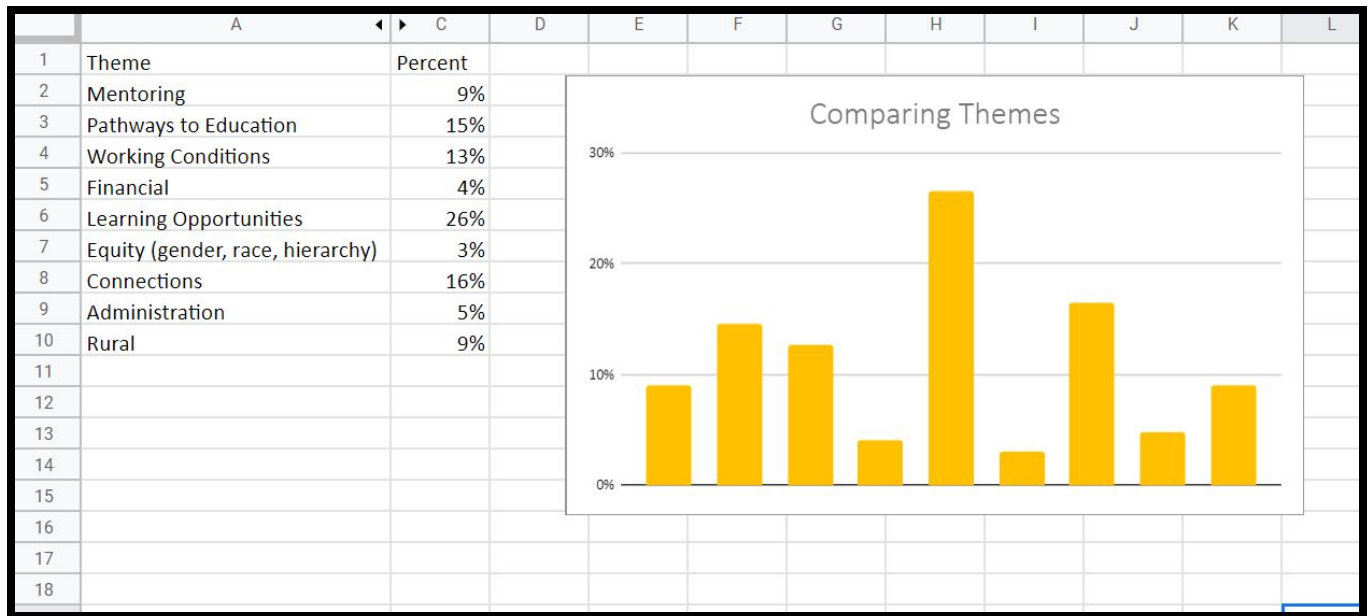
State Agency	Jeneen Hartley	The Youth Development Council.	Douglas ESD	jeneen.hartley@douglasesd.k12.or.us	White
SEA/ProfEduAgency	Bob Sconce	Uniserv President	Uniserv	bob.sconce@oregoned.org	White
Early Learning	Cynthia Hurkes	Early Learning Facilitator	Early Learning Hub/Education KPI	Cynthia.Hurkes@douglasesd.k12.or.us	White
School Board	Micki Hall	Roseburg School Board	Roseburg Public School School Board	MHall@roseburg.k12.or.us	White
EPP	Cindy Ryan	WOU - Early Learning Facility Lead	Western Oregon University	ryanc@mail.wou.edu	White
NonProfitOrg	Kendra Wilson	Boys and Girls Club Director of	Boys and Girls Club	kwilson@BGCUV.ORG	White
Philanthropy	Nate Schult	Educational Outreach	Ford Family Foundation	NSchult@tfff.org	White
ESD/Chronic Absenteeism	Karl Topper	Chronic Absenteeism State Liason	Douglas ESD	karl.topper@douglasesd.k12.or.us	White
Higher Ed	Gwen Soderburg-Chase	Umpqua Community College and STEAM Hub Coordinator	Umpqua Community College	gwen.soderberg-chase@umpqua.edu	White
Fed Rec Tribe	Tammie Hunt	Cow Creek Band of the Umpqua Tribe of Indians, Education Leader	Cow Creek Band of the Umpqua Tribe of Indians	THunt@cowcreek.com	White
Educator	Angela Hooker	Teacher	Camas Valley Middle School	angela.hooker@camasvalley.k12.or.us	White
Educator	Abe Long	High School Sped and ELL	Glide School District	along@glide.k12.or.us	White
Educator	Diana Juarez	High School Alternative Teacher	Phoenix Charter School	djuarez@roseburgphoenix.com	Latinx
Educator	Kim Danielson	Teacher	Roseburg School District	kdanielson@roseburg.k12.or.us	White
Educator	Brenda Mahler	Teacher	South Umpqua School District	brenda.mahler@southumpqua.k12.or.us	White
Educator	Tricia Aloisi	Teacher	Winston-Dillard School District	AloisiT@wdsd.org	White
Educator	Alesha Hunt	Counselor	Sutherlin School District	alesha.hunt@sutherlin.k12.or.us	White
Educator	Sarah Hooper	Teacher	Days Creek School District	sarah.hooper@dayscreek.k12.or.us	White
Educator	Kirsta Martin	Teacher	Elkton School District	kirsta.martin@elkton.k12.or.us	White
Educator	John Stott	Teacher	Glendale School District	john.stott@glendale.k12.or.us	White
Educator	Christina Mast	Teacher	North Douglas School District	Christina.Mast@northdouglas.k12.or.us	Latinx
Educator	Sara Henry-Patt	Teacher	Oakland School District	sarah.patt@oakland.k12.or.us	White
Educator	Beverly Scott	Teacher	Riddle School District	beverly.scott@riddle.k12.or.us	White
Educator	Carol Robins	Teacher	Yoncalla School District	carol.robins@yoncalla.k12.or.us	White
Admin Large District	Dani Jardine	Administrator - Large District	Roseburg School District	DJardine@roseburg.k12.or.us	White
Admin Small District	Kevin Wilson	Administrator - Middle District	Winston-Dillard School District	WilsonK@wdsd.org	White
Admin Medium District	Kristina Haug	Administrator - Small District	Glide School District	khaug@glide.k12.or.us	White



APPENDIX D: Atlas Protocol

How are we doing towards our aim? **Data Analysis - Atlas Protocol Douglas REN** *adapted from School Reform Initiative*

1. Individually review [empathy data](#)
1. As a group, describe the data: avoid judgment on [Data Analysis Tool](#)
 - o What do we see? Just observations of the data
1. What strengths emerge in looking at our data? [Data Analysis Tool](#)
1. Interpret the data: ask why [Data Analysis Tool](#)
 - o What does the data suggest?
 - o What assumptions are we making about students and their learning?
 - o Who are we serving well? Who are we not serving well?
1. Take Stock: Rounding out the data [Data Analysis Tool](#)
 - o Who's voice have we heard from?
 - o Who have we not heard from
1. Implications: Work [Data Analysis Tool](#)
 - o Using what you have learned in this conversation, how might we think about the work moving forward
 - What do we want to learn? What do we want to try?
 - What is already in place in our school that we can build upon?
 - Where do we think we can find a "quick win"?

APPENDIX E: Regional Priority Areas Empathy Data Analysis

[Link to Empathy Theme Data and Teacher Continuum Analysis](#)

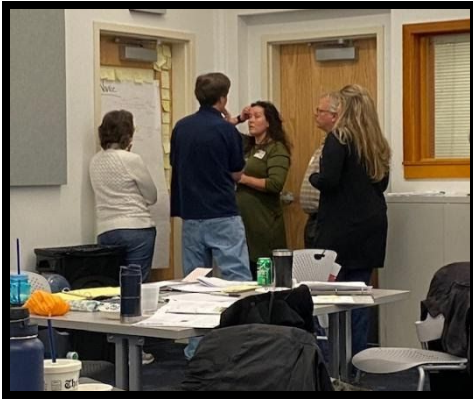
APPENDIX F: Root, Cause Analysis and Focus Statement

Affinity Mapping – CB members used empathy data to identify root problems, possible causes, and problem statements. [Affinity Mapping Document is linked here.](#)

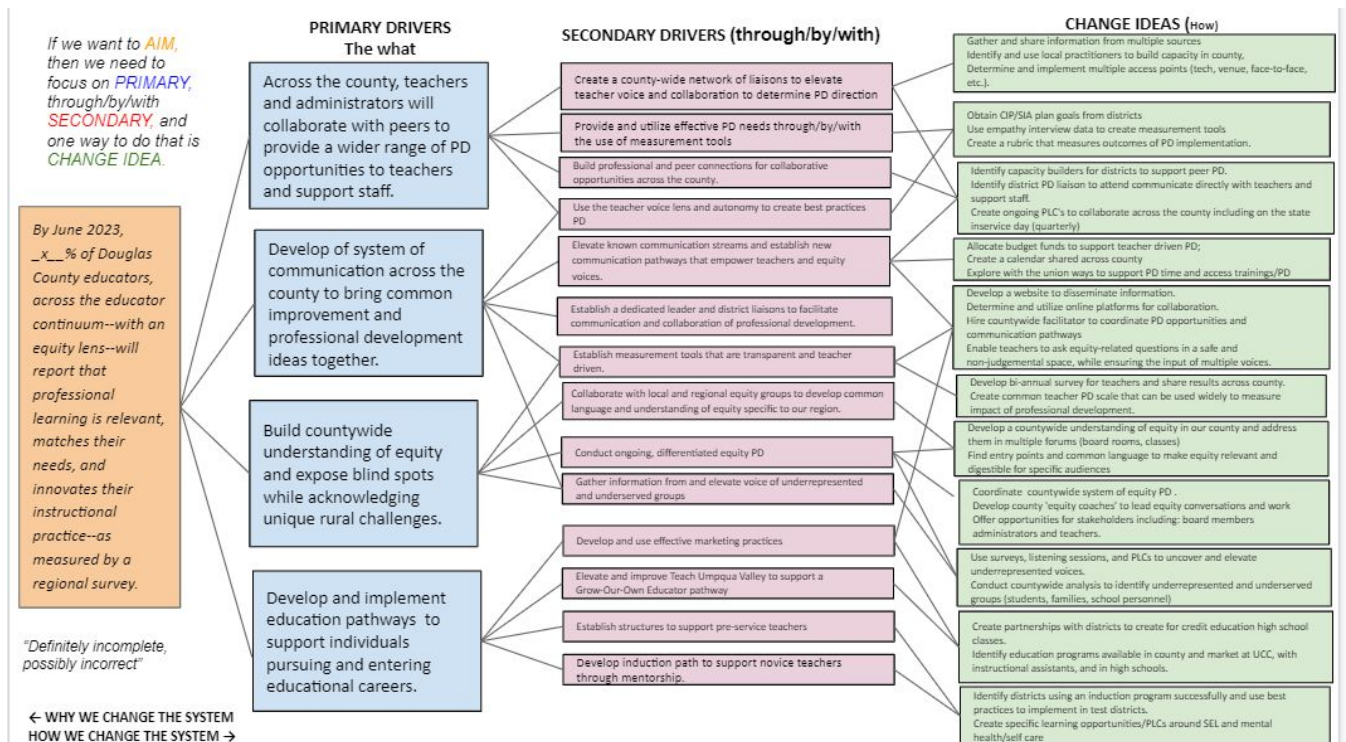
Rather than focus on problem statements, the CB determined focus statements to center the work around.

Focus statements

- Increase educator pay and benefits to attract and retain quality professionals
- Reframe recruitment to find educators that will thrive in small rural schools
- Multiple Strategies are used to effectively recruit future distinguished educators
- Being an educator is promoted as a valued profession in American Culture
- Educators will be provided time for meaningful, differentiated professional development opportunities
- Educators will be provided time for effective and meaningful collaboration with colleagues
- Novice teachers (new hires) can be better supported- mentoring and networking
- Districts will support career advancement by providing a framework to equitably fill open opportunities
- Districts will identify and resolve barriers which limit mobility to advancement
- How might we ensure programs available to educators in our area prepare them for all of the SE (teachers/students/families) demands of job
- How might we make a variety of differentiated options available at low cost for educators to become licensed or authorized to teach



APPENDIX G: Douglas ESD REN Driver Diagram



Link to: [Driver Diagram](#)

Link to Research on Primary Driver: [Collaboration with Peers](#)

Link to Research on Primary Driver: [Transparency and Access of Information](#)

Link to Research on Primary Driver: [Building Equity](#)

Link to Research on Primary Driver: [Sustained, coordinated support for novice educators](#)

Appendix H: Prioritized Change and Test Ideas from Driver Diagram

Change/Test Idea Orange indicates - Prioritized Ideas	Year 1	Year 2	Year 3
Gather and share information from multiple sources	x	x	x
Obtain CIP/SIA plan goals from districts	x	x	x
Use empathy interview data to create measurement tools	x	x	x
Enable teachers to ask equity-related questions in a safe and non-judgemental space, while ensuring the input of multiple voices.	x	x	x
Develop bi-annual survey for teachers and share results across county.	x	x	x
Create common teacher PD scale that can be used widely to measure impact of professional development.	x	x	x
Develop a countywide understanding of equity in our county and address them in multiple forums (board rooms, classes)	x	x	x
Use surveys, listening sessions, and PLCs to uncover and elevate underrepresented voices.	x	x	x
Conduct countywide analysis to identify underrepresented and underserved groups (students, families, school personnel)	x	x	x
Identify and use local practitioners to build capacity in county,	x	x	
Determine and implement multiple access points (tech, venue, face-to-face, etc.).	x	x	
Identify education programs available in county and market at UCC, with instructional assistants, and in high schools.	x	x	

Identify education programs available in county and market at UCC, with instructional assistants, and in high schools.	x	x	
Create a rubric that measures outcomes of PD implementation.	x		
Identify capacity builders for districts to support peer PD.	x		
Identify district PD liaison to attend communicate directly with teachers and support staff.	x		
Explore with the union ways to support PD time and access trainings/PD	x		
Develop a website to disseminate information.	x		
Determine and utilize online platforms for collaboration.	x		
Hire countywide facilitator to coordinate PD opportunities and communication pathways	x		
Find entry points and common language to make equity relevant and digestible for specific audiences		x	x
Coordinate countywide system of equity PD .		x	x
Develop county 'equity coaches' to lead equity conversations and work		x	x
Offer opportunities for stakeholders including: board members administrators and teachers.		x	x
Create partnerships with districts to create for credit education high school classes.		x	x
Create partnerships with districts to create for credit education high school classes.		x	x
Create ongoing PLC's to collaborate across the county including on the state inservice day (quarterly)		x	
Allocate budget funds to support teacher driven PD;		x	
Create a calendar shared across county		x	

Appendix I: Samples of Coordinating Body PDSAs

Identify district PD liaison to attend communicate directly with teachers and support staff.

[Link to full PDSA Form](#)

Plan-Do-Study-Act Test Form

Complete one of these for every P-D-S-A Cycle

Test Title: District Professional Learning Liaison Cohort	Date:	Cycle #:
AIM: By June 2023, _x_% of Douglas County educators, across the educator continuum--with an equity lens--will report that professional learning is relevant, matches their needs, and innovates their instructional practice--as measured by a regional survey.	Driver: Establish a <u>dedicated</u> leader and district liaisons to <u>facilitate communication</u> and <u>collaboration</u> of professional learning using known communication <u>streams</u> and establish new communication <u>pathways</u> that <u>empower</u> teachers and <u>equity</u> voices.	
What change idea is being tested? Identify district PL liaisons to communicate directly with teachers and support staff while coordinating with the county-wide facilitator to coordinate PL opportunities and communication pathways.		
What is the objective of the test? To have constant and consistent communication county-wide Improve communication between districts in the county Make communication better and find new ways and effective ways to communicate. *Identify your overall goal: To make something work better? Learn <u>how</u> a new innovation works? Learn how to text in a new context? Learn how to spread or implement?		
1 PLAN		
Questions: What questions do you have about what will happen? What do you want to learn?	Predictions: Make a prediction for each question.	Data: Data you will collect to assess predictions.
Will shifting communication pathways from top down to teacher driven improve teacher satisfaction?	<u>Empowering teacher voice</u> will increase satisfaction and build professional equity.	Survey -include asset survey. what do teachers like about district (why staying) Empathy/listening sessions Improve teacher retention (measurable data) Exit survey with teachers leaving district, done by another teacher and collected by county-wide PL coordinator

Hire countywide facilitator to coordinate PD opportunities and communication pathways

[Link to full PDSA Form](#)

Plan-Do-Study-Act Test Form

Complete one of these for every P-D-S-A Cycle

Test Title:	Date:	Cycle #:
AIM: By June 2023, _x_% of Douglas County educators, across the educator continuum--with an equity lens--will report that professional learning is relevant, matches their needs, and innovates their instructional practice--as measured by a regional survey.	Driver: Establish a <u>dedicated leader</u> and district liaisons to <u>facilitate communication</u> and <u>collaboration</u> of professional learning using known communication streams and establish new communication pathways that <u>empower</u> teachers and <u>equity</u> voices.	
What change idea is being tested? Hire countywide facilitator to coordinate PL opportunities and communication pathways		
What is the objective of the test? Develop county-wide networks/teams to organize and improve professional learning (PL). *Identify your overall goal: To make something work better? Learn <u>now</u> a new innovation works? Learn how to text in a new context? Learn how to spread or implement?		
1 PLAN		
Questions: What questions do you have about what will happen? What do you want to learn?	Predictions: Make a prediction for each question.	Data: Data you will collect to assess predictions.
How will this work with established systems? (STEAM Hub...etc.?)	This person will work and communicate with systems. This person will use best practices from established systems. Honor systems that are in place that are working.	-Survey teachers -Collect information about what is happening right now or already established -County Learning Opportunities - track -Communication Logs
How will the position link with districts?	The coordinating person needs to work closely with district liaisons. They need to establish a relationship with the district liaisons.	Logging meetings and outreach Monitor and reflect on successes & roadblocks Attending school board meetings Record meeting minutes Collect SIB feedback/assessment about work

Appendix J: Sample of Data Supporting CB Decisions

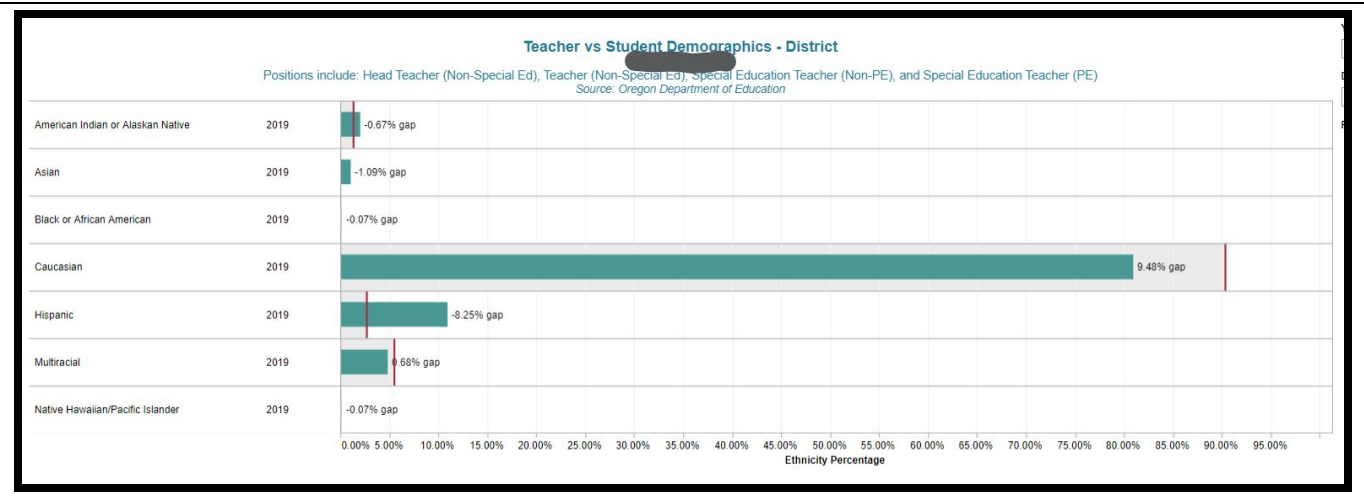


Figure 2: Typical student to teacher demographic gaps in districts across Douglas County.

District	Latest Financial Year	District Enrollment	% Free and Reduced Lunch	District Total Actual Expense	District Total Operating Fund Expenditures	District Total Operating Fund Expenditures Per Pupil
Douglas County SD 4	2018	6,060	54.72%	\$70,720,602	\$55,207,253	\$9,110
South Umpqua SD 19	2018	1,522	69.38%	\$18,918,654	\$14,075,015	\$9,248
Winston-Dillard SD 116	2018	1,401	65.88%	\$19,355,668	\$12,867,065	\$9,184
Sutherlin SD 130	2018	1,308	61.62%	\$17,169,273	\$12,811,802	\$9,795
Glide SD 12	2018	747	47.12%	\$10,706,206	\$7,979,738	\$10,682
Reedsport SD 105	2018	688	66.86%	\$15,492,002	\$8,718,796	\$12,673
Oakland SD 1	2018	632	54.43%	\$8,927,487	\$6,225,770	\$9,851
Riddle SD 70	2018	393	70.74%	\$5,268,189	\$4,389,652	\$11,170
North Douglas SD 22	2018	336	61.90%	\$4,823,204	\$4,034,748	\$12,008
Glendale SD 77	2018	291	78.01%	\$5,981,562	\$4,025,710	\$13,834
Elkton SD 34	2018	251	63.35%	\$5,087,931	\$4,232,267	\$16,862
Yoncalla SD 32	2018	236	69.07%	\$5,700,030	\$3,240,908	\$13,733
Camas Valley SD 21J	2018	217	67.74%	\$3,285,999	\$2,750,408	\$12,675
Douglas County SD 15	2018	193	68.39%	\$3,612,771	\$3,015,849	\$15,626

Select District Metrics

Figure 3: Free and reduced lunch across county and per pupil expenditures.

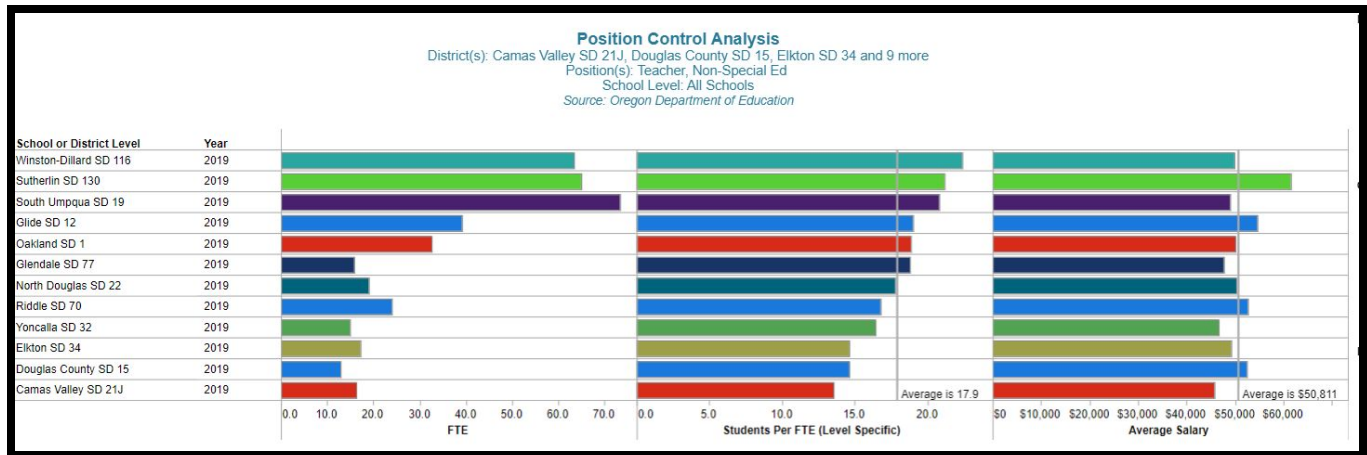


Figure 4: FTE to Student Ratios with Salaries across Douglas County.

		Average Salary	FTE	Avg. Exp. - District	Avg. Enrollment
Winchester Elem	2019	\$50,990	21.2	5.5	331
Oakland Elem	2019	\$49,710	14.0	5.3	203
Elkton Charter School	2019	\$51,267	19.3	4.8	251
Green Elem	2019	\$54,460	17.7	4.7	285
Phoenix School	2019	\$43,234	20.4	4.6	199
Yoncalla Elem	2019	\$50,146	10.1	4.2	142
Glendale Community Charter	2019	\$52,735	8.2	4.0	100
Douglas High	2019	\$51,364	23.4	3.6	391
Yoncalla High	2019	\$46,575	8.0	3.1	104

Figure 5: Sample of teacher salaries in Douglas County

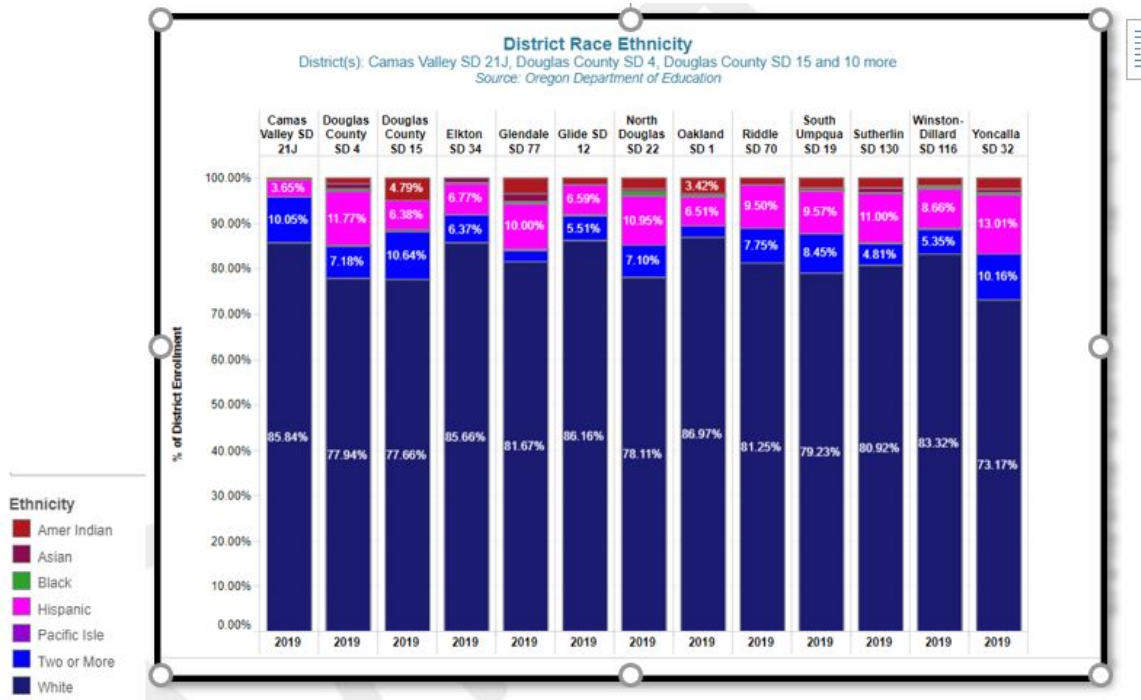


Figure 6: County-wide Student Demographics by District



Northwest Regional
Education Service District

REGIONAL EDUCATOR NETWORK PLAN

July 1, 2020 - June 30, 2023

Region A - Northwest Region

REN Coordinator - Dr. Mariana Zaragoza

Table of Contents

1. REN Infrastructure Design	3
2. NREN Coordinating Body Implementation	4
3. Continuous Improvement & Equity	6
4. NREN Plan Development Process	8
5. Technical Assistance	9
Phase I: Understanding Local Context	10
6. Local Context	10
7. Locally Identified Context	11
Phase 2: Prioritizing Goals	11
8. Local Goal Prioritization & Feedback Loops	11
Phase 3: Continuous Improvement	12
9. Problems of Practice	12
10. Input Process	14
11. REN Partners	15
13. Itemized Budget	18
APPENDICES	20
APPENDIX A: Job Descriptions REN Coordinator	20
APPENDIX B: Northwest REN Website	25
APPENDIX C: NREN Newsletter	26
APPENDIX D: Northwest REN Coordinating Body Membership	29
APPENDIX E: Root Cause Analysis/Fishbone	38
APPENDIX F: Draft Driver Diagram (Before Narrowing)	39
APPENDIX G: Narrowed Driver Diagram	40

Pre-Phase Preparation

1. REN Infrastructure Design

Describe the REN infrastructure design (REN coordinator/s responsibilities and dedicated FTE, fiscal and reporting, communication and convening strategies, etc.). No more than 2 pages.

The Northwest Regional Educator Network (NREN) consists of one dedicated FTE for the coordinator. Northwest Regional Education Service District is the Regional Educator Network's (REN) fiscal sponsor that documents the use of funds and provides regular reports to the NREN Coordinator and the Educational Advancement Council (EAC) on the use of these funds. The NREN financial distribution, tracking, and management systems established for such reporting. See [Appendix A](#) for the job posting.

Northwest Regional ESD (NWRES D) is the largest and most diverse of Oregon's education service districts. We serve over 103,000 students across 20 school districts, 3,500 square miles, and four counties—from suburban Washington County to rural Columbia County and coastal Tillamook and Clatsop Counties. Our service area matches the Regional Educator Network (REN) region A. Thus, it is essential that we communicate with partners in the region to ensure that educators can actively participate by providing feedback throughout the REN process. NWRES D has established feedback loops that the NREN Coordinating Body utilized throughout its work. Additional tools used thus far in the communication process, including surveys and multimedia communication. For example, electronic forms were sent to coordinating body members, superintendents, administrators, educators of color, and classified staff to garner feedback on change ideas for the region. The use of multimedia communication has also been beneficial in this process. The creation of the Northwest Regional Network Member website provides a detailed overview of the work, mainly who is representing their region as coordinating body members. As the work moves forward, the website will become essential in communicating details about regional change ideas and the district educators of color leading the work while also reporting the results of this work and any changes to a broader community. See attached website screenshots in [APPENDIX B](#). Social media platforms such as Twitter, Facebook, and Instagram are other methods of reaching regional audiences. This spring, a video was created for the latest solicitation of feedback from the region and paired with a survey that was distributed widely to superintendents and educators of color by coordinating body members, ESD list serves, the Oregon Education Association, superintendents, administrators, educators, and classified staff.

The NREN Coordinator presented updates at regional superintendent meetings every other month to twenty superintendents from the region. Quarterly newsletters ([APPENDIX C](#)) were sent to ESD directors, superintendents, coordinating body members, and a collective of educators of color that participated in a series of listening sessions where they provided user feedback. This process ensured the educator voice remains at the center of this work.

The thirteen-member NREN Coordinating Body was led by Coordinator, Mariana Zaragoza, and met every other month. During intervening months, individual interest workgroups met to lend

their expertise to the process collecting empathy interviews, holding listening sessions, brainstorming change ideas, building driver diagrams, garnering district interest, and developing change idea measures. Each of the thirteen members represented rural, suburban, and urban districts. All meetings were hosted at the NWRES D Hillsboro office, a centralized location for Coordinating Body members. In support of their involvement, the coordinating body members were compensated for their travel expenses. Any member could request to join the discussions via video conference. After the COVID-19 pandemic, all meetings were moved online.

Mariana's role consisted of co-constructing and facilitating all NREN proceedings, maintaining equitable processes and procedures, as well as writing and submitting monthly and quarterly reports outlined by the Educator Advancement Council. Her role was to keep in-line with the legislative intent of the RENs by elevating and upholding educator voice, applying critical equity lens, and implementing and embedding continuous improvement processes and practices.

2. NREN Coordinating Body Implementation

Describe Coordinating Body implementation, including prioritizing 51% teacher engagement and reflecting SB182 parameters, including authentic teacher and stakeholder engagement. No more than 1.5 pages.

Before hiring the NREN Coordinator, Northwest Regional Education Service District leaders and directors gathered nominations (self and by others) from rural, suburban, and urban districts, and community partners from across the region to serve as coordinating body members. For example, some nominations included those from district superintendents and the ESD Professional Learning Team that worked with dozens of school teams in the region. As part of these school teams, administrators and educators focused on improving systems related to Early Learning, 9th Grade Success, and School Culture and Climate using improvement science as the framework. The goal of selection was to include members who were committed to equity and an interest in creating systems of support for educators. Knowledge of Improvement Science was considered, but not a requirement as accessibility in the region to the methodology was limited in some regions.

Upon the hiring of the REN Coordinator, nominations were finalized, and thirteen members were selected per SB 182. During the first convening in November, the REN Coordinator and Coordinating Body worked on building community and establishing a baseline of understanding related to the experiences of regional educators of color; this became the problem of practice during the first convening in November. While the group identified challenges related to recruitment and retention, it was essential to connect with the community of educators of color to narrow the problem of practice and determine where the Coordinating Body would be able to influence the system. The entire Coordinating Body (composed of 54% educators and of that 71% of educators of color) self-selected into two groups to conduct empathy interviews and host a listening session for educators of color. In total, the Coordinating Body conducted forty-six interviews with educators of color in the region with the understanding that this would be phase one of a continuous process of collecting user feedback, under SB 182. Since March, convening has been held entirely online in order to meet Governor Kate Brown's orders related to the COVID-19 pandemic.

The Northwest REN meets the SB182 parameters for Coordinating Body membership, as depicted in Table 1. For reference, membership on the Northwest REN Coordinating Body ([APPENDIX D](#)). Please note: not all bios were available at the time of REN Plan submission.

Table 1. Characteristics of the Northwest REN Coordinating Body by Parameter

Parameter (Please note some representatives double count in more than one category)	Northwest REN Coordinating Body Characteristics
School-based Educators	54 %
Geographic Diversity (County)	• Columbia Co. - 3 representatives • Clatsop Co. - 1 representatives • Tillamook Co. - 2 representatives • Washington Co. - 5 representatives • Polk County - 2 (Higher Education Partner - WOU and Tribal Representative/ODE Representative)
School District Representation	7 of 20 districts represented
Ethnic / Racial Diversity	Latinx: 3 representatives Indigenous/Native: 1 representative Asian/Pacific Islander: 1 representative
Grade Level Representation <i>(due to the small nature of many of our districts single educators may cover multiple grade levels)</i>	Elementary Education - 3 Secondary - 4 <u>Role/Content Area:</u> Human Resources 1 All subjects - 2 Kindergarten - 1 ESOL - 1 Social Studies - 1 Social Emotional Learning - 1 Physical Education - 1 TOSA - 1 <u>Role/Content Areas:</u> HR Retention and Recruitment Ed. of Color Superintendents - 3
State Agency/Federally Rec. Tribe	1 representative (ODE/Confederated Tribes of Grand Ronde)
Early Learning Provider / Professionals	1 representative (Hillsboro SD Early Learning Mentor)

Educator Prep Program	1 representative (Western Oregon University)
Education Focused Non-Profit Org.	1 representative (Adelante Mujeres)
Professional Education Assoc.	11 representatives (Oregon Education Association, Confederation of Oregon School Administrators, American Educational Research Association)
Community-Based Org.	1 representative (Adelante Mujeres)

3. Continuous Improvement & Equity

Detail the continuous improvement process used by the REN, emphasizing equity, and identified region priorities. No more than 2 pages.

The first step was identifying the problem of practice across twenty districts, by creating a shared understanding of the purpose of the Educator Advancement Council and the charge for the Regional Educator Network Coordinating Body. One of the first discussions addressed this process by outlining the importance of changing the system to support educators of color. By doing so, it subsequently changes the system for all educators. The discussion also included regional data related to educators of color, such as preparation, recruitment, employment, and retention to uncover the complexity of the problem.

Based on this data and the groups' lived experiences, the Coordinating Body generated a shared understanding of the causes and sub-causes, which was that "our system does not recruit or retain educators of color." The Coordinating Body identified twelve sub-causes related to the shared understanding and used a fishbone diagram to display their outcomes ([APPENDIX E](#)). They were:

- The system does not support diverse and inclusive views; it forces assimilation
- Families and students of colors' experience in the system
- Districts are reactive
- Lack of knowledge, understanding, and culture to address issues of EDT
- No pathways to enter the profession
- Pathways from high school do not exist
- Mentorship
- Barriers in Oregon licensing system for new/existing teachers. including testing
- Geographic constraints
- Educator placement and workload
- Low pay for paraprofessionals

- No support systems - no affinity cultural sustaining environments to retain educators of color

In order to develop a clear focus area, the Coordinating Body self-selected into two groups to conduct empathy interviews and host a listening session for educators of color in their regions from all levels of the K-12 system. In total, the Coordinating Body conducted forty-six interviews with educators of color in the region to increase the number of perspectives. They assisted us in confirming the team's hunches about the needs, and it helped to prioritize multiple pieces of the problem. The prioritized regional problem of practice was that "our system does not recruit and retain educators of color."

The Coordinating Body divided into three groups to craft an AIM statement centering equity by asking if this AIM guides our efforts in ways that directly address inequities. The group answered:

- Who is creating this AIM Statement? Who is not?
- How can we be inclusive of more voices?
- Is our AIM compelling? For whom? Why?
- Is the AIM ambitious yet realistic?
- Who benefits from this AIM, and who does not?

coordinating body members careful crafting led to the adopted AIM statement,

"Across our region, the number of educators of color is very low. In order to create change in school environments that will support and honor people of color, we will focus our efforts on retention and recruitment.

By August 2022, we will increase the retention of educators of color in our region from __% to __%. And educators in our district from __% to __%."

Throughout several meetings, Primary Drivers were identified by elevating the prioritized problems of practice and guided by the experiences of educators of color and a collective analysis of research related to the Primary Drivers. In April, team workgroups designed Secondary Drivers. During a listening session, unintentionally, educators of color began brainstorming change ideas. Many of these change ideas became the starting point of brainstorming during the Coordinating Body meetings ([APPENDIX F](#)). There were a total of fourteen change ideas generated during brainstorming sessions. The Coordinating Body found that some change ideas can be combined to address multiple drivers and strengthen the change idea altogether. As with any improvement science work, the Coordinating Body understands that these change ideas could remain the same, or they may change in the course of the next four years. At the end of May, the Coordinating Body

convened to review regional superintendent and educator of color feedback and narrow down their list of change ideas to prioritize in the Fall 2020 and Spring 2021.

As we build a network to support the retention and recruitment of educators of color, it is important to continuously return to districts and educators of color to learn if and what we have done supports them at every step of the educator continuum from pre-service to retirement. As we build a sustainable network, we explicitly call out the importance of developing leaders of color in this work as we test change ideas that directly benefit this base.

4. NREN Plan Development Process

Describe the REN Plan development process, including outreach to schools/districts within the region, particularly detailing listening to and engaging with teachers and partners. No more than 1.5 pages.

Early in the REN process it became apparent that the Coordinating Body would have to utilize grassroots community outreach to better engage the community of districts and educators of color to achieve our AIM, while also creating sustainable processes, building relationships, creating discourses, making decisions, and equitably implementing them. Prior to hiring the NREN Coordinator, Northwest Regional Education Service District organized a series of listening sessions to collect regional feedback from superintendents, administrators, and educators to begin establishing a feedback loop. As the work evolved the NREN Coordinating Body used the initial baseline data while also collecting more focused data from educators of color through empathy interviews and by hosting a listening session. In addition, our higher education coordinating body members from Western Oregon University shared data from interviews gathered from pre-services teachers who call the Northwest Region home. Collectively, the Coordinating Body conducted forty-six interviews with educators of color in the region to further increase the collective voice of educators from the region's K-12 educational system. The Coordinating Body was particularly moved by educators statements as they began to read testimonies from current educators of color reporting that they are not currently supported by the school system, from pre-novice through leadership. Some examples include: barriers to licensure, microaggressions, overwhelmed with duties due to unclear roles and lack of support from administration and system, and safety. As one educator stated, "We need to be seen and heard for who we are" (Educator of Color Regional Listening session, February 2020). An educator of over 35 years said,

"I feel it is VERY important to recruit and mentor people of color from the beginning. Also, helping to recruit and identify potential candidates for positions, to push them forward to districts, needs to be a priority. And finally, to support teachers of color while they are in the teaching profession" (Change Idea Region A Survey, May 2020).

Another educator added, that a perfect teaching situation where they were thriving and successful would mean, "a system that encourages people of color into positions of power" (Excerpt from Educator of Color

Northwest Regional Educator Network (REN) Plan

Regional Listening Session, February 2020). Over the course of this work the NREN communication plan is to:

- Develop a shared understanding that values and nurtures a diverse educator workforce
- Build trust and understanding around decisions made by the REN Coordinating Body
- Develop leaders to enact change ideas to ensure districts and educators of color are invested in the process

Feedback on the change ideas was collected on a large scale by reaching out to our collective partners and networks including the Oregon Education Association whose listservs directed communication to educators of color. Emails were sent to twenty districts via this listserv asking participants to choose the top five change ideas that they would like to see piloted in their districts. In addition to gathering feedback, the survey invited educators of color to become part of the work by helping to pilot change ideas in their region.

Established feedback loops will be used by the Coordinating Body for the duration of this process to ensure the educator of color voice remains at the center of this work.

5. Technical Assistance

Technical Assistance – Discuss anticipated technical assistance to be provided or required by the REN in this section (include in each Phase where relevant). No more than 1 page.

The Northwest Regional Educator Network Coordinator, Mariana Zaragoza, used Community Design Partners (CDP) as her TA provider. She will continue to use them until the state-issued technical assistance is in place. Mariana worked directly with Julie Smith, who provided support in the form of coaching, advising, and facilitation of the improvement science process. Technical assistance engaged coordinating body members and partners in authentic and culturally responsive network processes rooted in equity-driven continuous improvement mindsets and shared tools to identify and unpack regional problems of practice. These processes prepared the Coordinating Body to implement small system changes and scale them regionally as identifiable outcomes emerging from improvement measures.

From November 2019 to June 2020, Julie worked closely with Mariana to support network development, provide access to continuous improvement resources, gather and analyze data, design measurement tools, and facilitated training with coordinating body members. Community Design Partners will continue to provide technical support as local design teams are developed throughout the region to support the on-going work of the NREN. Each local design team will have a coach that supports the implementation of change ideas by sharing improvement science and methodologies towards building regional capacity to ensure sustainability after the completion of the project. Local design team coaches will be hired and trained to assist the REN Coordinator.

Phase I: Understanding Local Context

6. Local Context

Describe how each school member organization's local plan influenced the overall REN Plan; the methodology applied to user groups (those the system is currently serving), including the use of empathy data, to determine how a system is working and not working for users. How did the process help the REN better understand the needs in the region? No more than 2 pages.

In keeping with the improvement science model, the Coordinating Body was deeply committed to facilitating a user-centered process that elevated and honored the diverse voices of all partners involved in this work. As the representatives for these partner groups, the NREN Coordinating Body collaboratively developed the detailed plans for the use of REN funds, including regionally and locally identified areas of need, AIM statements, and key performance indicators. The Coordinating Body used classroom, school-level, district-level, and regional data to identify problems of practice to inform this work and evaluate progress. Data sources included: empathy data gathered from student and educator interviews; PDSA data; the outcome, process, and balancing measures; behavior and attendance data; kindergarten assessment data; classroom assessments; grades; course credits; graduation rates; classroom observation data; educator recruitment and retention rates; and TELL survey data.

At our Coordinating Body's fall retreat, the REN Coordinator facilitated a conversation relating to regional areas of need and developed a plan for soliciting user feedback. In preparation for the NREN launch, Northwest Regional Education Service Districts organized discussions with regional superintendents, administrators, and educators regarding areas of need before hiring the NREN Coordinator. Identified areas included: professional growth and development, support for new teachers, and educator recruitment.

In preparation for the launch of the NREN Coordinating Body in Fall 2019, NWRESA also facilitated two listening sessions with regional education leaders who identified the following additional priority areas: (1) Professional growth and development, specifically on behavior strategies and social and emotional learning; (2) Support for new teachers, including a county or regional consortium, mentoring for 1st -3rd year educators, and developing small school mentors; (3) Educator recruitment, including a grow-our-own-model, incentivised hiring for small and rural districts, and dual-language/bilingual teacher recruitment. Also, an examination of regional TELL Survey results illustrates a wide range of educator-identified needs, including improvements in the following areas: evaluation and follow up; collaboration time and opportunities to deepen content knowledge; differentiation to meet individual educator needs; and time and resources for

professional learning. Our twenty regional districts were key partners in developing the vision for the Northwest REN. By prioritizing the needs of educators, of color to improve an overall system.

7. Locally Identified Context

List locally identified goals. (Ex. Increasing retention of special education teachers). No more than 1 page.

The collective vision of the REN is to create a system of support for educators of color in doing so we improve the system for all educators.

By August 2022, we will increase the retention and recruitment of educators of color. In doing so, our region from __% to __%. And educators in our district from __% to __%.”*

*At this time, baseline data to assess recruitment efforts within districts in the region have yet to be determined as first-year change ideas will serve the purpose of creating the schooling conditions where educators of color feel connected. Recruitment efforts will be defined and threaded throughout the REN work of 2020-2024.

Phase 2: Prioritizing Goals

8. Local Goal Prioritization & Feedback Loops

Describe how local goals were prioritized into the REN Plan and how stakeholder feedback loops informed the process. No more than 1 page.

At each stage of the improvement process, the Coordinating Body maintained active feedback loops, ensuring local goals and priorities are elevated. Referenced throughout the plan, educator voice focused on listening sessions with regional educators of color who shared testimonios of their experiences. These experiences were utilized by the Coordinating Body to elevate the region’s problem of practice. The problem statements informed the root cause analysis, which led to the creation of the aim statement to address the root causes of the problem.

The Coordinating Body used empathy and listening data from educators of color, coupled with research focused on recruitment and retention to build the primary and secondary drivers. coordinating body members self-selected into workgroups based on their area of expertise to brainstorm change ideas. A full draft of the driver diagram was designed to include the primary and secondary drivers, followed by generated change ideas ([APPENDIX G](#)).

Primary drivers and change ideas were shared out regionally for feedback from superintendents, administrators, and educators of color via an informative video about the process, coupled with a survey to record responses.

Through this collective feedback, seven change ideas emerged from the process that will be implemented in Year 1 (2020-2021). An additional seven change ideas will be slowly incorporated

throughout Years 2 and 3 in hopes that system shifts will influence rates of educator retention and recruitment.

In order to ensure educator voice remains at the center of this work, yearly listening sessions, empathy interviews, and surveys will be collected and distributed to assess the impact on the aim statement.

Phase 3: Continuous Improvement

9. Problems of Practice

List each and any identified professional problems of practice for continuous improvement currently proposed by the REN Coordinating Body and resulting from identified local needs; identify who will benefit; related outcome metrics to examine the impact.

Regional feedback collected from the change idea survey assisted the NREN Coordinating Body by elevating selective change ideas. Based on this data, the Coordinating Body chose to prioritize particular drivers and change ideas for implementation in Year 1 [See table 2 below].

Table 2 - 2020-2021 (Year 1) Implementation Plan				
Primary Driver	Change Idea	Targeted Areas of the Career Continuum	Educators Likely Impacted	Driver Outcome Metrics
Equity learning is actionable, multi-tiered, results in changes to practice, policy and is everyone's responsibility	Equity coach for administrators who need support operationalizing their equity goals through actional measured next steps	All stages	Educators of color	% of educators of color supported through REN initiatives
	Regional mentors of color for educators of color	Support for novice educators	Early career educators; educators of color, teacher leaders	# of districts using REN supports Survey/empathy interviews to gather qualitative data.

<i>Continues: Table 2 - 2020-2021 (Year 1) Implementation Plan</i>				
Primary Driver	Change Idea	Targeted Areas of the Career Continuum	Educators Likely Impacted	Driver Outcome Metrics
Teachers of color are among colleagues of color from pre-service through the first five years of employment.	Regional Expansion of affinity groups with money to test change ideas	All stages	Educators of color	% of educators of color supported through REN initiatives # of districts using REN supports Survey/empathy interviews to gather qualitative data.
Allocated resources, articulated roles, and distributed leadership in recruiting, retaining, and supporting new teachers and admin, specifically new teachers and admin of color.	Form diverse task force rooted in Human Resource Equity Practices	All stages	Whole system from district to school level & Administrators, educators, and classified staff	
	Collect pre and post data related to educators of color and their experience going through hiring process and reasons for leaving	All Stages	Whole system from district to school level & Administrators, educators, and classified staff	
	Hiring task force includes people of color in educator and leadership roles	All Stages	Whole system from district to school level & Administrators, educators, and classified staff	
	Anti-bias training for anyone participating on a hiring panel	All Stages	Whole system from district to school level & Administrators, educators, and classified staff	

In the coming months, this work will be further defined as baseline data is collected and gathered, and the change ideas are co-constructed with stakeholders further.

10. Input Process

Describe processes and results of aggregated educator and stakeholder input; how the REN navigated competing or conflicting needs within the region, e.g., size and other demographic differences; and planned stakeholder feedback loops. No more than 1 page.

The REN, which is composed of superintendents, TOSAs, community members, and educators of color representing coastal, rural, and suburban districts in the region solicited educator and stakeholder input and navigated competing needs by aggregating and synthesizing data that was reflective of our region as reported by Oregon Department of Education statewide report card, educator empathy interview data, and listening sessions, all of which centered on the educator of color experiences. Also, the REN identified systems within our area of practice-- that could facilitate an opportunity for continuous improvement. The Coordinating Body continually centered its focus with an equitable lens and elevated diverse perspectives as the committee explored the problem of practice surrounding educators of color and developed drivers and change ideas for implementation. Given the diversity of the REN, it is evident that the current pandemic amplified competing needs within the region; i.e., some parts of the region do not have a high number of educators of color to support and fund a program. Just as important, the economic uncertainty has brought up budget and retention questions, particularly among our rural districts.

However, the REN believes such conditions exemplify why this REN's identified primary and secondary drivers are optimal for the continuous work around recruitment, retention, and experience of educators of color in our region. Our primary drivers exhibit that: equity learning is actionable, multi-tiered, results in changes to practice, policy and is everyone's responsibility; teachers of color are among colleagues of color from pre-service through first five years of employment; allocated resources, articulated role, and distributed leadership in recruiting, retaining, and supporting new teachers and administrators of color. These are the domains that, once operationalized through the secondary drivers and change ideas, will help the Coordinating Body to act as a vessel to their respective district and provide a fabric of support that strengthens existing systems and practice.

In terms of stakeholder feedback, the REN had coordinating body members present to the region's group of superintendents, allowing for a briefing of the work being done and for them to give input surrounding change ideas that could be implemented. Also, educators of color from across the region were asked to elevate their preferences. From this feedback, there is strong interest from the region to have equity coaches for school leadership as it relates to recruitment and retention, a regional network of support specific to educators of color, and a platform that allows for continuous feedback, data collection, and input from educators of color relating to the recruit and retention.

11. REN Partners

Leveraging existing and new partners is highly encouraged; list associated contributions (attach documentation).

The launch of the NREN Coordinating Body and design of the regional REN Plan was done in collaboration with new and existing regional partners. They have consistently provided feedback and worked to distribute information region-wide to ensure that they gather collective input. It is anticipated that the list will continue to grow as change idea implementation begins. See table 3 for current contributors.

Table 3 - NREN Partners and Contributions	
Organization	Role/Responsibilities
Astoria School District	Serving as a Superintendent Advisor and providing Teacher for Coordinating Body
Jewell School District	Serving as Superintendent Advisor
Knappa School District	Serving as a Superintendent Advisor
Seaside School District	Serving as a Superintendent Advisor and providing Teacher for Coordinating Body
Warrenton-Hammond School District	Serving as a Superintendent Advisor and providing Teacher for Coordinating Body
Clatskanie School District	Serving as a Superintendent Advisor
Scappoose School District	Serving as a Superintendent Advisor
St. Helens School District	Serving on the Coordinating Body and providing Teacher for Coordinating Body
Vernonia School District	Serving as a Superintendent Advisor
Neah-Kah-Nie School District	Serving as a Superintendent Advisor
Nestucca Valley School District	Serving as Superintendent Advisor

Northwest Regional Educator Network (REN) Plan

Tillamook School District	Serving on the Coordinating Body and providing Teacher for Coordinating Body
Banks School District	Serving as a Superintendent Advisor
Beaverton School District	Serving as a Superintendent Advisor and providing Teacher for Coordinating Body
Forest Grove School District	Serving as Superintendent Advisor
Hillsboro School District	Serving on the Coordinating Body and providing Teacher for Coordinating Body
Tigard-Tualatin School District	Serving as a superintendent Advisor and providing Teacher for Coordinating Body
Sherwood School District	Serving as a Superintendent Advisor
Western Oregon University	Serving on Coordinating Body as Higher Education/Educator Preparation Partner and Diverse Educator Pathway Network Partner
University of Oregon	Higher Education Advisor and Project Partner
Portland Community College Rock Creek	Diverse Educator Pathway Network Partner
Adelante Mujeres	Serving on coordinating Body as Community-based organization/non-profit partner
NW Early Learning Hub	Regional Hub partner and Project Advisor
Pacific University	Diverse Educator Pathway Network Partner
COSA	Project Partner
Bill & Melinda Gates Foundation	Project Advisor

12. Additional comments

Upon approval of the REN Plan, a formal assessment of regional needs will be made to implement changes ideas. A preliminary implementation plan is below in Table 4.

Table 4 - Proposed Implementation Plan		
Implementation Element	When and Who	Description
Change Idea Design and Learning Network	August 2020 Coordinating Body Members & Districts	Coordinating Body Members and Districts will collaborate to access the needs of each regional partner and work to roll out change ideas.
Regional Improvement Network Coaches [3.0FTE]	Summer 2020 Hired Improvement Network Coaches	Regional Improvement Network Coaches will be hired to support districts in the region as they implement change ideas into their systems.
District/School Leads [FTE TBD]	September 2020-June2023 District Stakeholders & District/School Leads	District/School Leads will be informed by Regional Improvement Network Coaches as they assist with implementing, spreading, and scaling at their sites.
Data and Measurement Team [FTE TBD]	September 2020-June 2023 District stakeholders Regional Improvement Network Coaches District/School Leads REN Coordinator Data Analyst	A senior data analyst will be contracted through the Center for Education Innovation, Evaluation, & Research to support the measurement and data collection of REN work. Also, the center will offer training to Regional Improvement Network Coaches to build sustainability within the region. They will also aid in reporting outcomes.

13. Itemized Budget

Enter narrative to include any braiding/leveraging of resources, as applicable for each.

Northwest Regional Educator Network (REN) Plan

Item Description	Year 1		Year 2	Proposed Year 3	Proposed Year 4	Notes
	Initial	Remainder				
Implementation of Aim (Includes K-12 & early learning)	1,974,668	1,974,668	2,632,890	2,632,890	2,632,890	Implementation will begin with Year 1 funds and Year 2 funds for a total budget \$4,607,558
Staffing 3.0FTE (Regional Improvement Network Coaches)	0	0	400,000	400,000	400,000	Includes 3.0 FTE for Regional Improvement Network Coaches to support the implementation of the Aim
TA-Coordinating Body	60,000 (EAC funds)	6,500 (Return to EAC)				Technical assistance for the coordinating Body is paid for out of the EAC funds starting June 2020.
Staffing (REN Coordinator & Admin. Assist.), 1.5 FTE	170,000		170,000	170,000	170,000	Funded using capacity dollar.
Formula Funds Total	\$2,172,062		\$2,632,890	\$2,632,890	\$2,632,890	Total amount of formula funds anticipated per year.

This is a preliminary budget that will be solidified after change idea implementation plans and processes are determined for participating districts.

APPENDICES

APPENDIX A: Job Descriptions REN Coordinator

Regional Educator Network Facilitator

POSITION:	School Improvement Specialist
POSITION LOCATION:	Washington Service Center
DEPARTMENT:	Instructional Services
REPORTS TO:	Director of Professional Learning
SALARY:	
FTE:	1.0
DAYS PER YEAR:	210

NW REGIONAL ESD'S MISSION STATEMENT: In partnership with the communities we serve, Northwest Regional ESD improves student learning by providing equitable access to high-quality services and support.

GENERAL DUTIES:

The NWRES D’s Regional Educator Network Facilitator will lead the activities of the NWRES D Regional Educator Network (REN) representing 6,000 educators in 20 school districts across four counties. The Regional Educator Network is focused on improving how we provide public school teachers, early learning professionals, and administrators with equitable access to high-quality professional learning and support throughout their careers. The REN will receive approximately \$2.6 million/year to advance this work. The Facilitator will be responsible for facilitating the design, planning, implementation, and oversight of the work advanced by the REN. Strong facilitation and consensus-building with a racial equity focus, along with knowledge and experience in the educator career continuum, are necessary for position success. Also, successful candidates will have experience developing new programs, systems, and leading 20 school districts we serve in Columbia, Clatsop, Tillamook, and Washington counties.

AGENCY LEADERSHIP QUALITIES:

- Trust: Develop trust among coworkers through honesty and fairness
- Communication: Communicate in an inclusive and collaborative manner
- Vision: Lead with vision and follow-through
- Agency-wide perspective: Be involved in, and supportive of, continuous overall improvement of the agency

REQUIRED KNOWLEDGE AND SKILLS:

1. Bachelor's degree in education, education policy, or related field. Additional experience may substitute for degree
2. Minimum 5 years of experience leading teams or boards, and implementing large-scale projects
3. Experience, passion, and skills serving our Latinx community
4. Knowledge of best practices within educator recruitment pathways, educator preparation programs, programs to support new educators and their professional growth, and educator leadership development
5. Effective verbal and written communication skills, with the ability to collaborate as an effective team member and to build work groups into highly effective, cohesive teams.
6. Demonstrated success facilitating groups in meetings and workshop settings
7. Successful experience working in communities that are racially, linguistically and economically diverse
8. Successful experience providing facilitation, coaching, professional learning or technical assistance
9. Successful experience in building the capacity of teams
10. Demonstrated ability to collect, analyze and interpret different types of data, and to use information to compose clear, coherent reports
11. Ability to make decisions independently and strategically and to use initiative and judgment in accomplishing tasks following overall policies and objectives

Northwest Regional Educator Network (REN) Plan

12. Valid driver's license, or alternate ability to travel throughout the four county region to participate in training and meet with school teams, students, community partners, and others

ESSENTIAL RESPONSIBILITIES

1. Improve the professional learning and support systems for educators which in turn will improve outcomes for students
2. Develop and implement strategies to lead the activities of NWRESA's Regional Educator Network (REN), representing 6,000 educators in 20 school districts across four counties
3. Facilitate the design, evaluation, and redesign (as needed) of the work of the REN
4. Lead the implementation and oversight of the work advanced by the REN
5. Contribute to fiscal responsibility by developing and monitoring a \$2.6 million/year budget, including execution of contracts and expenditures of the REN
6. Contribute to fiscal responsibility by developing and monitoring the budget assigned to the Diverse Educator Pathway program
7. Regularly plan for and facilitate a governance team made up of superintendents, teachers, higher education and non-profit leaders
8. Build effective working relationships with educators, families, community organizations and policymakers
9. Design and create a reporting structure that accounts for work progress
10. Analyze monthly data to support regional decision making regarding educator professional growth
11. Provide direct supervision of staff, including the Diverse Educator Pathway coordinator and other staff as assigned
12. Practice and promote ethical standards of democracy, equity, diversity, and excellence and promote communication among a variety of groups
1. Maintain regular and consistent attendance and punctuality
14. Work collaboratively and communicate effectively with staff and customers at all organizational levels
15. Perform other duties and responsibilities as assigned.

LANGUAGE SKILLS:

Northwest Regional Educator Network (REN) Plan

Ability to read, analyze, and interpret documents such as safety rules, operating and maintenance instructions, and procedural manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of students, parents and school staff

MATHEMATICAL SKILLS:

Ability to add, subtract, multiply, and divide into all units of measure, using whole numbers, common fractions, and decimals. Ability to calculate figures and amounts such as discounts and percentages.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

WORKING CONDITIONS:

Work is performed in a standard office setting.

Daily:

- Requires regular focus on a computer screen
- May be required to sit, stand, keyboard, write, hear and speak for extended periods of time
- Precise control of fingers and hand movements required.
- Work activities may include bending, stooping, kneeling

Weekly:

- Dealing with distraught or difficult individuals

PHYSICAL DEMANDS:

The physical demands strength rating reflects the estimated overall strength requirements of the job. The strength rating is expressed by one of the five terms: Sedentary, Light, Medium, Heavy, and Very Heavy. This position is classified as Light.

Northwest Regional Educator Network (REN) Plan

Note: The description contained herein reflect general details as necessary to describe the principal functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods, or otherwise to balance the workload.

NWRES D believes that every individual makes a significant contribution to our success. The administration reserves the right to modify, add, or remove duties as necessary that still reflect the essential functions of the department. We expect that every employee will offer his/her services wherever and whenever necessary, to ensure the success of the ESD's goals.

Equal Opportunity Employer

NWRES D recognizes the diversity and worth of all individuals and groups. It is the policy of NWRES D that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans status, genetic information or disability in any educational programs, activities, or employment.

Reasonable accommodations for the application and interview process will be provided upon request and as required in accordance with the Americans with Disabilities Act of 1990. Individuals with disabilities may contact the Chief Human Resources Officer at 503-614-1407 for additional information or assistance. Speech/Hearing impaired persons may contact the district for assistance through the Oregon Telecommunications Relay Service at 1-800-735-2900.

APPENDIX B: Northwest REN Website



(503) 614-1428
Toll-free 1-888-990-7500

HOME SPECIAL EDUCATION SCHOOL SERVICES BOARD ABOUT CONTACT JOBS

Regional Educator Network

The Northwest Regional Educator Network (REN) is one of 10 networks across Oregon tasked with determining how to spend local grant funds to best ensure students have access to high-quality educators.

Teacher quality has significant influence over student achievement, so it is critical to provide our educators with adequate training and support.

The Northwest REN encompasses Columbia, Clatsop, Tillamook and Washington counties and is responsible for disseminating \$2.5 million for the purpose of improving any or all of the following areas along a local educator's career trajectory. These areas include:

- recruitment
- preparation
- supports for novice educators
- professional growth and development
- career advancement

The coordinating body is led by Coordinator Dr. Mariana Zaragoza. The group will meet five times throughout the 2019-20 school year (November, January, March, May and June) and will complete its final recommendations in March. The formal plan will be submitted to the [Educator Advancement Council](#) in April.

MEET THE COORDINATING BODY

APPENDIX C: NREN Newsletter

NORTHWEST REGIONAL EDUCATOR NETWORK

April 2020

In this newsletter:

April 7th
Page 1

April 21 & 28
Page 2



Greetings from the Northwest Regional Educator Network Coordinating Body,

We want to truly thank you for your resilience and compassion, during these trying times that have forced us to shift our practices in many ways to ensure our students and families are supported. For many, including the coordinating body, we remain dedicated to advancing the work of the Regional Educator Network supported by the EAC to ensure that in the fall we begin improving the system by dedicated initiatives that support educators of color which ultimately improves the experiences of all educators.

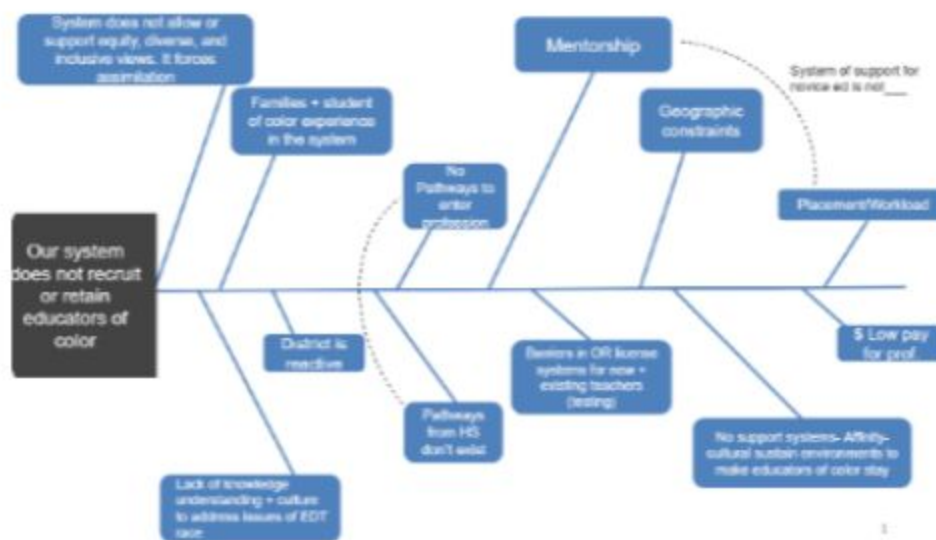
One thing we continue to repeat to ourselves throughout this regional process of highlighting the needs of our educators is that this work is "definitely wrong, and probably incomplete". We are making informed decisions that center the experiences of educators of color, by consistently coming back to collect feedback from the community, through empathy interviews and listening sessions. By creating measures for how to evaluate our drivers and change ideas, we will know where we went wrong, how we can adapt our practices, and try again.

Take a look at what we've been up to this month:

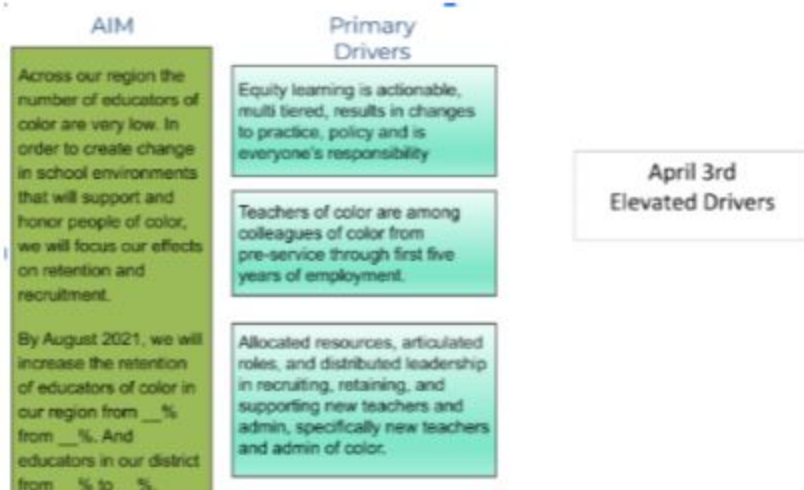
April 7th, 2020

Review of Aim and Primary Drivers

- The coordinating body divided into three work groups in April to finalize the improvement science process
- In a recap of March, the coordinating body (CB) aligned the fishbones, which helped us dissect a problem by visually representing the details to show how they fit together within the system (see picture below).
- For each problem, five or six major bones are considered the primary causes of the problem, and the smaller bones represent the underlying causes.
- To understand the hidden factors that affect educators of color, the CB members went into their communities, gathered empathy interviews, and hosted a series of listening sessions.



- The team developed their aim by asking “what are we trying to accomplish?” The aim details the long-term outcomes the team expects.
- The CB broke divided into two groups to work on their aim and elevate the drivers for this work



April 21st, 2020

Secondary Drivers and Brainstorming Change Ideas

- During this meeting, the CB identified possible drivers and the places where they could affect reasonable progress through change ideas
- Some secondary drivers and change ideas that emerged during this meeting included:
 - alternative pathways, increased professional development for teachers of color, and hiring practices in the region.

April 28th, 2020

Working Theory and Prioritizing Change Ideas

- The CB took a critical look at the driver diagram to decide what was still missing and who they would need to include in their decision-making process
- They agreed that feedback was needed from educators of color, administrators, and superintendents before they could choose and pilot change ideas in their region
- In May, the group will meet a series of times to plan communication to district teachers, administrators, and superintendents
- A second workgroup will meet to help with reviewing data and the research and measure for how to evaluate our drivers/change ideas including PDSA cycles

APPENDIX D: Northwest REN Coordinating Body Membership

Meet the regional coordinating Body

The 13-person Northwest Regional Educator Network (REN) coordinating body will recommend how local grants are spent to serve best, support, and grow the educator profession across Columbia, Clatsop, Tillamook, and Washington counties.

The coordinating Body includes four at-large representatives and two representatives from each county. It also includes 51% of educators of color and superintendents from Columbia, Clatsop, Tillamook, and Washington counties.



The 13-member Northwest Regional Educator Network coordinating body

Members of the REN coordinating body are:

Julio Bautista, On-Track Coordinator at Tualatin High School

As a first-generation college graduate Latino who came from humble beginnings and grew up in the Pacific Northwest, Julio Bautista's life experiences have directed him to be a trailblazer for his family and community. Representation is important, and it has empowered him to pursue the education profession in order to facilitate spaces of collaboration, opportunities for growth, and avenues toward a more equitable education for all students, families, and educators.

He currently works with Tualatin High School staff to ensure all ninth graders are on track to graduate. The team uses data and facilitates system-wide support, including student support meetings, to meet the needs of the students.

He says his own education experiences, work with Upward Bound, ELD and other intervention classes/programs, and current role as an On-Track Coordinator, has affirmed the importance for diverse representation in the education workforce in Oregon.

When not at work, Julio enjoys bachata dancing and writing and performing spoken word poetry.



Julio Bautista

Northwest Regional Educator Network (REN) Plan

Lisa Burnett, Teacher on Special Assignment, Beaverton School District

Lisa Burnett is a Teacher On Special Assignment working as a Licensed Personnel Specialist in Human Resources with Beaverton School District. She was born and raised in Hawaii and calls both Hawaii and Oregon home. Lisa attended University of Hawaii at Manoa and then graduated from Oregon State University with bachelor's and master's degrees in teaching.

She was a classroom teacher at Raleigh Hills K-8 in Beaverton for 15 years. During that time, she taught kindergarten through second grade. Lisa finds great energy from the equity work that is happening in her district, particularly the efforts to recruit and retain staff of color.



Lisa Burnett

Lisa is involved with the Beaverton Multicultural Educator Community, an affinity group for ethnically, linguistically and culturally diverse staff and allies. She is a proud mom of three children and enjoys any type of activity that engages her family in acts of service or new culinary adventures.

April Campbell, Indian Education Advisor to the Deputy Superintendent, Oregon Department of Education, Office of Indian Education

April Campbell is a citizen of the Confederated Tribes of Grand Ronde. She has 20 years of experience working in Indian Education and currently serves as the Oregon Department of Education Indian Education Advisor to the Deputy Superintendent. April works closely with state education agencies, the nine federally recognized tribes in Oregon and native communities and organizations in an effort to close the opportunity gap for American Indian/Alaska Native students and increase the number of Native American educators working the state.



April Campbell

As a first generation high school graduate, April has a passion for learning and helping others on their educational journeys.

Northwest Regional Educator Network (REN) Plan

April led the revision efforts for the Oregon American Indian/Alaska Native Education State Plan and is currently leading efforts for implementing Senate Bill 13, which adds a curriculum about Native Americans to classrooms across the state.

Maria Dantas-Whitney, Professor of English for Speakers of Other Languages and Bilingual Education at Western Oregon University

Maria Dantas-Whitney currently serves as the Coordinator of the Bilingual Teacher Scholars Program, a “grow-your-own” program in partnership with several Oregon school districts and community colleges.

Originally from Brazil, Maria came to the U.S. to pursue a master's degree in TESL at Northern Arizona University. She taught ESL in Colorado and North Carolina before moving to Oregon. She completed her Ph.D. in Education at Oregon State University. She is the recipient of the AERA Outstanding Dissertation Award in Second Language Research and the TESOL/College Board Award for Teacher as Classroom Researcher.



Maria Dantas-Whitney

Maria was a Fulbright scholar in Mexico (2008-09) and Panama (2016-17), where she conducted ethnographic classroom-based research in primary and secondary schools, taught courses at her host institutions, and offered professional development opportunities for local teachers and educational leaders.

Maria has directed several grant projects (sponsored by the federal and state governments), which have provided professional development activities for Oregon K-12 teachers, such as coursework leading to the ESOL endorsement and coaching on classroom practices.

Maria's research focuses on the intersection of language, culture, and education, with a particular emphasis on issues of identity and agency related to bilingualism/multilingualism and schooling. She is also interested in the development of critical cultural consciousness and critical pedagogical approaches in teacher education.

Ryan Hamilton, Teacher, Tillamook High School

Northwest Regional Educator Network (REN) Plan

Ryan Hamilton grew up in Craig on Prince of Wales Island, Alaska. He received a bachelor's degree in science from Southern Oregon University and a Master of Arts in Teaching from the University of Alaska Southeast. During his eight years as an educator, he has been a Native curriculum specialist and culture camp coordinator and has taught world studies, U.S. history, philosophy, and sociology.

In his current position at Tillamook High School, he piloted a social-emotional learning course for ninth-grade students that is now a requirement for all incoming freshmen. He has worked to promote mindfulness studies throughout the district and has lead a staff cohort to develop practices and resources for teacher utilization.



Ryan Hamilton

As the ninth grade on-track team lead, he directs the Summer Bridge program as well as a teacher effort to better design systems that maintain a student-centered environment supported by a reflective, data-based approach to prevention, intervention, and recovery. As a member of the Distinguished Educator Council, he works to advance equity and social justice for all students by promoting teacher voice across multiple channels to influence policy and activate change. In connection with this work, he is also an advisor to the Student VOICE group that is working to elevate student voice into district policy decision-making bodies.

Ryan also began a student travel program that has facilitated international educational experiences over the past five years, taking students to Europe, Asia, and Central America. As a Global Education Ambassador, he has developed and implemented teacher training and workshops in Portland, Rome, Panama City, and Beijing.

Northwest Regional Educator Network (REN) Plan

Erika Kunders, Teacher, McBride Elementary School, St. Helens School District

Erika Kunders received her bachelor's degree from Concordia University, her master's degree in teaching from Lewis & Clark College, and her reading endorsement from Oregon State University. She is a kindergarten teacher with eight years of experience. She currently works at McBride Elementary School in the St. Helens School District. She previously taught for six years in Rainier, Oregon. She enjoys building connections and relationships with her students and their families. Her passion is to watch students excel when they have the proper support. She opens her classroom to parent and grandparent volunteers.



Erika Kunders

Her experiences as a teacher have helped her see where my students need the most development, whether its socially, emotionally, and academically. She has been able to use many different types of instructional strategies over the years. When not working, she enjoys crafting, baking, hiking, swimming, reading, journaling, photography, and traveling the Pacific Northwest.

Mike Scott, Superintendent, Hillsboro School District

Born and raised in Oregon, Mike Scott has served in the Oregon public school system for more than 30 years. During that time, he has held the positions of a classroom teacher, assistant principal, principal, and assistant superintendent. He is currently serving as the superintendent of the Hillsboro School District and has been since 2009.

As a classroom teacher, Mike worked to actively engage each student in the learning process. As an administrator, he received the Oregon Middle School Principal of the Year award for his work at Poynter Middle School. Mike is the past president of the Oregon Middle-Level Association and was previously awarded Oregon State University College of Education's Trendsetter Award.



Mike Scott

Northwest Regional Educator Network (REN) Plan

Mike enjoys spending time with his family. His daughter is a graduate of the University of Oregon and is currently living and working in Portland, and his son is a graduate of Linfield and is also living and working in Portland. Mike's wife is an administrator in the Tigard-Tualatin School District. Their favorite things to do as a family are outdoor activities.

Mike considers it a privilege to work in a district where people are so dedicated to the students. He continues to work side by side with the Hillsboro staff and community to close the achievement gap and to provide opportunities for all students regardless of their background, circumstances, ethnicity, or income level. Mike is committed to providing an environment for students that will allow them to learn, grow, and understand the world around them so they can make it a better place for all of us.

Mike earned his bachelor's degree in elementary education from Oregon State University and has a master's degree in educational administration from the University of Oregon.

Curt Shelley, Superintendent, Tillamook School District

Curt Shelley is the Superintendent of the Tillamook School District. He earned his bachelor's degree from Linfield College, his master's degree in education from Oregon State University and a professional administrator license from Lewis & Clark College.

Curt grew up in a small community in Eastern Oregon on a third-generation cattle ranch, which he says instilled character, integrity, and work ethic. He attended a small public boarding school in Crane, Oregon. "My experiences in college, including academics and athletics, prompted me to understand the importance of access and opportunity for all," he says.

"It also prepared me to work well with and for others. I have a passion for educational improvement and love being in the "Kid Business." I could not imagine being in any other profession."

Curt serves on the board of the Association of Secondary Schools and Oregon Small Schools Association. He is also an executive board member of the Oregon School Activities Association.

His interests include hunting, fishing, and cattle ranching.



Curt Shelley

Northwest Regional Educator Network (REN) Plan

Scot Stockwell, Superintendent, St. Helens School District

Scot Stockwell is the Superintendent of the St. Helens School District. He received his bachelor's degree in education from Pacific University and a master's degree in educational leadership curriculum, instruction, and equity from Portland State University.

Scot grew up in rural Oregon. He says that growing up in these surroundings; he didn't recognize his privilege or the barriers that a semi-isolated community created for others. During his college years, he started interacting with people from diverse backgrounds, and it was during that time he started to appreciate the importance of varied perspectives. "As an educator in an ever-shrinking world, I strive to bring an understanding of the opportunities and richness diversity brings," he says.

He received Administrator of the Year in 2011 from the Oregon Association of Librarians. He was honored by the South County Chamber of Commerce as Citizen of the Year in 2000.

His interests include spending time with his family, especially in the outdoors.



Scot Stockwell

Northwest Regional Educator Network (REN) Plan

Gordon Thomson, Teacher, Astoria School District

Gordon Thomson grew up in Port Angeles, Washington, and he received a bachelor's degree in exercise science and a master's degree in teaching from Willamette University.

Gordon has been an educator for 21 years in the Astoria School District. He currently teaches physical education and is also participates in NWRESA's professional learning network for ninth grade success.

During his career, he has coached, served on a number of committees, and also worked as a mentor teacher in the district. He also works as a licensed real estate broker with the Pacific Group at Keller Williams.



Gordon Thomson

He's an avid outdoorsman and enjoys hunting, fishing, clam digging, crabbing, mushroom picking, etc. He says his time outdoors is even more enjoyable when he shares it with his 5-year-old son, Samuel.

Gabby Villamagua, Teacher on Special Assignment, Hillsboro School District

Gabby Villamagua is a Beginning Teacher Mentor for the Hillsboro School District. In this role, she supports new teachers and provides them with effective pedagogy.

Other responsibilities include Dual-Language Program articulation and Individualized Family Service Plan (IFSP) support. Being an immigrant from Ecuador and an English Language Learner, Gabby experienced firsthand the trials and accomplishments of successful navigation in our country's educational system.

Gabby received a master's degree in teaching from George Fox University and an administrator's license from Portland State University.



Gabby Villamagua

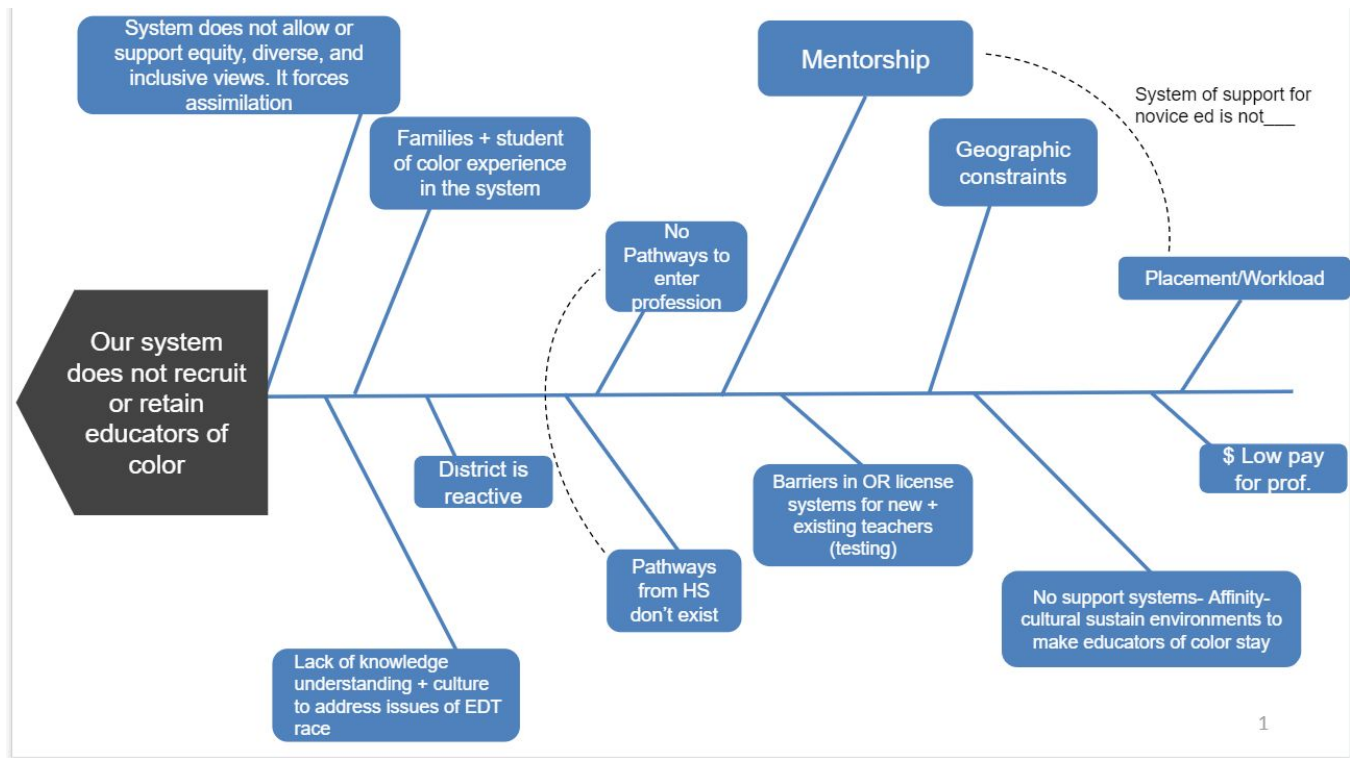
Northwest Regional Educator Network (REN) Plan

She says her experiences as a Dual-Language teacher and as a Beginning Teacher mentor has solidified for her the importance of diversifying the teacher workforce and the importance of bilingual education. She believes both will help close the achievement gap between white and underserved groups.

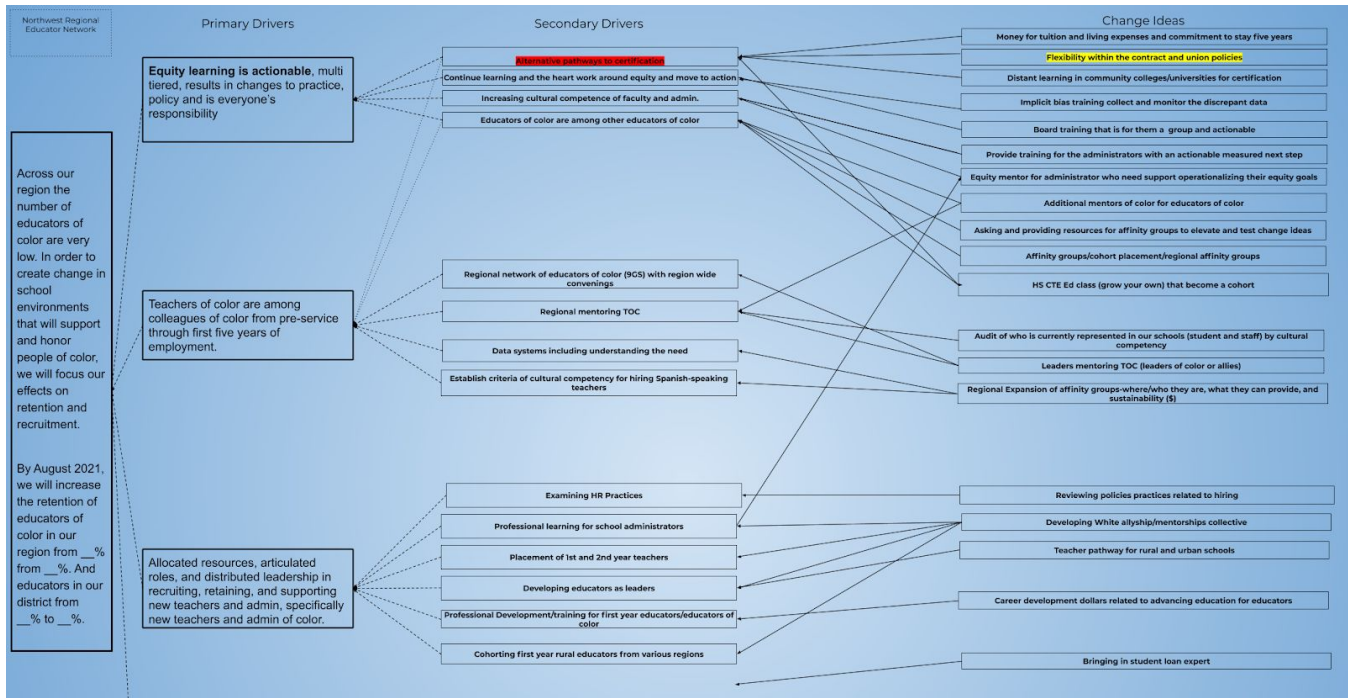
"The intersection of my recognition and professional experiences have deepened my commitment to review current systems, produce equitable outcomes and ensure all students thrive," she says.

Gabby has two amazing bilingual-bicultural daughters who she says contribute to her personal growth every day. When not at work, she enjoys camping and traveling with her family.

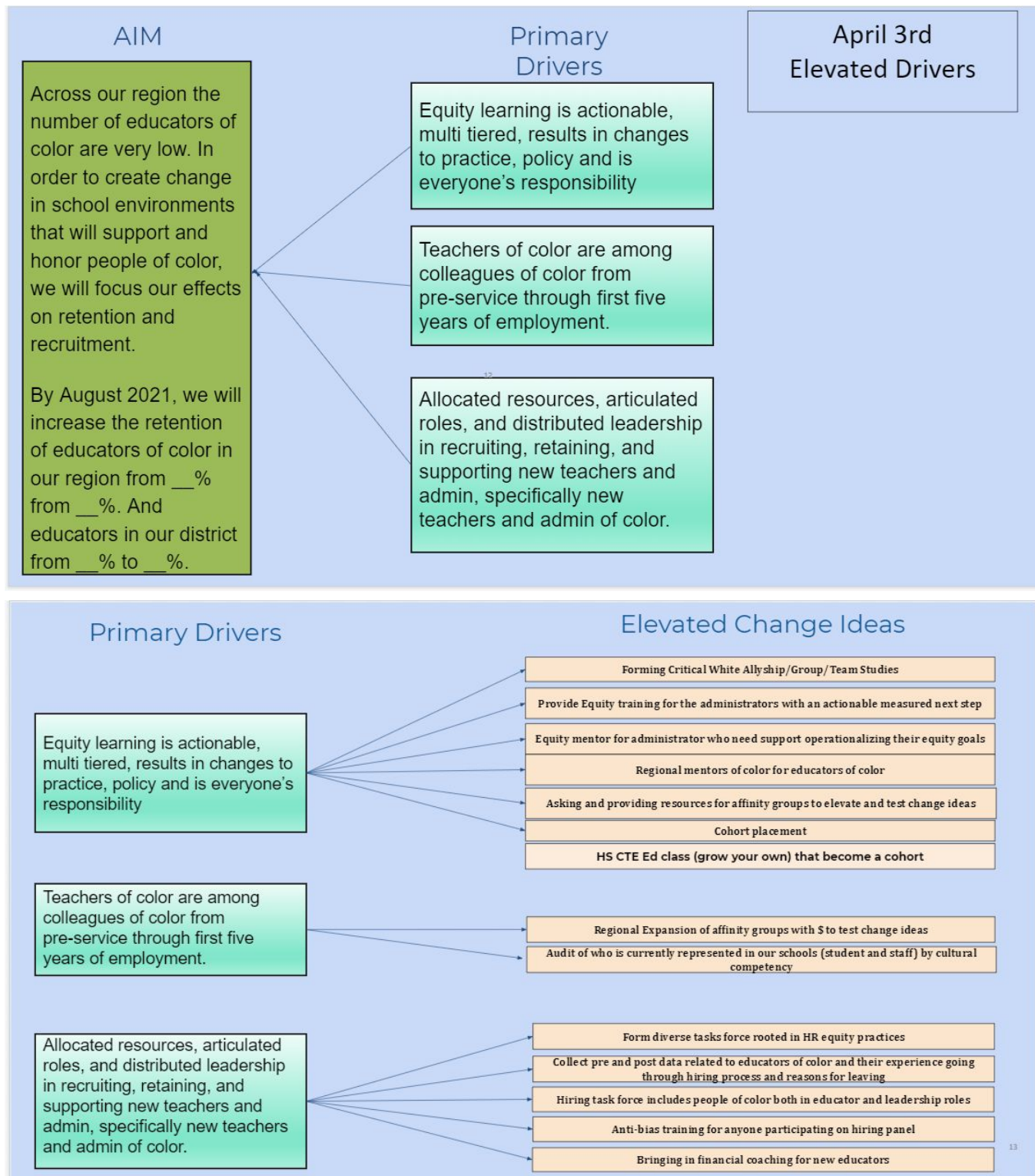
APPENDIX E: Root Cause Analysis/Fishbone



APPENDIX F: Draft Driver Diagram (Before Narrowing)



APPENDIX G: Narrowed Driver Diagram



DRIVER 1

Equity learning is actionable, multi tiered, results in changes to practice, policy and is everyone's responsibility

1. Forming Critical White Allyship/Group/Team Studies
2. Provide Equity training for the administrators with an actionable measured next step
3. Equity mentor for administrator who need support operationalizing their equity goals
4. Regional mentors of color for educators of color
5. Asking and providing resources for affinity groups to elevate and test change ideas
6. Cohort placement
7. HS CTE Ed class (grow your own) that become a cohort

14

DRIVER 2:

Teachers of color are among colleagues of color from pre-service through first five years of employment.

8. Regional Expansion of affinity groups with \$ to test change ideas
9. Audit of who is currently represented in our schools (student and staff) by cultural competency



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. Additionally, testimony may be submitted via email to EACinfo@oregonlearning.org prior to any meeting or for any virtual meeting.

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) 373-0053 at least 48 hours in advance. To subscribe to meeting notices please register [here](#) or <https://oregon.gov/EAC> 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?