



Educator Advancement Council

9-12 and 1-3

10/21/2020

Join Zoom Meeting:

<https://us02web.zoom.us/j/89883271816>

Meeting ID: 898 8327 1816

Dial by your location:

+1 253 215 8782 US

Meeting ID: 898 8327 1816

[Change account](#) [OK](#)

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	Elizabeth Castillo-Lopez
	2.1 Agenda Approval	
	2.2 Approval of July 8, 2020 minutes	
9:15	3.0 Public Comment	Chair Koskela
	• To provide public testimony, sign in at the meeting or submit written testimony prior to the meeting to eacinfo@oregonlearning.org. • 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 Relational Connection as Praxis	Daniel Ramirez
10:10	5.0 Equity Praxis	Shadiin Garcia
10:30	BREAK	
10:40	6.0 EAC Council Decisions	Daniel Ramirez
	6.1 EAC Legislative Concept	Daniel Ramirez
	6.2 EAC OACTE Partnership	Director Lynn
11:00	7.0 Council Identity	Daniel Ramirez

11:50 8.0 Interim Executive Director Update

Daniel Ramirez

12:10 Lunch

**1:00 9.0 REN Update - Community Design Partners
Nelsestuen**

Julie Smith and Kari

2:00 10.0 Section 48 Update

10.1 OTSP Update

10.2 TSPC Update

Lynne Gardner

Horalia Rangel

Director Rosilez

2:45 11.0 Future agenda items

Daniel Ramirez

3:00 12.0 Adjourn

Chair Koskela



EDUCATOR ADVANCEMENT COUNCIL

Meeting Minutes

Wednesday July 8, 2020

9am – 11am

Join Zoom Meeting

Register in advance for this webinar:

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

(after registering, you will receive a confirmation email)

Call-in number: 1 669 900 6833

Webinar ID: 858 5803 5613 and Password: 557305

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

Excused:

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

9:08 1.0 Call to Order and Acknowledgment of the Original

Chair Koskela

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

People of the Land

1.1 Roll Call

Elizabeth Castillo-Lopez

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

1.2 Agenda Review

Chair Koskela

9:11 2.0 Consent Agenda – Action Item

2.1 Agenda Approval

2.2 Approval of May 20, 2020 minutes

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

9:15 3.0 Public Comment

To provide public testimony, sign in at the meeting or submit written testimony prior to the meeting.

Each group may have one speaker; each individual or group spokesperson will have three (3) minutes.

The Council welcomes and appreciates public input, but due to time constraints is unable to respond directly to testimony during the meeting.

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

9:17 4.0 REN Process Discussion

Belle Koskela

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

9:40 5.0 Regional Educator Networks (REN)

Daniel Ramirez

9:47 5.1 REN Plan - Oregon Trail

Caitlin Russell

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

Strength

Equity:

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

Understanding local context:

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

Continuous Improvement:

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

Implementation:

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

Area of Growth:

Equity:

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

Local input:

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

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

Halliwell-Templin

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

Please refer to the meeting materials for the slide deck.

Strength

Equity:

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

Local strengths:

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

Understanding local context:

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

Continuous Improvement:

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

Budget:

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

Area of Growth:

Equity:

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

Implementation:

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

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

10:31 5.3 REN Plan - Western REN

Tracy

Conaghan

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

Please refer to the meeting materials for the slide deck.

Strength

Equity:

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

Understanding local context:

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

Continuous Improvement:

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

Research on retention.

Area of Growth:

Equity:

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

Local strengths:

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

Implementation:

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

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

10:49 5.4 REN Plan - Southern Oregon

Dr. Heidi Olivadoti

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

Please refer to the meeting materials for the slide deck.

Strength

Equity:

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

Understanding local context:

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

Continuous Improvement:

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

Area of Growth:

Equity:

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

Continuous Improvement Process:

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

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

Implementation:

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

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

11:00 6.0 Adjourn

Chair Koskela

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



Educator Advancement Council

October 21st 9-12 and 1-3

*What gives me hope is a simple truism. Once we lose hope, we are guaranteed to lose.
But if we ignore the odds and fight to create an antiracist world, then we give humanity a chance to
one day survive, a chance to live in communion, a chance to be forever free.*

-Ibram X Kendi



Land Acknowledgement

Essential Understanding: Indigenous Peoples' Day

Indigenous Peoples' Day recognizes Native people are the first inhabitants of the Americas, including the lands that later became the United States of America. And it urges Americans to rethink history. Indigenous Peoples' Day moves past the narrative of oppression and honors the histories, cultures, and contributions of contemporary Native peoples.

[Shared resource](#) presented by MCREN



EAC Agreements

Stay Engaged

Speak Your Truth Responsibly and

Monitor Your Talk Time

Listen to Understand

Experience Discomfort

Expect and Accept Non-Closure

Reckon with Impact

Recognize, honor, and celebrate the
complexities of individual contexts

EAC October Agenda

1

9:20-10:20

Relational
Connection

2

10:20-10:40

Equity as Praxis

3

10:40-11:00

Council Feedback

4

11:05-11:50

Board Identity

5

1:00-2:00

Community Design
Partners: REN

6

2:00-2:45

Diversifying Oregon's
Pathways in
Education (Section
48)



**EDUCATOR
ADVANCEMENT
COUNCIL**

Connecting

Take 2 minutes to write some notes on the following:

Your name...

Your role...

Your **why** connected to the Educator Advancement Council...



EDUCATOR
ADVANCEMENT
COUNCIL

Governor Brown

A deep and meaningful welcome from the
EAC...



Connecting

BR 1

Shadiin, Leah, Martha, Bill

BR 2

Veronica, Mark, Nick, Lisa

BR 3

Sarah, Melissa, Michelle, Don

BR 4

Tony, Ardis, Shannon, Michele

BR 5

Belle, Marvin, Susan, Elena, Rep McLain

Breakout rooms: recording document [here](#)

- a. **Step 1:** Identify a timekeeper
- b. **Step 2:** (3 min) Take some time to think and respond to the prompts in the sheet below
- c. **Step 3:** (3-4 min/each) Share with the group your responses. Consider expanding on your responses to include stories and context. Listeners - consider asking follow up questions such as: How did that make you feel? Tell me more about... What made you consider that?
- d. **Step 4:** Thank your group members



**EDUCATOR
ADVANCEMENT
COUNCIL**



Equity as Praxis

“By praxis we mean an ongoing interdependent process in which reflection—including theoretical analysis—enlightens action, and in turn the transformed action changes our understanding of the object of our reflection”([Torres and Mercado](#), 2004).

WHAT THIS IS NOT



Chequity



About Being Politically Correct



An Endpoint in a Race



The Equity Police



A Mandate

WHAT THIS IS



Praxis means centering the following practices:

- Connections across **relationships**
- Placing **communities** most impacted front and center
- Cultivating a **learner** stance
- Centering **story** and **experience**
- Embracing **complexity**
- Approaches that reflect **multiple ways of being and knowing**
- **Collaboration** is given and received with transparency
- Deep understanding of **sovereignty**

Pause and Reflect



PRAXIS

Connections across **relationships**

Placing **communities** most impacted front and center

Cultivating a **learner** stance

Centering **story** and **experience**

Embracing **complexity**

Approaches that reflect **multiple ways of being and knowing**

Collaboration is given and received with transparency

Deep understanding of **sovereignty**

DEFAULT

Quantity vs quality; progress is bigger

95%; “to a community”; paternalism

Perfectionism; defensiveness; comfort

Worship of the written word; objectivity

Either or thinking

Individualism; only one “right” way

Powerhoarding; urgency

fear of open conflict; “kindness/polite”

APPROACH

Time, personal, whole selves; values

With community, 5%

Generative, emergent; appreciation, discomfort is at the root of learning

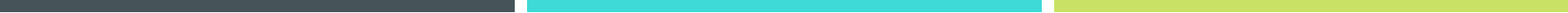
Listening; seeking multiple modes

Discipline to nuance, texture, and layers; decision making tools

De-centering whiteness as “thee” way

Communications strategy; realistic workplans

Love; strength to strength; equally valuable; heal



PRAXIS

DEFAULT

APPROACH

Connections across **relationships**

Quantity vs quality; progress is bigger

Time, personal, whole selves; values

Head, Heart, Hands

BR 1 Colt, Leah, Roberto, Bill

BR 2 Veronica, Mark, Nick, Lisa

BR 3 Miriam, Melissa, Michelle, Don

BR 4 Tony, Martha, Ardis, Shannon, Michele

BR 5 Belle, Marvin, Susan, Elena, Rep McLain



**EDUCATOR
ADVANCEMENT
COUNCIL**

Break





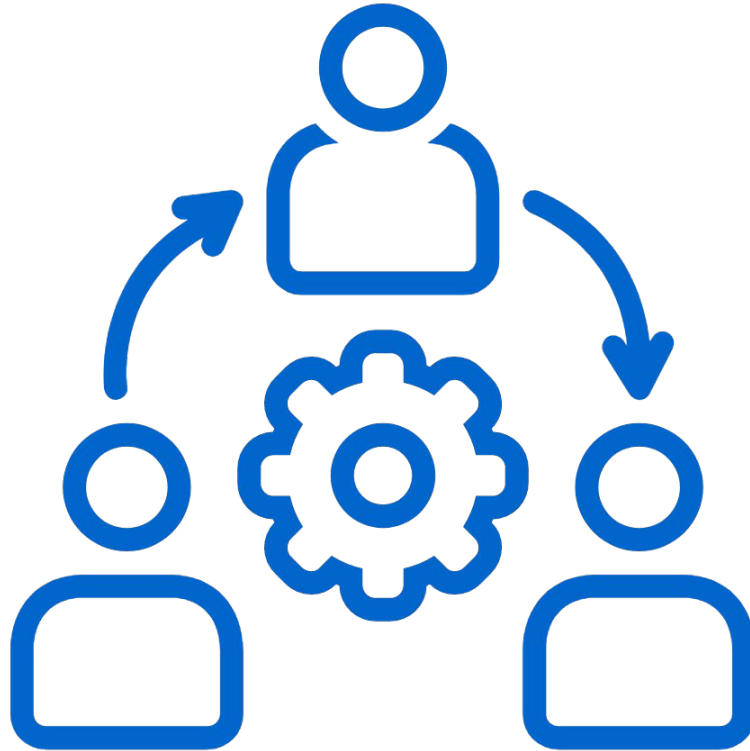
Council Considerations

Policy Option Package

This will fund an Indigenous Education Institute that will directly impact Indigenous and non-Indigenous students, educators, leaders, and community members but also accelerate the broader efforts of the Educator Equity Act to diversify the educator workforce. The Indigenous Education Institute will initially focus on the following key actions:

- Increase the number of highly qualified Indigenous educators;
- Create an Indigenous educator network for current practicing educators;
- Fully fund the schooling and licensure for future Indigenous educators and administrators in Oregon;
- Capture, communicate, and amplify key learnings and promising racially affirming practices in education;
- Support and emphasize the importance of Indigenous pedagogy (Senate Bill 13 - Tribal History / Shared History);
- Advocate for policy initiatives that center Indigenous sovereignty and voice;
- Convene state and national Indigenous leaders, educators, and scholars to guide future efforts.

Consortium Partnership: Director Lynn





Council Identity

**We are
right here.**

**Technical
Business and
Operations**
RFP, CG, FF,
IGA, EAC gov,
EAC staff

**Learning and Informing
Together**

- Equity Lens
- Student Success Act
- Culturally Sustaining Practices
- Expertise from EAC Roles
- Informing and being informed by the REN work
- More...

Evolving Roles

- EAC
- Partners
- RENS
- Obsolete vs Relevant
- A chance to evaluate purpose
- More...

**Assessment/Evaluation
/ Outcomes**

Two fold

1. EAC Council
2. EAC Work

Values: Seamless System; Teacher Voice and Leadership; Equity Focused; Professional Learning

*Reflect, course correct, re-hone work, determine supports, dream, double down

How does that translate into our time

EAC AGENDA



Technical Business and Operations

Learning and Informing Together

What does that require of us?

- Relational work
- Understanding our roles
- Understanding each other
- Deep discussions/debates
- Practice
- Trust
- Co-construction
- Dreaming
- More

Council/Board Resources

10 minutes:

- Review the documents in the folder
- Highlight areas where you think we are/have been
- Star/Identify areas that are meaningful to the EAC

Decisions Examples

Regional Education Networks

- Choosing a Technical Assistance provider
- Approving REN Plans
- Creating professional learning community content
- Coaching and support to REN Coordinators
- REN Reporting Manual
- Timelines for implementation
- Approving REN Coordinator travel

Diversifying Oregon's Pathways in Education (Sec 48)

- Approving RFPs for the tiers
- Reviewing RFP applications
- Processes on disbursing funds
- Hiring
- Evaluations

Internally

- Staffing
- Evaluations
- Publications (Educator Equity Report, Legislative Reports)
- Communications
- Determining where we present and what we present
- Partnerships and collaborations
- EAC membership
- Plan Shadiin's birthday party

Responsibility for EAC's well-being and longevity

- Approves policies, oversees the organization's finances, and is accountable for the organization's integrity.
- Reviews achievements, program updates, and offers advice and support.
- The Council chair and executive director emerge as the principal leaders and accept responsibility for ensuring the work of the Council and staff gets done.
- Committees can become essential to effective Council functioning as needed.

Council Identity

BR 1 Shannon, Veronica, Leah, Nick

BR 2 Tony, Elena, Michele, Michelle

BR 3 Mark, Lisa, Martha, Susan

BR 4 Melissa, Rep McLain, Marvin, Belle

BR 5 Bill, Ardis, Shadiin, Don

Step 1: Introduce yourself

Step 2: (1 min) Assign a notetaker, timekeeper, facilitator

Step 3: (2 min) Silently brainstorm different characteristics, roles, and responsibilities and how they might fit in the different columns

Step 4: (10 min) As a group brainstorm a list of characteristics, roles, and responsibilities for each column. Defer to quantity.

Step 5: (5 min) Transition to theming and grouping the brainstorm

Step 6: (2 min) Finish up the brainstorm and reflect on the process and product



**EDUCATOR
ADVANCEMENT
COUNCIL**

Lunch





Interim Executive Director Update



Community Design Partners





We believe that **everyone is an expert based on their own lived experience**, and that we all have unique and brilliant contributions to bring to a design process.

We work towards **sustainable, community-led and -controlled** outcomes.

We **center the voices of those who are directly impacted** by the outcomes of the design process.

Before seeking new design solutions, **we look for what is already working** at the community level.

We view **change as emergent from an accountable, accessible, and collaborative process**, rather than as a point at the end of a process.

-Design Justice Network

Fail forward and learn

Start small

Learn fast to implement well

Focus collective efforts

Use disciplined inquiry

Practice radical curiosity

Possibly wrong and definitely incomplete

Be human-centered

Be problem-specific

Test and build evidence

See the system

Attend to variation

Fishbone diagram

Empathy interviews/data

Root cause analysis

PDSA

Driver diagram

Measures

Network

Problem statement

AIM statement

System mapping

Journey mapping

Etc.

Common Pitfalls		Continuous Improvement
Start at scale		Start small
Reflect at the end of the year		Learn fast to implement well
Solutionitis		Change ideas from human experience, research, seeing the system
Top-down decisions		User-based decisions
This is the right answer		Possibly wrong, definitely incomplete
Add to the existing system		Change the existing system
Fidelity of implementation		Integrity of implementation
Not much attention to implementation		Attention to implementation



Define The Problem



Data Collection



Elevated the Problem of Practice

3
5



Create a Shared AIM



Drafting the Theory of Change



Test Change Ideas



Diversifying Oregon's Pathways in Education

The Plan in Action

Tier 1

- In collaboration with HECC:
Oregon Teacher Scholar Program
(\$1.5M)
- In collaboration with TSPC:
Holistic Content Assessment
evaluation (\$500,000); Licensure
and testing stipends for new and
current educators (\$500,000);
Launch the Oregon
Administrators Scholars Program

Tier 2

- Grow-Your-Own/Teacher
Pathway Program Grant (\$5M)
- In collaboration with HECC:
Supporting the 6 public
university equity plans
(\$500,000)
- In collaboration with university
partners: Call for proposals to
teach on-line, anti-racist courses
to current teachers (\$1M)

Tier 3

- In collaboration with university
partner: Call for proposals to
complete a research and evaluation
of Section 48 (\$1.8M)
- In collaboration with a
college/university/community
college: Call for proposals to
support media and
communications of the on-going
work behind Section 48 (\$450,000)

OTSP Update

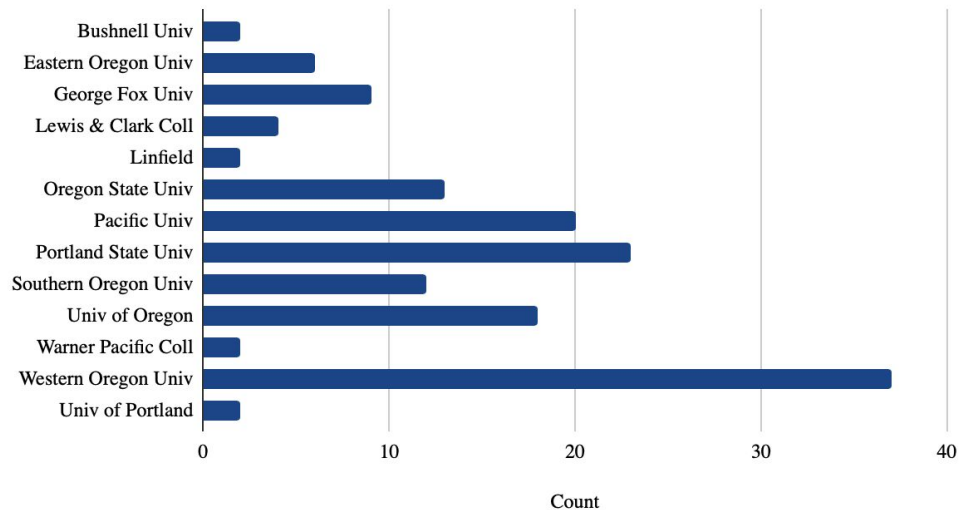
New Requirements

- Ethnically Diverse &/or Heritage Speaker
- Undergraduates:
 - Final 2 years of teacher licensure program or education major
- Graduates:
 - Enrolling or currently in teacher licensure program

Number of Awarded Students

- 81 students selected in July
- Recently awarded an additional 69 students
- Current total of 150 students

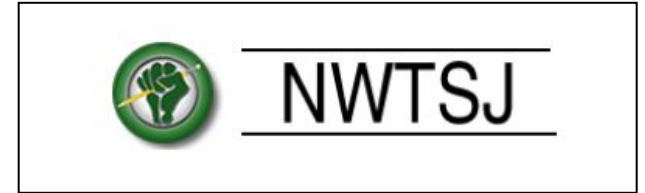
2020 Oregon Teacher Scholar Program Recipients (n = 150)



Program Additions

New current student requirements

- One Introductory Event
- One Professional Development Conference



Free services to student recipients

- Networking & community building
- Teaching resources
- Employment assistance
- Paid admissions to job fairs & professional development conferences



In Progress

- Acclimating new students to the program
- Mailing teaching resources & professional development conferences
- Promoting to university faculty/staff
- Technology grants
- Increasing funding

OSAC Application Window

- Applications accepted from November-March
- Student apply on the OSAC website:
 - [Oregonstudentaid.gov](https://oregonstudentaid.gov)
 - Code 772 on Scholarship Catalog
- Awarding will happen spring & summer 2020-21 terms/semesters
 - With applications submitted November-March



Future Meetings



RETREAT

- Strategic Planning with a Communication Plan
- Membership
- ED Update

OCTOBER

- Equity Praxis (theory, action, reflection)
- REN Update
- Section 48 Update
- Identity Reflection
- REN Plan Improvements (Budget, Format, Process, Scoring Guide)

DECEMBER

- Equity Praxis (theory, action, reflection)
- REN Update
- Section 48 Update
- REN Plan Improvements
- Governance
- Budget Template
- PoP, LC, Consortium

FEBRUARY

- Equity Praxis (theory, action, reflection)
- REN Update
- Section 48 Update
- Cross sector alignment
- Council identity

APRIL

- Equity Praxis (theory, action, reflection)
- REN Update
- Section 48 Update

JUNE

- Equity Praxis (theory, action, reflection)
- REN Update
- Section 48 Update



Thank you!



EDUCATOR ADVANCEMENT COUNCIL

- COUNCIL
 - Vacancies – Middle School
- STAFF
 - We will fill two staff vacancies at the EAC shortly
 - Memberships
 - Public Deans Quarterly Meeting (September)
 - Oregon Educator Equity Advisor Workgroup (August)

PARTNERS

- AGENCIES
 - Daniel has consistent meetings with Director Rosilez and Director Calderon to amplify, connect, and partner. Daniel plans to reach out to the Higher Education Coordinating Commission and Youth Development Division to set up future partnerships.
- PRESENTATIONS/EVENTS/CONFERENCES
 - Presentations
 - Oregon Educator Equity Advisory Group - August 25, 2020
 - Oregon Association of Colleges of Teacher Education - October 9, 2020
 - Education Recovery Committee - October 6, 12, 20, 26, 2020
 - Eboard - October 12, 2020
 - Oregon Schools Personnel Association - October 22, 2020
- EVENTS
 - Indigenous Peoples Day: [Oregon Department of Education Presentation](#) and [Multnomah-Clackamas Regional Educator Network Resources](#)

REGIONAL EDUCATOR NETWORKS

REN coordinators continue to meet bi-weekly with EAC staff, and in the subsequent weeks REN Coordinators meet as a cohort to engage in professional learning and share as a community of practice. Community Design Partners provide ongoing coaching for REN coordinators as well as support the professional learning and community of practice sessions.

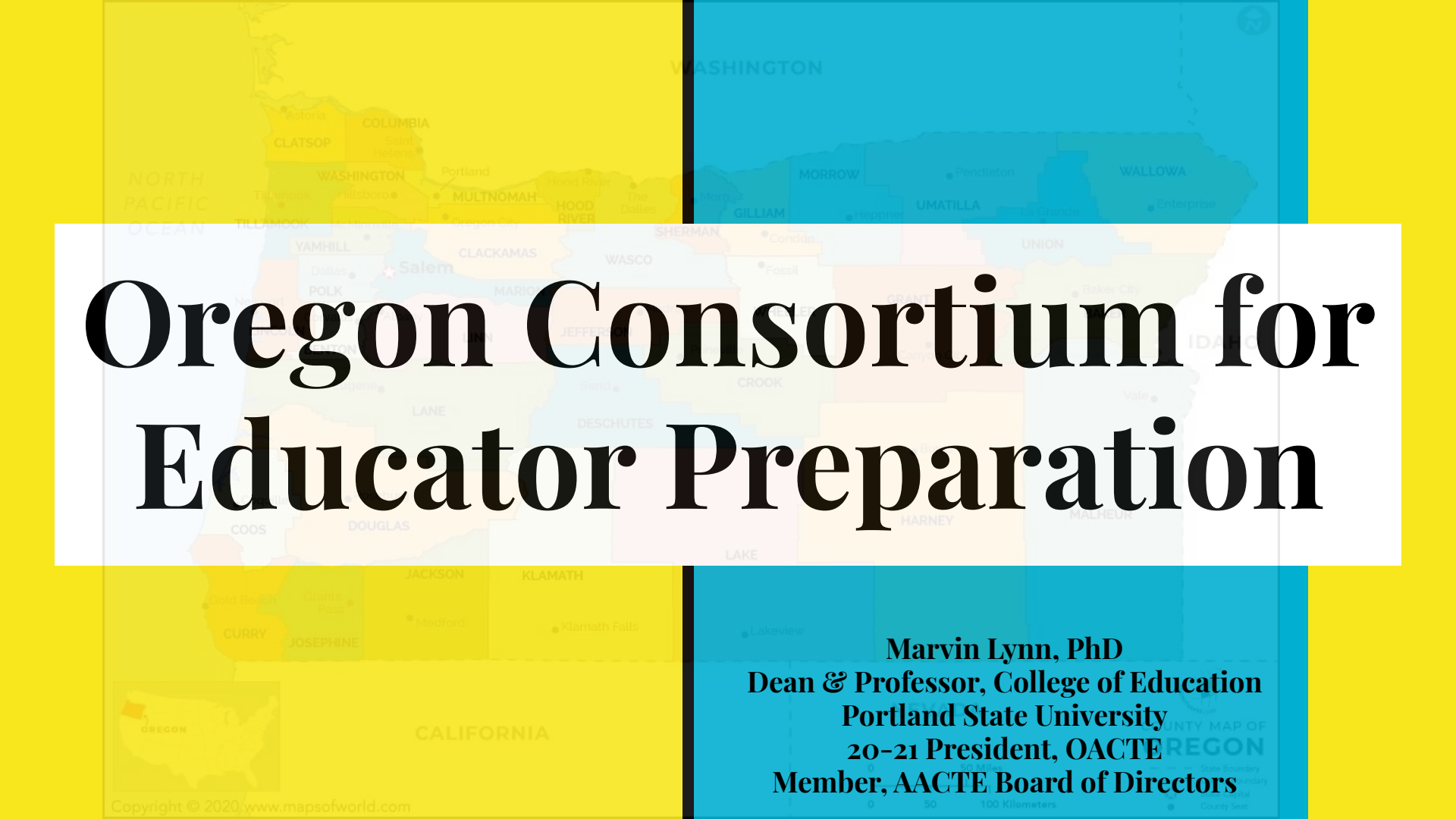
- Implementation: Many of the RENs are navigating the challenges of implementation during the pandemic. That being said, most are still finding a way to initiate and track meaningful changes in their regions.
- Capacity building: Many REN coordinators have hired Design Coaches to support implementation at the district level as well as help districts build their own capacity with continuous improvement work!

DIVERSIFYING OREGON'S PATHWAYS IN EDUCATION (Section 48)

The EAC staff, led by Lynne Gardner, continue to move the separate tiers of work through procurement. The E-Board approved our final 10.5M on October 12th. The Grow Your Own/ Pathways applications will soon be evaluated and we have finished or

Notes, Questions, Thoughts

are finalizing agreements with TSPC, HECC, and public Universities to operationalize different pieces of the work.

The background is a map of Oregon divided into four quadrants by a vertical black line. The top-left and bottom-left quadrants are yellow, while the top-right and bottom-right quadrants are blue. A large white rectangular box is centered over the map, containing the title text. The map shows various Oregon counties and cities, including Clatsop, Columbia, Washington, Multnomah, Hood River, Tillamook, Yamhill, Clackamas, Wasco, Sherman, Marion, Jefferson, Grant, Crook, Lane, Deschutes, Coos, Douglas, Curry, Josephine, Klamath, Lake, Harney, and Malheur. The title text is in a large, bold, black serif font.

Oregon Consortium for Educator Preparation

Marvin Lynn, PhD
Dean & Professor, College of Education
Portland State University
20-21 President, OACTE
Member, AACTE Board of Directors

Goals

1. To facilitate forward-thinking and visionary dialogue among education groups including TSPC, OSPA, OEA, OSBA, OACTE, COSA, ODE, EAC (RENS), HECC, OAICU, Superintendents, ESDs, & OALA and members of the legislature, and a rep from the Governor's office to document the good work that is happening, identify gaps in the preparation of educators (teachers, counselors, principals, and other school professionals) and develop collaborative solutions designed to address these gaps;
2. To support cross-institutional academic program development and offerings in high-need areas - (READ Oregon as an example);
 - a. Increase access to teacher preparation for remote/rural areas of the state;
 - b. Increase the recruitment and retention of diverse educators;
 - c. Breakdown barriers to teacher preparation through strategic use of a multiple measures approach

Proposed Activities

1. OACTE to work with the EAC to sponsor the development of a charter, leadership structure and agenda for 2020-21;
2. Sponsor a Statewide Symposium on Educator Preparation in collaboration with TSPC this winter to identify gaps and challenges and develop coordinated action plans that engage multiple institutions and agencies;
3. Develop a research and development arm to study best practices and ensure that action plans are evidence-based;
4. Work with the area foundations, and others to seek and obtain external funding to develop an administrative infrastructure



Public Participation in Educator Advancement Council Meetings

During each Educator Advancement Council meeting, the agenda includes a “public comment” item. It is during this portion of the agenda the public may comment on an agenda item or an item related to the focus of the Educator Advancement Council.

As a public body, input is welcomed, appreciated and allows the Council an opportunity to listen. Due to agenda time constraints or the need to process the information received, they will not typically discuss or respond to questions immediately. If provided input is related to an action item later in the agenda, the Council may use the input during discussion or deliberation of that specific item.

If you wish to address the Council, please write your name and organization on the sign-in sheet prior to the designated public comment time. There will only be one speaker from each group and each individual speaker or group spokesperson will have three (3) minutes.

Thank you for your interest in the work of the Educator Advancement Council.

Unanticipated agenda items may or may not be included. All Educator Advancement Council meetings are open to the public and conform to Oregon public meeting laws. Accommodations requests should be submitted to EACInfo@OregonLearning.org (503) 373-1283 at least 48 hours in advance. To subscribe to meeting notices please register [here](#) or www.education.oregon.gov to find upcoming meetings and prior meeting materials.



Name: _____ (optional)

EAC Meeting Feedback

1. What went well at the meeting?

2. What questions do you still have?

3. Do you have future agenda items for consideration?

4. What might we improve on?