



EDUCATOR ADVANCEMENT COUNCIL AGENDA

Wednesday, November 28, 2018

8:00 a.m. – 3:00 p.m.

Broadway Commons 4th Floor Mongolia Room #305
1300 Broadway Street NE, Salem, OR

Conference Call: (877)336-1828, public access code 8478084 (*listen only*)

Meeting Protocols

- ✓ All team members are equals and respected as such.
- ✓ The Chair calls on participants during discussions.
- ✓ Discussions are improved by self-assessing “*am I contributing too much or too little?*”
- ✓ We ask clarifying questions when needed and address issues, not individuals.
- ✓ Topics beyond the current agenda are captured to address in the future.

Meeting Outcomes

- ✓ Align Educator Equity work with EAC mission
- ✓ Review Governor’s Recommended Education Budget
- ✓ Discuss first review of RFI submissions
- ✓ Review EAC work group learnings
- ✓ Determine EAC next steps
- ✓ Continuing refinement EAC strategic planning

8:00	1.0	Welcome Remarks	
	1.1	Introductions, Agenda Review/Outcomes	Chair Oakes
8:05	2.0	Preliminary Business	
	2.1	Roll Call	Debbie Green
	2.2	Agenda Approval	Chair Oakes
	2.3	Approval of October 23-24, 2018, meeting minutes	Chair Oakes
	2.4	Staff Engagement Report	Chair Oakes
	2.5	Follow up from October Equity Lens Discussion	Hilda Rosselli
8:15	3.0	Supporting New Educators Work Group Update	Melissa Wilk Hilda Rosselli
8:25	4.0	Public Comment	Chair Oakes
		• <i>Public members wishing to provide public testimony must sign in at the meeting.</i> • <i>There will only be one speaker from each group.</i> • <i>Each individual speaker or group spokesperson will have three (3) minutes.</i> • <i>The Council welcomes and appreciates public input, but due to time constraints is unable to respond directly to testimony during the meeting.</i> • <i>Public comment may be submitted in writing to EACinfo@OregonLearning.org</i>	
8:35	5.0	Educator Equity Advisory Group Update	Hilda Rosselli Marvin Lynn Anthony Rosilez Markisha Smith
9:10	6.0	Procedural Subcommittee	Laura Scruggs
		Review documents; EAC Working Agreement – First Reading	
	6.1	ACTION ITEM: Policies and Procedures Manual Appendix Items Approval:	

- Public Participation
- Expense Claim Form
- Appointment Letter

9:20 BREAK

9:30 7.0 RFI Review Process / Network & Fiscal Model Discussion

12:00 LUNCH

12:45 8.0 Strategic Planning Follow-up

Holly Valkama

2:15 9.0 Communications Follow-up

Lisa Morawski

2:30 10.0 Governor's Budget

Lindsey Capps
Chief Education Officer

2:50 11.0 Closing Remarks

Chair Oakes

Adjourn

EDUCATOR ADVANCEMENT COUNCIL RETREAT MINUTES – DAY ONE

Tuesday, October 23, 2018

1:00 p.m. – 5:00 p.m.

Broadway Commons, 1300 Broadway Street NE, Salem, OR

Conference Call: (877)336-1828, public access code 8478084 (*listen only*)

Directors present: Chair Oakes, Vice-Chair Grotting, Paul Andrews, Miriam Calderon, Lindsey Capps, Christy Cox, Colt Gill surrogate Carmen Urbina, Mark Girod, Ana Gomez, Bill Graupp, Michelle Homer-Anderson, Belle Koskela, Marvin Lynn, Ken Martinez, Representative McLain, Martha Richards, Tony Rosilez, Laura Scruggs, Nick Viles, Melissa Wilk, Matt Yoshioka

Directors by phone: Jenna Schadler

Directors excused: Colt Gill, Senator Roblan

Administrative Agent Present: Hilda Rosselli, College & Career Readiness and Educator Advancement Director; Cheryl Myers, EAC Transition Director; Julie Smith, Contractor

1.0 Welcome Remarks

1.1 Introductions, Agenda Review/Outcomes

Chair Oakes called the meeting to order at 1:08 p.m. and welcomed those in attendance.

2.0 Preliminary Business

2.1 Roll Call

A roll call was conducted and a quorum was established.

2.2 Agenda Approval

Anthony Rosilez moved to approve the agenda as presented, seconded by Paul Andrews. The motion passed unanimously.

3.0 Public Comment

- *Public members wishing to provide public testimony must sign in at the meeting.*
- *There will only be one speaker from each group.*
- *Each individual speaker 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.*

4.0 Communications

Lisa Morawski, Public Affairs Director for the Chief Education Office, led the group in an exercise to help frame a communications plan. Directors discussed prioritizing key messages and audiences. Staff will use the input to develop a draft communications plan for EAC to consider later this fall.

5.0 Retreat Activity

Unanticipated agenda items may or may not be included. All Educator Advancement Council meetings are open to the public and conform to Oregon public meetings 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 also find upcoming meetings and prior meeting materials.

Cheryl Myers led the group in a cross-cultural norms activity.

BREAK

6.0 Equity Training

6.1 Equity Lens Historical Context

Nancy Golden, former Chief Education Officer, shared background on the development of the Oregon Equity Lens adopted first by the OEIB and then subsequently by other state agencies. The EAC members generated a group of questions about the intent and implementation of the Equity Lens. Dr. Golden began to answer the questions and will follow-up with a document to be shared with the EAC to provide additional details.

6.2 Culturally-Responsive Practices/Pedagogy

Carmen Urbina, Deputy Director-ODE, provided an introductory overview for the EAC on Culturally Responsive Practices/Pedagogy. She outlined various terminology, definitions, rationale, and frameworks for consideration as the EAC moves forward on implementation of Recommendation 5 from the Governor's Council on Educator Advancement. The EAC will continue to revisit this work as they move forward with the Educator Advancement Fund.

7.0 Ethics Training

Training will be rescheduled to November or December.

8.0 Procedural Subcommittee Update

Subcommittee Chair Scruggs provided a status update. The Council considered Melissa Wilk's change in geographic status. Martha Richards moved for Melissa Wilk to retain her position, seconded by Anthony Rosilez. The motion passed unanimously. The Procedural Subcommittee will schedule a meeting to identify a director reimbursement process recommendation to bring to the full EAC. Forms and templates will be shared with the full council prior to the next EAC meeting.

9.0 Wrap Up/Activity

Activity moved to Day 2.

10.0 Adjourn at 4:55 p.m.

DAY TWO

Wednesday, October 24, 2018

Directors present: Chair Oakes, Vice-Chair Grotting, Paul Andrews, Miriam Calderon, Lindsey Capps, Christy Cox, Colt Gill surrogate Carmen Urbina, Mark Girod, Ana Gomez, Bill Graupp, Michelle Homer-Anderson, Belle Koskela, Marvin Lynn, Ken Martinez, Representative McLain, Martha Richards, Tony Rosilez, Laura Scruggs, Nick Viles, Melissa Wilk, Matt Yoshioka

Directors by phone: Jenna Schadler

Directors excused: Colt Gill, Senator Roblan

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Administrative Agent staff present: Hilda Rosselli, College & Career Readiness and Educator Advancement Director; Cheryl Myers, EAC Transition Director; Debbie Green, Executive Support; Julie Smith, Contractor

1.0 Welcome Remarks

Chair Oakes welcomed Directors to Day 2 of the retreat and reviewed the meeting agenda and objectives.

2.0 Preliminary Business

2.1 Roll Call

Debbie Green conducted a roll call and a quorum was established.

3.0 Consent Agenda

3.1 Approve September 26 and October 8, 2018, meeting minutes

Martha Richards moved to approve the consent agenda with amended minutes for October 8, agenda item 3.0 to add that votes were also recorded electronically, seconded by Director Graupp. The motion passed unanimously.

4.0 Administrative Agent Update

4.1 Staff Engagement Report / RFI update

Hilda Rosselli reviewed the staff engagement report and indicated she participated in 12 Education Service District (ESD) superintendent meetings to talk about the purpose of the Educator Advancement Council (EAC) and the upcoming release of the Launching New Networks Request for Information (RFI). To date, approximately 77 groups have downloaded the RFI from ORPIN.

5.0 Procedural Subcommittee Discussion

Subcommittee Chair Scruggs shared the process for appointing Rotating Directors was a topic of discussion at the last Subcommittee meeting. As all Rotating Directors are now appointed, the Subcommittee requested the full Council weigh in on the merits of amending the Intergovernmental Agreement to include all EAC directors, appoint future Rotating Directors, rather than only the Standing Directors as currently exists. Discussion ensued, and the general consensus was to retain the current IGA language and status. The Council recommended strengthening collaboration and consensus language for all director participation in a council working agreement and/or consider creating a nominating committee. The Procedural Subcommittee will process this feedback at their next meeting.

Ana Gomez arrived at 8:50 a.m.

Christy Cox arrived at 8:55 a.m.

Break

6.0 Retreat Activity

Julie Smith, Contractor, led Directors in an activity to emphasize systems change process. This was moved to follow agenda item 7.0

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Lindsey Capps arrived at 9 a.m.

7.0 EAC Policy Priorities

Lindsey Capps, Chief Education Officer, provided a brief update to review how the Council's recommendations around structure and financing of educator networks would align with funding recommendations by the Governor, the Joint Committee on Student Success, and the legislative budget process. The Governor's Recommended Budget to the legislature is due December 1 and will include her EAC priorities. The Council may have some challenging priority recommendations ahead and the sequencing of resources will aid target funding for the Governor's consideration. The Launching New Networks and Fiscal Model Work Groups will work toward developing joint input on a reasonable target funding suggestion for the Governor.

Marvin Lynn arrived at 10:05 a.m.

8.0 Mission, Vision, Values/Strategic Planning

Holly Valkama began the work of strategic planning with Directors today to strengthen the Educator Advancement Council direction. Through a prioritization exercise, Directors identified important components of a strategic plan and collectively crafted a draft mission statement.

- What do we collectively value?
- What will we focus on and what is this work?
- Why are we doing this?
- How is this different than what was done before?
- How do we coordinate most efficiently with other partners?
- What is the role we play in the education landscape?
- How will we know when we get there?
- We should be aligned to our charge or mission
- Align to available resources and allocations provided
- What resources do we still need?

Noon LUNCH

9.0 Vision, Values/Strategic Planning (continued)

10.0 Wrap-up/Closing Comments

Directors provided feedback on the retreat and Chair Oakes provided closing comments. The next meeting will be November 28, 2018, from 8 a.m. – 3 p.m. at Broadway Commons.

11.0 Adjourn at 3:04 p.m.



Educator Advancement Council

November 28, 2018

Docket Item #2.4

Docket Item: Staff Engagement Report

Date	Event Attended	Sponsoring Organization	EAC Staff Attending	Directors Attending
10/29	Portland Public Schools Meeting	PPS	Hilda Rosselli	
11/1; 11/6	ESD Visits - Grant County N. Central	CEdO	Hilda Rosselli	
11/1	TSPC Commission Meeting	TSPC	Hilda Rosselli	Anthony Rosilez
11/2	edTPA Conference	OSU	Hilda Rosselli	
11/8-9	Facing Race; Building Racial Equity	Race Forward	Cheryl Myers	
11/14	Chalkboard Partner Meeting	Chalkboard Project	Hilda Rosselli Cheryl Myers	Paul Andrews Mark Girod Belle Koskela Marvin Lynn Martha Richards Anthony Rosilez
11/15	K-12 Education Partners Meeting	ODE	Hilda Rosselli	Colt Gill
11/16	EAC/COSA Novice Administrators Support Meeting	EAC/COSA	Hilda Rosselli Cheryl Myers	Mark Girod Anthony Rosilez Carmen Urbina Melissa Wilk
11/27	Government to Government Summit	Governor's Office/ Confederated Tribes	Cheryl Myers	Lindsey Capps

Upcoming Events

Date	Event Scheduled	Sponsoring Organization	EAC Staff Attending	Directors Attending
11/30	Director's Advisory Council	ODE	Hilda Rosselli	
11/30	Pathways Breakfast – Support for Students of Color	PSU	Hilda Rosselli	Marvin Lynn
12/7	Government to Government Tribal Education Cluster	Governor's Office/ Confederated Tribes	Cheryl Myers	Lindsey Capps

****Content will continue to be updated and may not reflect the most current information by the time the Educator Advancement Council meets***



Educator Advancement Council

November 28, 2018

Docket Item #2.5

Docket Item: Follow up on October Retreat Equity Lens Discussion

Summary: At the October Retreat, Nancy Golden shared background on the development of the Oregon Equity Lens. EAC Directors generated a list of questions about the intent and implementation of the Equity Lens. This document is a follow up to that discussion.



Dear Educator Advancement Council Directors,

First, thank you for the important work that you are providing for our State and, more importantly, our students. I am providing responses to the questions you generated at the last EAC meeting. In addition to my thoughts, I have included some of the comments that were generated during our discussion. I do want to thank Dr. Doris McEwen, who led the process of developing the Equity Lens and provided me with information for my presentation.

Please feel free to contact me if you have questions at 541-914-0686 or at nancyg@uoregon.edu.

What is the intent of the equity lens?

- The intent is based on the OEIB's vision of educational equity and excellence for each and every child and learner in Oregon.
- As stated in the Equity Lens document, "The primary focus of the equity lens is on race and ethnicity. While there continues to be a deep commitment to many other areas of the opportunity gap, we know that a focus on race by everyone connected to the educational milieu allows direct improvements in the other areas."
- The intent is based on the opportunity gap instead of the achievement gap. The opportunity gap assumes that the systems have not provided the opportunities for **all** students to be successful. This is about educators changing systems, so all students can be successful.

How do you deal with those who want to focus on poverty or other community attributes?

- Have staff read the Equity Lens to understand the focus.
- Explain that in order for all students to feel safe, respected, and ready to learn it is important for staff to be culturally proficient. A focus on race and ethnicity can lead to this much needed cultural proficiency. When staff is culturally proficient then micro-aggressions, which are common for students of color, will decrease.
- Share examples of micro-aggressions, such as:
An African-American staff member wanted to have an assembly celebrating black history month. The administrator responded that there wasn't time for this assembly even though they have a pep assembly every week.
- Start by focusing on the other attributes but also work on race and ethnicity.

How do we grow so the equity lessons are taught at the teacher level?

- Train on the equity lens and cultural proficiency.
- Have teachers ask the key question, "Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?" when making key decisions in their work.
- Develop an equity committee of teachers in your school or districts who will lead the equity work.



What are some examples of Equity Lens use?

- Courageous Conversations and Coaching for Educational Equity (CFEE) training, which increases our knowledge and awareness.
- Adoption of the equity lens by key organizations, such as the HECC.
- School districts adoption of an equity policy, such as Parkrose.
- Organizations utilizing the equity lens questions when considering resource allocation and strategic investments.

What difference has it made?

- North Clackamas closing the opportunity gap was a result of focusing on equity to raise graduation rates.
- Oregon's commitment to hiring a diverse workforce in our K-12 systems.
- Passage of Senate Bill 13: Tribal History/Shared History. Senate Bill (SB) 13 was passed into law in the 2017 legislative session and calls upon the Oregon Department of Education (ODE) to develop a statewide curriculum relating to the Native American experience in Oregon, including tribal history, tribal sovereignty, culture, treaty rights, government, socioeconomic experiences, and current events.
- Passage of HB 2845 which will establish statewide Ethnic Studies standards for Oregon K-12 Schools.
- Advanced Placement for All Schools. In this model all students are placed in Advanced Placement course and can select out.

Please note: There were many factors that led to the successes above, but I believe that the equity lens played a key policy role.

What is the data that we want to use to see if Equity Lens is working?

- Data from School Profiles, including content area scores, disaggregated by ethnicity.
- Focus groups with students to question whether they feel safe and respected in schools.
- Discipline and Expulsion.
- Chronic Absenteeism.

Why have we failed:

- The equity lens is a written initiative and did not provide funding for the deep culture work that is necessary for it to be successful throughout the state and along the entire birth through college and career pathway.
- There needed to more extensive training on the equity lens and how to unpack it.



Educator Advancement Council

November 28, 2018

Docket Item #5.0

Docket Item: 2018 Educator Equity Report Executive Summary

Summary: Members of The Oregon Educator Equity Advisory Group will share findings from the 2018 Oregon Educator Equity Report and discuss recommended Action Steps included in the legislative report. They will also provide an update on the Oregon Teacher Scholars Program and propose ways in which the Advisory Group can contribute to aspects of the EAC's mission.



Oregon Educator Equity Advisory Group 2018-2019 Members

The Oregon Educator Equity Advisory Group is a 20-member group convened by the Oregon's Chief Education Office charged to:

- Research, coordinate and oversee legislative reports deriving from SB 755 that outline Oregon's current status and progress toward diversifying the educator workforce and to spotlight/recommend/drive needed practices and policies;
- Ensure that the voices of culturally and linguistically residents in Oregon are engaged in examining root causes, current assets, and needed changes in policy and practices that can help diversify Oregon's educator workforce;
- Review progress and results from state-funded investments intended to recruit, prepare, retain, and advance Oregon's educator workforce; and,
- Recommend future investments for the state to improve students' access to educators who more closely mirror our K-12 student population demographics

Karen Gray, Advisory Group Chair Superintendent, Parkrose School District graykar@parkrose.k12.or.us	Tawnya Lubbes, Assistant Professor Eastern Oregon University tlubbes@eou.edu
Koreen Barreras-Brown, Superintendent Colton School District barbrownk@colton.k12.or.us	Cecelia Monto, Dean, Education & Humanities Chemeketa Community College Cecelia.monto@chemeketa.edu
April Campbell, Indian Education Advisor Oregon Department of Education April.campbell@ode.state.or.us	Rhonda Nese, Research Associate College of Education, University of Oregon rnese@uoregon.edu
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Marvin Lynn, Dean, Graduate School of Education Portland State University mlynn@pdx.edu	Markisha Smith, Director, Education Equity Unit Oregon Department of Education Markisha.smith@state.or.us



July 2018



**CHIEF
EDUCATION
OFFICE**

2018 OREGON EDUCATOR EQUITY REPORT

EXECUTIVE SUMMARY

Origin of this Report

In 2013 the Oregon Legislature amended the original Minority Teacher Act passed in 1991 and changed the definition of “Minority” to include educators whose first language is not English. Statute also required that the state’s education agencies jointly submit an annual report to the Legislature on the status of Oregon’s efforts to achieve a K-12 educator workforce that more closely mirrors the demographics of the students in our schools. The report is required to include:

- 1) A summary of the most recent data collected as provided by ORS 342.443;
- 2) Recommendations for meeting the goals expressed in ORS 342.437; and
- 3) A description of best practices within Oregon and other states for recruiting and retaining minority teachers.

In addition, in 2015 the Oregon Legislature renamed the Minority Teacher Act to the Oregon Educator Equity Act and directed the Higher Education Coordinating Commission to require each public teacher education program to adopt a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators and to review the plans for adequacy and feasibility with the governing board of each public university with a teacher education program and, after necessary revisions are made, to adopt the plans.



DISCLAIMER

While Oregon legislation limits the foci of data in this report to ethnic and linguistic diversity, the Oregon Educator Equity Advisory Group recognizes the importance of many other forms of diversity within the educator workforce including gender, sexual orientation, disability status, and factors related to income level.

Evidence from Research

Positive impacts have been found when students who are ethnically and/or linguistically diverse have teachers from the same demographic backgrounds in research using large-scale and longitudinal data sets. These impacts include improved test scores, attendance, and fewer suspensions. Gershenson, Hart, Lindsay and Papageorge (2017)¹ found that black males assigned to a black teacher in the third, fourth, or fifth grades significantly reduced the probability by 39 percent of the students dropping out of high school.

Demographic matches between students and teachers also influence students’ academic perceptions and attitudes. Egalite and Kisida (2016)² found that assignment of a student, particularly a student who is ethnically diverse, to a demographically-similar teacher affects student reports of personal effort, happiness in class, feeling cared for and motivated by their teacher and it improves student-teacher communication and college aspirations. Class content may be more often explained in culturally relevant ways, more probing questions asked, and more invitations to share ideas and insights.

Summary Data

Although positive trends are noted in almost every category reported in Figure 1, the educator workforce is not shifting quickly enough to respond to Oregon’s changing ethnically and linguistically diverse K-12 student body. As was suggested by one observer, small technical “fixes” are not sufficient at this point for changing the overall desired outcome when systems continue to produce only small gains in terms of the diversity of Oregon’s educator workforce demographics.

Small technical “fixes” are not sufficient at this point for changing the overall desired outcome when systems continue to produce only small gains in terms of the diversity of Oregon’s educator workforce demographics.

Advisory Group Member

- 1 Gershenson, S., Hart, C.M.D., Lindsay, C.A. & Papageorge, N.W. (2017). The long-run impacts of same-race teachers. Retrieved from: <http://ftp.iza.org/dp10630.pdf>.
- 2 Egalite, A. & Kisida, B. (2016). The effects of teacher match on academic perceptions and attitudes. Retrieved from: <https://ced.ncsu.edu/wp-content/uploads/2015/07/Egalite-Kisida-Teacher-Match-Working-Paper-June-2016.pdf>.

Figure 1: Summary of Most Recent Data Available and Change from Previous Data Reports.

Summary of Data	Number	Percent	Change from 2017 Report
Ethnically Diverse Students (2017-2018)	218,288	37.6%	↑
Ethnically and Linguistically Diverse Students (2016-2017)	228,789	39.4%	↑
Districts w/40 percent or higher ethnically diverse students (2017)	30	15.2%	→
Ethnically Diverse Candidates Enrolled in Teacher Education (2016-17)	592	23.6%	NA ³
Ethnically Diverse Teacher Preparation Completers (2016-2017)	283	17.3%	↑
Reciprocal Teacher Licensees who are Ethnically Diverse (2017-2018)	117	12.6%	↑
Ethnically Diverse Administrator Candidates Enrolled (2016-2017)	55+ ⁴	11.1%	NA
Ethnically Diverse Administrator Program Completers	26	11.3%	↑
Ethnically Diverse Teachers Employed (2017-2018)	3,087	9.9%	↑
Ethnically and Linguistically Diverse Teachers Employed (2017-2018)	3,329	10.7%	↑
Ethnically Diverse Administrators Employed (2017-2018))	262	11.4%	↑
Ethnically and Linguistically Diverse Administrators (2017-2018)	271	11.8%	↑
Ethnically Diverse Guidance Counselors (2017-2018))	194	14.5%	↑
Ethnically Diverse Educational Assistants ((2017-2018))	2,844	18.7%	↑

Sources: ODE Fall Staff Position Collection and Oregon Teacher Standards and Practices Commission

2018 Oregon Educator Equity Advisory Group Recommendations

The topic of diversifying the educator workforce continues to be prominent in national reports and research. A report published this year by the Learning Policy Institute⁵ entitled *Diversifying the teaching profession: How to recruit and retain teachers of color* offered a rich selection of recommendations reviewed by the Oregon Educator Equity Advisory Group. Some of these recommendations have been refined and adopted to be more relevant to Oregon and appear in each section of the report as well as in Figure 2.

Figure 2: 2018 Oregon Educator Equity Advisory Group Recommended Action Steps.

Recruitment Partner with business and communities of color to develop and launch a statewide marketing campaign elevating the teaching profession and guiding potential educators to the resources needed to enter the profession. (state level action steps) Recruit teacher candidates from high school students, educational assistants and other school/district staff, parents, career changers, and after-school program mentors who reflect local diversity and are more likely to seek teaching positions in their local communities. (school, district and educator preparation program level action steps)	Implement specific recruitment of linguistically and ethnically diverse educational assistants. Include funding sources for these students, since they likely will not qualify for supports such as the Oregon Promise. (school, district and state legislator action steps) Attract more linguistically and ethnically diverse teacher candidates into teaching careers via strong K-12/higher education partnerships supporting high-quality teacher preparation programs with extensive school-based experience, empowering skill-based coursework, and a welcoming collegial and culturally responsive culture also needed to teach in Oregon's classrooms. (school, district and educator preparation program level action steps)
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³ Enrollment data reporting changed from last year's report and is not comparable.

⁴ Estimated number based on suppressed data from one institution.

⁵ Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute.

Preparation

Work with the Educator Advancement Council to help lower the cost of teacher preparation with scholarships like the Oregon Teacher Scholars Program to provide financial assistance and help students navigate the complicated journey through licensure, preparation, job search, and employment in Oregon's educator workforce. Expand the Oregon Teacher Scholars Program to fully fund at least 70 candidates per year. **(state legislators and Educator Advancement Council action steps)**

Work with the Educator Advancement Council and Confederation of Oregon School Administrators (COSA) to develop an Oregon Administrative Scholars Program to support costs for more racially, ethnically and linguistically diverse educators seeking to become administrators. **(state legislators and Educator Advancement Council action steps)**

Work with the Educator Advancement Council and COSA to develop a state fund for school districts to offer paid residencies allowing future teachers to earn an income while they are enrolled in teacher preparation programs. These funds can be matched by districts and can help cover living costs for more career changers while they are studying to become teachers. **(Confederation of Oregon School Administrators and state legislator action steps)**

Work with Oregon Teacher Standards and Practices Commission to adjust Oregon's teacher licensure requirements to permit teacher candidates to demonstrate their competency through multiple performance measures less likely to generate racial and linguistic disparities. **(Teacher Standards and Practices Commission action steps)**

Develop transparent and streamlined pathways from community to teacher preparation programs including articulation of transferable credit across the institutions leading to licensure. **(Higher Education Coordinating Commission action steps)**

Work with the Chief Education Office, Oregon Department of Education and Teacher Standards and Practices Commission to ensure that all educator preparation programs (EPPs) in Oregon are able to track graduates by 2021 through key employment benchmarks and access statewide student performance data (and other teacher performance data) necessary to monitor the effectiveness of graduates and meet Council for the Accreditation of Education Preparation (CAEP) requirements. **(Chief Education Office, Oregon Department of Education, and Teacher Standards and Practices Commission action steps)**

Employment

Develop policy with the Educator Advancement Council to encourage school districts to work closely with local educator preparation programs to coordinate student teaching placements that maximize the assets diverse

candidates bring to schools and create opportunities to interview candidates for hire before they graduate. **(school and district level action steps)**

Provide anti-bias training for staff involved in recruiting and hiring educators. Develop diverse interview committees in which linguistically and ethnically diverse teachers can help shape more effective recruitment and hiring strategies. **(Office of Equity, Diversity, and Inclusion at ODE, school district, and Oregon School Personnel Association action steps)**

Work with the Educator Advancement Council, Oregon Department of Education, and partners to redesign the current Oregon Mentor Project to ensure that every teacher and administrator new to the profession receives a well-trained mentor skilled in offering culturally responsive support for all newly employed educators. Develop a plan to recruit and train mentors from diverse backgrounds and to match diverse new teachers and diverse mentors. **(Educator Advancement Council and Oregon Department of Education action steps)**

Retention

Assist school and district administrators in creating collaborative, supportive and culturally responsive work environments for all teachers. Provide access to affinity groups and other professional community-based networking organizations for linguistically and ethnically diverse employed educators. **(school and district level and local community associations action steps)**

Work with the Educator Advancement Council and Oregon Department of Education to prioritize Title II's optional 3 percent leadership set-aside funds to strengthen principal recruitment, preparation, induction, and development focused on supportive and equity-driven school leadership. Consider funding educators' membership in professional associations such as the National Association of Black School Educators as a retention strategy. **(Oregon Department of Education and Educator Advancement Council action steps)**

Work with the Educator Advancement Council and the Chief Education Office to use the results from the HB 4044 study to engage school districts in adopting promising practices that help attract and retain effective, culturally responsive teachers to work in Oregon's most complex schools. **(Educator Advancement Council and Chief Education Office action steps)**

Work with the Teacher Standards and Practices Commission to develop a marketing campaign to publicize financial support for earning National Board certification; thus helping advance the careers of more of Oregon's racially or linguistically diverse teachers. **(Educator Advancement Council and Teacher Standards and Practices Commission action steps)**

This year's report is organized around sections focused on recruitment, preparation, employment and retention. Each section includes new data and findings, spotlights on promising practices, and the Educator Equity Advisory Group's recommended actions steps. Later this summer the Chief Education Office will publish an interactive infographic to highlight data from this report.

Oregon Teacher Scholars Program

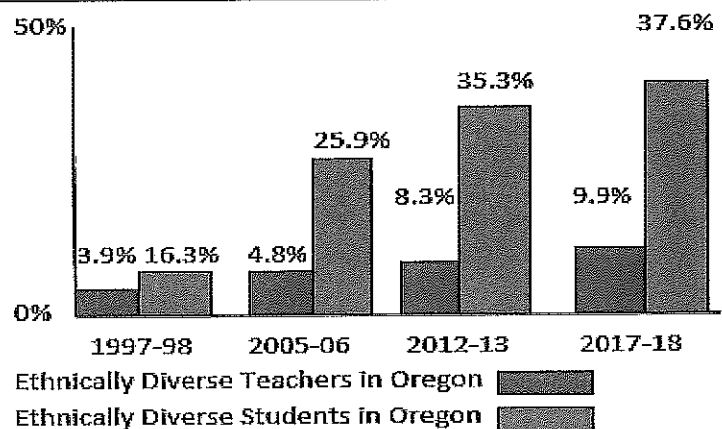
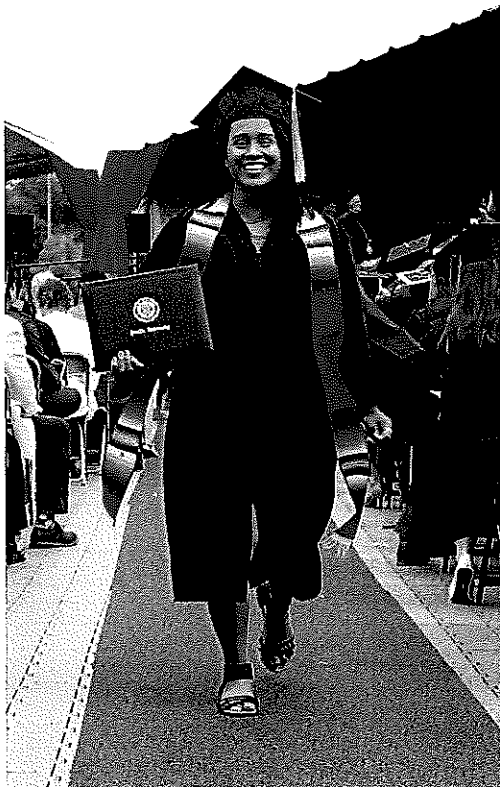


What:

The Oregon Teacher Scholars Program (OTSP) provides specific financial support in the form of a scholarship to teacher candidates who are linguistically or ethnically diverse and enrolled in an Oregon-approved preliminary licensure programs. The scholarship award amount is \$5,000 per year per student for up to two years to be used for education expenses such as tuition, books, gas money to support travel to teaching practicum location, test prep materials, and living costs. OTSP also provides students with opportunities to connect with other scholars, build resume skills, participate in paid personal development events/conferences, and network with potential future employers.

Why:

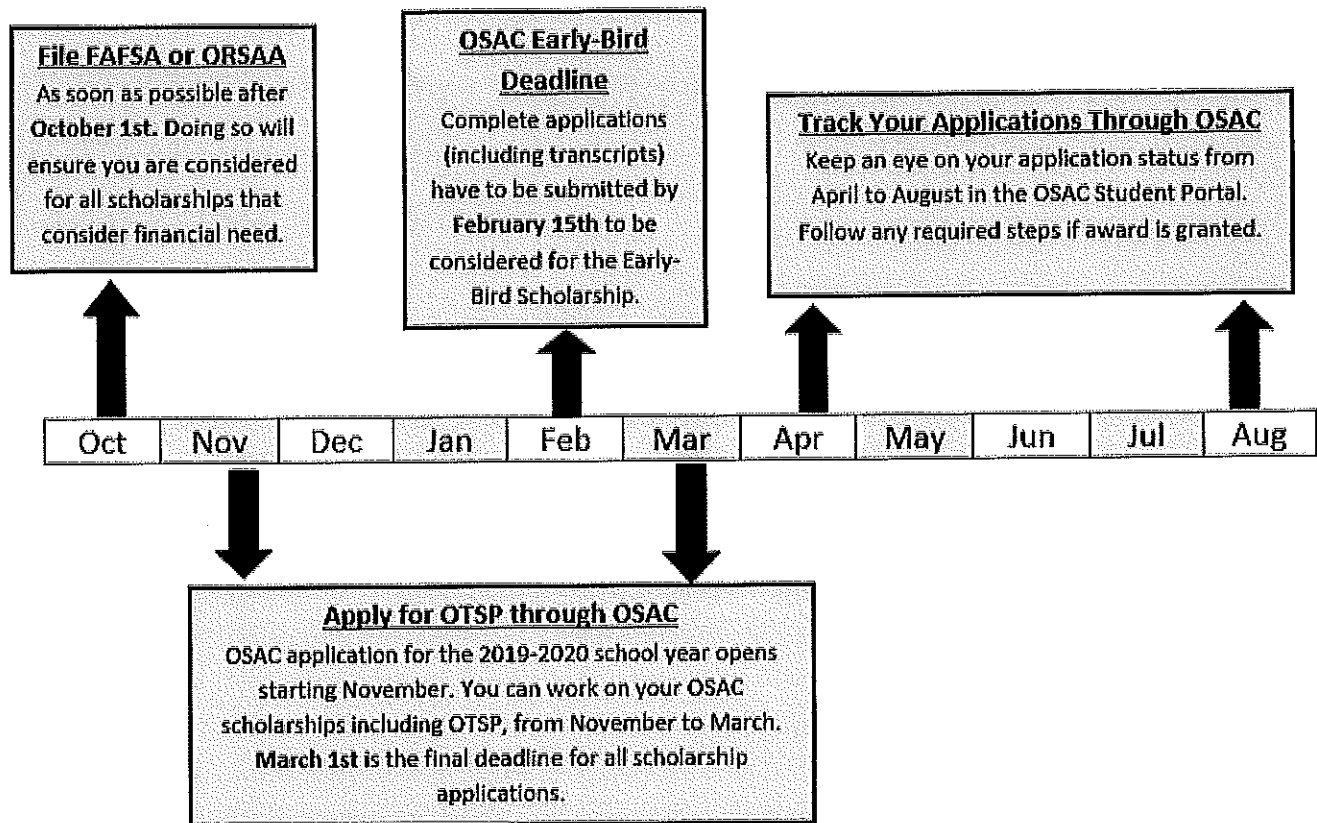
Students who have teachers who match their ethnicity or language of origin are more likely to relate to how content is presented, be inspired by adults who share common attributes, and engage more in classroom learning. As Oregon's K-12 student population becomes more ethnically and linguistically diverse, our educator workforce needs to better mirror the demographics of the students in our classrooms. The Oregon Teacher Scholars Program seeks to address financial barriers that pose challenges for ethnically and linguistically diverse candidates seeking to become teachers and help these Scholars navigate the journey towards becoming a teacher in Oregon.



Source: 2018 Oregon Educator Equity Report

When: The timeline below demonstrates key dates in applying for the OTSP Scholarship which is hosted by The Office of Student Access and Completion (OSAC).

2019-20 School Year OSAC/OTSP Timeline



Who:

Oregon Teacher Scholars Program applicants must be ethnically or linguistically diverse to qualify for selection. University or college students in both undergraduate and graduate level initial/preliminary Oregon teaching licensure programs are eligible to apply. Students must be enrolled in an education preparation program at the time of receiving the OTSP scholarship. For undergraduate degrees this is typically the last two years of an education degree.

Other Features:

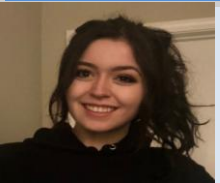
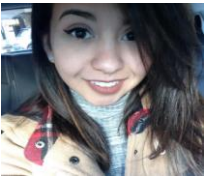
The Oregon Teachers Scholars Program will be providing the following assistance to its recipients:

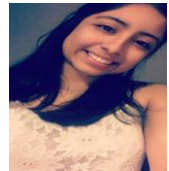
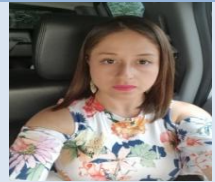
- Help Scholars meet potential future employers
- Assist Scholars in adding to their resume skills and experiences
- Link Scholars across the state
- Connect Scholars to other ethnically or linguistically diverse educators at education related workshops, field trips, and job fairs
- Attend culturally specific and social events

Contact information:

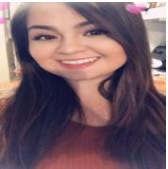
If you have any questions or would like more information please contact the OTSP Coordinator: Horalia Rangel | horalia.rangel@hecc.oregon.gov
(503)689-2571 | www.teachin.oregon.gov | www.oregonstudentaid.gov

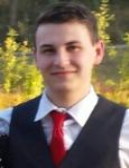
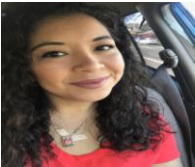


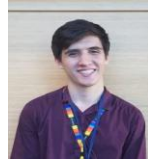
First Name	Last Name	University	Subject Area	Specific Ethnicity	Photo
Sophia	Aguirre	UOPortland	Middle/High, English	Hispanic/Latino	
Ashley	Barbian	UO	Middle/High, Social Science	Caucasian	
Chemika	Bolden	Pacific	Elementary Ed	African-American	
Stephanie	Clark	Lewis & Clark	Middle/High, Language Arts	Filipino, Australian Citizen	
Fredy	Correa	EOU	Elementary Ed	Latino	
Nayeli	Cruz	WOU	Unknown	Unknown	No photo

Rina	De Los Reyes	UOPortland	Middle/High, Spanish/ESL	Unknown	No photo
Nancy	Deniz Andrade	Pacific	Early Childhood Ed	Hispanic/Latina, Mexican	No photo
Sapir	Dorfman	WOU	Elementary Ed	White/Middle Eastern	No photo
Allana	Drossos	SOU	Elementary Ed	Caucasian	
Alejandra	Garcia	George Fox	Middle/High, Bio & Math	Latina, Mexican- American	No photo
Jocelyn	Garcia	WOU	Elementary Ed	Mexican American	
Mariana	Garcia Avilez	Pacific	Special Ed	Hispanic	

Mario	Gutierrez Valien	PSU	Middle/High, Spanish	Cadiz, Spain	
Gabriann	Hall	OSU	Middle/High, Social Studies	Unknown	No photo
Jennifer	Hastings	George Fox	Special Ed	Unknown	No photo
Marlon	Holmes	PSU	Middle/High, Social Studies	Jamaican	
Abduraza	Hussen	PSU	Elementary Ed	Oromo, Amharic	
Kamlyn	Icenhower	NW Christian	Elementary Ed	Native Hawaiian & Caucasian	
Taren	Ikea-Mario	Corban	Middle/High, Math	Chuukese	No photo

Kathleen	Jonathan	Corban	Elementary Ed	Unknown	No photo
Antony	Keopraseuth	PSU	Middle/High, Math	Lao, Irish, German	No photo
Andriy	Khrustalyov	PSU	Education Ed	White	
Kayla	Kneeland	George Fox	Elementary Ed	Native American	No photo
Karolina	Kushniryuk	EOU	Elementary Ed	White	No photo
Alicia	Lopez	WOU	Early Childhood Ed	Hispanic/American	
Maria	Mateos Guevara	Pacific	Elementary Ed	Hispanic	

Alicia	Morales	OSU	Middle/High, Language Arts	Latina, Salvadoran- American	No photo
Blake	Norton	OSU	Elementary Ed	White & Chinese	
Annalise	Oertwich	Linfield	Elementary Ed	Unknown	No photo
Magaly	Ortiz	WOU	Early Childhood Ed	Hispanic, Mexican American	
Ricardo	Palazuelos	OSU	Elementary Ed	Hispanic/White	No photo
Antonio	Pena Anaya	Linfield	Unknown	Unknown	No photo
Nancy	Perry	PSU	Elementary Ed	Latinx	

Debora	Petersen	UOPortland	Elementary Ed	Unknown	No photo
Michael	Pfliger	UO	Middle/High, Language Arts	Caucasian, White, Russian	
Jessica	Pichardo-Ramirez	Pacific	Unknown	Unknown	No photo
Jessica	Pickens	George Fox	Elementary Ed	Mexican American	No photo
Luis	Ramirez	PSU	Middle/high, Spanish	Latino (Colombian & Guatemalan)	No photo
Ramiro	Ramos Lopez	Pacific	Elementary Ed	Latino, Mexican- American	
Annemarie	Reyes	Concordia	Elementary Ed	Filipino (Asian/Pacific Islander, Hispanic)	

Marcos	Rodriguez Romero	PSU	Elementary Ed	Hispanic	
Miriam	Romero	George Fox	Elementary Ed	Hispanic	
Neema	Sahebi	Pacific	Middle/High, Social Studies, English	Middle-Eastern-Persian, Iranian-American	
Ariel	Sanchez	UO	Middle/High, Science	White/Hispanic	No photo
Aksana	Sirosh	EOU	Elementary Ed	White	
Rina	Sundahl	OSU	Elementary Ed	Japanese/Multiracial	

Aisha	Surya	George Fox	Elementary Ed	Asian	
Katharine	Tapio	PSU	Elementary Ed	Mexican American & Native American (Nez Perce/Nimiipuu)	
Miguel	Trejo Romo	WOU	Middle/High, Spanish	Latino	
Trinity	Whiteaker	OSU	Elementary Ed	Latina/Mexican-American	No photo
Lillian	Wolfe	Pacific	Elementary Ed	Asian-American	
Eva	Zekry	PSU	Elementary Ed	Middle Eastern	



Educator Advancement Council

November 28, 2018

Docket Item #6.0/6.1

Docket Item: Policies & Procedures Manual Appendix Items

Summary: At the November 13, 2018, Procedural Subcommittee meeting, the Subcommittee reviewed and edited appendix items to be recommended to the full Council. The three documents for Council consideration are:

- Public Participation
- Appointment Letter
- Expense Reimbursement Claim Form

The Subcommittee recommended the reimbursements be retroactive to the first EAC meeting.

The Subcommittee also reviewed an EAC Working Agreement draft and recommended the document be included in the Council packet for a first reading. They requested a more comprehensive review of the document at a future meeting with the full Council.



EAC Draft Mission Statement

The Educator Advancement Council, developed as a unique and innovative public/nonprofit partnership, sustains the improvement of cultural and system changes in order to provide the education all students deserve by advocating for the resources necessary to lift up local educator voice through networks and supporting the growth of culturally responsive educators in the public PK-12 system.

COUNCIL WORKING AGREEMENT

The Educator Advancement Council (EAC) is an innovative public/nonprofit partnership created by the Oregon Legislature through the passage of SB 182 to support the public educator profession. The EAC is building on the recommendations and core values of the Governor's Council on Educator Advancement with the goal of ensuring all public educators have access to high-quality, culturally responsive professional learning and support throughout their careers.

The EAC is working on designing a system of educator networks to prioritize and enhance educators' access to professional learning and support services, combining state investment and other leveraged resources driven by educator need. In fulfilling our governance role, and to ensure effective functioning as a leadership team, we have put in place the following agreements which will apply to all the Council Directors, the Administrative Agent, our Advisors, and our Ex-Officio Directors and any Surrogates.

Council Role

1. The Council and the Administrative Agent shall work together as a team.
2. Focus on policymaking, planning, and vision setting, and not day-to-day operations.
3. Make decisions as a Council and only at properly called meetings. Each Director recognizes they do not possess authority to take individual action.
4. After honoring the opinions and input of individual Directors, accept final Council decisions.
5. Recognize and respect the Administrative Agent's responsibility to manage Council's daily operations and staff matters. As noted in the Intergovernmental Agreement (IGA), the Administrative Agent supports the Council and some duties will be delegated to staff to manage the Council's daily operational needs.
6. Give careful consideration to all issues brought forward by individuals and interested parties. Actively listen to all perspectives.
7. Uphold Council mission, vision, and values and actively employ the Equity Lens.
8. Value the role each Director plays in the State and welcome opportunities to be a representative of the Council at various functions around the State of Oregon.

Meeting Facilitation and Decision-Making

1. Follow Robert's Rules of Order to guide meetings.
2. Deliberate and make decisions in accordance with public meeting laws.
3. Uphold all legal requirements for confidentiality on matters discussed in Executive Session.
4. Respect the start and end times for meetings.
5. Adhere to the established meeting protocols.
6. Attend regularly scheduled meetings and work sessions unless a situation occurs causing attendance impossible.
7. Prepare for meetings by reading materials ahead of the meeting and asking questions of the Chair or Administrative Agent prior to the day of the meeting if possible. If a Director still has questions about an

agenda item or intends to ask that an item be pulled from the consent agenda, the Director will, when reasonably possible, attempt to notify the Council Chair and/or Administrative Agent before the meeting.

8. Propose agenda items well in advance of the meeting so that the item may be included on the public agenda and Administrative Agent staff have adequate time to gather information.
9. Seek consensus by all Directors prior to vote unless unanswered questions remain regarding the decision or a conflict of interest arises.
10. In matters pertaining to final adoption, ratification and approval by Standing Directors, the full Council will actively participate in discussion, recommendations and nominations to reach consensus prior to the Standing Directors final vote.

Communication Agreements

1. Communicate directly with the Chair or Administrative Agent prior to meetings to address questions or concerns regarding agenda items.
2. If a concern arises with an individual Director, communicate directly with the Administrative Agent, the Chair, or other Directors as appropriate. If the issue is not resolved, Council leadership will facilitate a resolution.
3. Except for the Chair, no individual Director, Advisor, or Ex-Officio Director or their Surrogate has the authority to speak for the Council, unless directed by the Council to do so.
4. Maintain effective and open communication with the Administrative Agent.
5. Abide by the Council Policies & Procedures manual and any guidelines provided in the manual regarding the use of social media for Council purposes.
6. If a Director, Advisor, or Ex-Officio Director or their Surrogate uses social media in their role with the Council to communicate information regarding the Council or the Administrative Agent, they agree to:
 - a. Notify the entire Council and provide access to the information;
 - b. Abide by all public records rules and laws; and
 - c. Communicate and conduct their online presence as public business in alignment with these agreements and any other applicable laws, policies, and procedures. Directors, Advisors, and s and their Surrogates are public figures and are subject to Oregon ethics, public meetings, and other relevant laws.
7. Directors, Advisors, and Ex-Officio Directors and their Surrogates will direct any requests for information arising between meetings to the Chair and Administrative Agent. The Administrative Agent and the Chair will check-in monthly to allow monitoring reasonable staff workload.
8. Concerns regarding any Administrative Agent staff should be communicated directly to the Administrative Agent. Any concerns regarding the Administrative Agent should be communicated to the Chair.

Council Leadership Roles

1. The Chair shall serve as the authorized spokesperson for the Council with regard to Council policy, process and decisions. The Chair may delegate this responsibility to other Directors or the Administrative Agent.
2. Recognize the Chair speaks for and about the Council and describes the Council's process and positions. Recognize the role of the Chair to convene meetings, develop the agenda with the Administrative Agent, and execute documents as appropriate.
3. The Chair shall represent the Council in communication with the Administrative Agent, Chief Education Officer, Governor's Office, and as a liaison to other State Boards, Councils, Committees and Commissions.
4. Communicate with individual Directors about concerns shared with the Chair by other Directors regarding issues agreed to in the working agreements or group operating norms.
5. Coordinate agenda topics with the Administrative Agent. Approve the final agenda for meetings in advance of the public notice.
6. Facilitate the orientation of new Directors.
7. Assist the Administrative Agent in communicating important information to the Council. Keep Directors apprised of information exchanged with the Administrative Agent.

8. The Vice-Chair will perform these duties when the Chair is unavailable and oversees Council financial management in coordination with the Administrative Agent.

Administrative Agent Role

1. Regularly report, inform, and advise on Administrative Agent activities, goals, and other related matters.
2. Work as a team with the Council.
3. Recognize and respect the Council's authorities.
4. Work with Council leadership to effectively bring information and issues to the Council so to allow equitable and proactive policy decisions informed by the best available evidence.
5. Communicate relevant information regarding the Council with the Governor, Legislature and other state agencies.
6. Work directly with Administrative Agent staff to implement the Council's mission, vision, values, and goals.
7. In conjunction with the Chair, facilitate the orientation of new Directors, Advisors, Ex-Officio Directors and their Surrogates.
8. Communicate and represent the work of the Administrative Agent and staff to national, state, and local partners.
9. Communicate the intentions, decisions, actions, and direction of the Council to national, state, and local partners.

Administrative Agent Staff Role

1. Manage the daily operations of the Council. This includes responding to inquiries from stakeholders on behalf of the Council via email, phone or in-person.
2. In collaboration with the Administrative Agent, create the proposed agenda for Council leadership approval.
3. Act as the first point of contact for Directors, Advisors, Ex-Officio Directors and their Surrogates.
4. Facilitate new Directors, Advisors, Ex-Officio Directors and their Surrogates orientation.
5. Coordinate and make available all Council meeting materials in compliance with public meeting laws.
6. Provide technical support to the Administrative Agent on Council-related items.
7. Ensure the Council follows state laws relating to administrative rule adoption and provide parliamentary procedures support during meetings.
8. Coordinate with other education boards and commissions, administrators, and agencies to ensure the Council actions are congruent with other actions.

By signing this document, we affirm our intent to uphold the operating agreements.

Council Chair

Date

Council Vice-Chair

Date

Council Director

Date

Council Director (*signatures continued on next page*)

Date

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. You may also address the Council in writing; e-mail your comments to EACinfo@OregonLearning.org.

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.

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REIMBURSEMENT CLAIM FORM

c/o Office of Finance & Administration
Financial Services
255 Capitol Street NE
Salem, Oregon 97310

Director Name				ID #		Third Party Name				ID #		
Residence Address:						Mailing Address:						
Reason for travel:												
Date	Departure Time	Return Time	Destination	Breakfast	Lunch	Dinner	Lodging, Parking, other	Miles	Rate	Mileage Amount	Reimbursement Totals	
									\$ 0.545	\$ -		
									\$ 0.545	-		
									\$ 0.545	-		
									\$ 0.545	-		
									\$ 0.545	-		
TOTALS				\$ -	\$ -	\$ -	\$ -	-		\$ -	\$ -	\$ -

Meals/Lodging: EAC will reimburse for necessary lodging for required overnight travel; associated state per diem meal allowances do not require receipts. **Miscellaneous:** Parking, public conveyance (taxi, shuttle) and other allowable expenses are reimbursed at actual cost; charges of \$25 or more require receipt. **Private Car Mileage:** paid at the established state rate adjusted each October 1st, roundtrip from residence to place of meeting.

ACKNOWLEDGEMENT		
I certify all reimbursements claimed reflect actual duty required expenses or allowances entitled; no part thereof has been heretofore claimed or will be claimed from any other source.	Director Signature	Date

PROGRAM USE ONLY		FOR FINANCIAL SERVICES USE ONLY	
I certify the above claimed expenses are authorized duty required expenses. Funds for payment of this claim are available in the approved budget for the period covered and have been allotted for expenditure.		Comp Objects:	\$ -
		4101/4151 Meals	-
Approval by: _____ Index # _____		4104/4154 Lodging, parking, public conv	\$ -
		4111/4164 Personal Car Mileage	-
Signature _____ Date _____		TOTAL REIMBURSEMENT	\$ -
		<i>Per diem is subject to budget funds availability - ORS 292.495</i>	



<http://education.oregon.gov/eac/>

503.373.1283 | 255 Capitol Street, NE | Salem, Oregon
97310

DATE

NAME

Association
Street Address
City

Dear NAME

On behalf of the Educator Advancement Council (EAC), thank you for your willingness to serve as a Council Director, as outlined in Senate Bill 182(2017).

With equity and educator voice at its core, the Educator Advancement Council aims to support public educators to engage in the professional learning support needed to best serve students. The EAC brings together educators, community leaders, and state officials to work on the best methods to ensure that professional learning, mentoring, and educator career supports which contributes to the success of all Oregon students and educators.

Given the historical importance of this endeavor, thank you for contributing your experience and expertise on this Council. It will require a commitment from you, but is one that will have a lasting impact on the lives of Oregon educators, students and families for generations to come.

This letter serves as notification of your appointment as a director on the Educator Advancement Council to Position #XX; your appointed term is from XXXX XX, 2018 and ends XXXX XX, 2019 or 2020. You may reapply to renew your position for an additional two-year term.

A reminder of meeting times, venue and relevant information will be sent via email prior to each meeting.

The attached addendum to this letter outlines state rules regarding parking and reimbursements.

Again, thank you for your Council service.

Sincerely,

EAC Standing Directors:

Signature

Lindsey Capps
Chief Education Officer

Signature

Colt Gill
Deputy Superintendent
of Public Instruction

Signature

Miriam Calderon
Early Learning System Director

Signature

Anthony Rosilez
Executive Director, Teacher
Standards & Practices Commission

EAC Directors

Chair Michele Oakes | Vice-Chair Don Grotting | Paul Andrews | Miriam Calderon | Lindsey Capps | Christy Cox
Colt Gill | Mark Girod | Ana Gomez | William Graupp | Michelle Homer-Anderson | Belle Koskela | Marvin Lynn
Ken Martinez | Martha Richards | Anthony Rosilez | Jenna Schadler | Laura Scruggs | Nick Viles | Melissa Wilk
Ex Officio: Senator Roblan | Representative McLain



Expense Claim: Parking, Travel, Per Diem

Depending upon Council meeting timeframes, breakfast and/or lunch may be provided. You may also be reimbursed for travel costs during the time period of your appointment as described below:

- Staff are available to assist with your expense claim process and to secure needed lodging or rental cars. Please submit claims in a timely manner.
- Roundtrip private car mileage from your residence to the meeting location is reimbursed at the per diem mileage rate, currently \$0.54 per mile.
- Parking is reimbursed at actual cost; please provide original receipts. Receipts are not needed for metered parking.
- Directors traveling 70 miles or more to the meeting, reimbursement is calculated at meeting location per diem rates. Per-diem rates change every October 1st and are found at <http://www.gsa.gov/portal/category/100120>. If meals are provided during council meetings, they will be subtracted from the daily per diem.
- **Note: meals may only be claimed if an overnight stay is required.** For lodging reimbursement, an original receipt with a zero balance is required (staff will request for Government rates when booking your lodging). Please include your departure and arrival times on the expense reimbursement form. Partial day per diem schedule:

Initial Day of Travel – Leave:	Prior to 6 am	6 am to noon	12:01 to 6 pm	After 6 pm
Meal Allowance Percentage	100%	75%	50%	25%
Final Day of Travel – Return:	Prior to 6 am	6 am to noon	12:01 to 6 pm	After 6 pm
Meal Allowance Percentage	25%	50%	75%	100%

- When you submit an Expense Claim, you are agreeing you will **not** accept any travel awards as a result of this state trip. Travel awards include, but are not limited to, hotel, airline or visa customer awards.
- **A copy of this appointment letter must be submitted with each Expense Claim.**



Educator Advancement Council

November 28, 2018

Docket Item #7.0

RFI ODE-1125-18 Review Process

Summary:

- The Request for Information was downloaded by 103 distinct individuals with many downloading the RFI multiple times to capture updated Frequently Asked Questions.
- A total of 37 Responses were received and reviewed by EAC staff.
- Matrices and a geographic map have been developed to share highlights from the responses for EAC discussion as a full Request for Proposals is developed.

Educator Advancement Council Request for Information Distinct Downloads (N = 103)

Amber Israelsen -- 121 Tiny Homes, LLC Aimee Craig -- Chalkboard Rebecca Holcombe -- American Reading Company Bid Administrator -- Amplify Education, Inc Elena Ashley -- Ashley Consulting & Training, LLC William Graupp -- Aurora Career Technical Education, Inc Steven Silberman -- AVID Center Megan Kipp -- Bloom Learning Design valinda box -- BOX RESEARCH LLC Robert Hess -- Breakthrough Consulting, LLC JAMIE JOHNSON -- BRILJENT, LLC. Joshua Todd -- Campus Compact of Oregon Carolyn Waterfall -- Carolyn Waterfall, M.S. Danielle Briggs -- CATALYST EDUCATION AND CAREER PATHWAYS, LLC Nasue Nishida -- Center for Strengthening the Teaching Profession Julia Heilman -- Central School District 13j Laura Labarre -- Children's Institute Amy Cannata -- Clackamas Community College	Shalee Hodgson -- Clackamas Community College R. Thor Prichard -- Clarity Innovations, Inc. Erin Esparza -- Classroom Law Project Megan Hoak -- Columbia Gorge Community College Krista Parent -- Confederation of Oregon School Administrators Regina Condon -- Construct Foundation Andres Rivero -- Coyote Computing Systems Analicia Nicholson -- Douglas Education Service District Jack Henderson -- Dufur School District Joshua Wallin -- Dynamic Measurement Group RFP Team -- EBSCO Industries, Inc. Lynette McVay -- Education 2020 Karen Patton -- Jackson Education Service District Region 18 Jessica Jacovidis -- Educational Policy Improvement Center Jessica Hamman -- Educator Learning Lab Priyanka Arora -- Elegant Enterprise-Wide Solutions, Inc. Iris Maria Chavez -- Equity Action Partners, LLC Mary Lamoreaux -- eRepublic, Inc. Holly Stephens -- ERNEST STEPHENS II
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Jesse Iford -- ESS West, LLC Roberta Dunn -- Family and Community Together Finnius Hurdle -- FC Hurdle Consulting, LLC Christopher Cross -- FourPoint Education Partners, LLC Susanna Thornhill -- George Fox University David Burke -- High Desert Education Service District - Region 10 Brook Rich -- High Desert Education Service District - Region 10 Lisa Rosa -- High Desert Education Service District - Region 10 Suzanne Hildick -- Hildick Strategies Daniel Cruce -- Hope Street Group Shawn Weirather -- Houghton Mifflin Harcourt Publishing Company Melinda Boland -- Institute for the Study of Knowledge Management in Education LINDA NICHOLS-PLOWMAN -- Interactive Media Publishing Erin Lair -- InterMountain Education Service District Nancy Rivers -- International Database Corp dba Trifoia -- IRIS Media Inc. Alice Cannon -- Jensen Strategies, LLC Ryan Moe -- JXE Inc. Kara Bader -- Kairospdx Daymond Monteith -- Klamath Falls City Schools	Susan Norton -- Lane Community College Vernita Mayfield -- Leadervation Learning Matsya Siosal -- Lewis & Clark College Dave Lewis -- Lewis Enterprises Lily Price -- Lily C Price Annie Peterson -- LYRASIS Jennifer Mangieri -- Metropolitan Family Service Nancy Taylor -- Mid-continent Research for Education and Learning NANCY OLMSTED SPANOVICH -- NANCY OLMSTED SPANOVICH Beverly Miller -- NCS Pearson, Inc. Britnee Evans -- New Teacher Center Roberto Nicolalde -- Nicolalde R&D LLC Penny Richardson -- Northstar Correctional Education Services, LLC Michael Hurst -- Northwest Evaluation Association Jennifer Stepanek -- Northwest Regional Educational Laboratory Johnna Timmes -- Northwest Regional ESD Andrew Hill -- Northwest Technical Products Inc. Source Management -- Onvia Margaret DeLacy -- Oregon Association for Talented and Gifted Sarah Savage -- Oregon Council of Teachers of Mathematics
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Erin Whitlock -- Oregon Education Association Lisa Blank -- Oregon State University, Office of Sponsored Programs Holly Hill -- Oregon State University, Office of Sponsored Programs Derek Riley -- Policy Studies Associates, Inc. Suzanne Estes -- Portland State University Ruth Falco -- Portland State University Samuel Sennott -- Portland State University Gabe Hunter-Bernstein -- Portland State University Graduate School of Education Kim Jones -- Prime Vendor Inc. Bid Desk -- RFX ANALYST INC Shari Bignell -- Scholastic Inc Steve Walse -- SevenOutsource Shadiin Garcia -- Shoreline Consulting, LLC Jeff Rubenstein -- SmartProcure Bid Ops -- Social Policy Research Joanne Preston -- Southern Oregon University Eva Skuratowicz, Ph.D. -- Southern Oregon University Research Center Jean Reynolds -- The Gale Group Inc Bruce Rhodes -- Tillamook School District #9 Twila Nesky -- Twila Nesky	Elizabeth Bastian -- Umpqua Community College Molly Day -- United Way of the Columbia-Willamette Elizabeth Hartig -- United Way of the Columbia-Willamette Steve Smith -- Utah State University DBA TAESE Ella Taylor -- Willamette Education Service District Ervin Carpenter -- Wisconsin Institute for Learning Disabilities/Dyslexia Inc. (WILDD)
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Educator Advancement Council
November 28, 2018
Docket Item #8.0

Strategic Planning Session Recap

from October 24, 2018

Council's Goals for Strategic Planning

- What do we collectively value?
- What will we focus on?
- Why are we doing this initial target market and branding?
- Differentiation: How different is EAC from other education-related organizations? What's our role in the landscape?
- How do we partner with others?
- How will we know when we get there?
- Be aligned to our “charge”
- Alignment on resources. What additional resources are needed (and need to be requested)?

Strategic Plans: What elements do you include?



Vision

What is the picture of the future state we are trying to create? What's possible because EAC exists?



Organizational Values

What is our internal vision and the fundamental beliefs and behaviors that shape how we work together and serve our mission?



Mission/Purpose

What is our purpose? What are we here to make happen? Are there boundaries to the work/scope of the organization?



Objectives

What must be accomplished during the plan's timeframe? How will we measure success?



Unique Role of Value

What unique & sustainable value do we deliver; where do we deliver it, and for whom?



Areas of Focus/ Strategic Initiatives

What strategies, or big work, do we need to undertake, that are transformative in nature?



Vision

What is the picture of the future state we are trying to create? What's possible because EAC exists?

All Oregon children have access to excellent educators who help them realize their dreams.

OR

All Oregon educators are supported in engaging and teaching our children and students.

OR

All Oregon educators deliver excellent education to all our children and students.

EAC Mission Statement



Mission/Purpose

What is our purpose? What are we here to make happen? Are there boundaries to the work/scope of the organization?

*The **Educator Advancement Council** advises the state's effective use of resources through a system of local educator networks, to provide the education our students deserve by supporting and strengthening educators in the public PK-12 system.*

OR

*The **Educator Advancement Council** sustains cultural and system improvements in order to provide the education all students deserve by advocating for the resources necessary to lift up local educator voice through networks and supporting the growth of culturally responsive educators in the public PK-12 system.*

OR

*The **Educator Advancement Council** promotes, identifies, funds, supports, and connects a system of educator-led community-driven networks to provide teachers and administrators across the state with culturally-relevant professional learning and support.*

OR

*The **Educator Advancement Council** promotes system improvements through funding and connecting practitioner-led, community-driven networks to support all educators and strengthen Oregon's culturally-relevant educator workforce.*

OR

*The **Educator Advancement Council** supports, strengthens and diversifies Oregon's educator workforce through local, educator-led networks in order to provide the education our students deserve.*



EDUCATOR
ADVANCEMENT
COUNCIL

EAC Unique Role of Value



Unique Role of Value

What unique & sustainable value do we deliver; where do we deliver it, and for whom?

We empower/lift up the voices of all educators in Oregon, providing culturally-relevant workforce development throughout their careers.

OR

We lift up local educator voice through a system of educator-led, community-driven networks to provide culturally-relevant workforce development to schools across the state.

OR

We work across geography and sectors to elevate educator voice and support both the individual and collective growth of educators, all in support of student learning.

OR

We take a nimble, innovative approach, relying on educator voice to continuously improve Oregon's system for educator workforce development.

EAC Areas of Focus

Establish and implement educator networks that are student-centered and outcomes-based

- Networks identified, formed, stood up through RFI/RFP process
- Define network metrics that will be tracked and data that will be collected, ensure a connection to student outcomes

Build awareness of EAC among educators, legislators and other stakeholders

- EAC is known as the mechanism for education innovation
- Community partners have clear pathways to be involved
- Broad understanding among legislators and the media about the value of the EAC

Develop an equitable funding model that achieves culturally relevant goals

- Define priority of funding
- Money distributed to school districts and/or networks

Involve teachers in every step of the process

- Teachers are designing and implementing supports and professional learning system improvements
- Mechanisms for convening educators to lead throughout process
- Include teacher/educator voice from across the continuum (PK – Higher Ed).

Ensure the EAC reaches all areas of the state

- Reaching rural/small districts and those who haven't received network support
- Ensure local/community involvement in networks

Next Steps

- How will this work get done, given limited staff?
- Who will be responsible to lead this work?
- How will the work groups integrate?
- Related to RFI:
 - Fiscal and Launching New Networks groups need to meet to review RFI submissions
 - How will the RFI submissions be evaluated/digested?
Come to November meeting with specific tools, etc.
 - Allow for Council Members to read some RFI's in full
 - Provide RFI guidance/webinar to assist organizations and allow for higher engagement and response rate

Oregon Housing and Community Services

2014/15—2016/17 Strategic Clarity Overview



OUR STRATEGIC ANCHORS	
VISION: All Oregonians have the opportunity to pursue prosperity and live free from poverty. OUR MISSION: We provide stable and affordable housing and engage leaders to develop integrated statewide policy that addresses poverty and provides opportunity for Oregonians. OUR UNIQUE VALUE: We bring statewide clarity and focus to deliver housing stabilization.	REPUTATION Effective Transparent Focused Professional Innovative Credible We are
OUR VISION-IN AND VALUES	
TBD	
OUR STRATEGIC IMPERATIVES	
- Implement new, effective, integrated policy and governance model. - Deliver remarkable service. - Implement financially sustainable business models. - Strengthen agency leadership skills at all levels. - Become a data and research driven agency.	

2014/15—2016/17 STRATEGIC IMPERATIVES			
Implement new, effective, integrated policy and governance model.	Deliver remarkable service.	Implement financially sustainable business models.	Strengthen agency leadership skills at all levels.
2014/15—2016/17 OBJECTIVES			
- New policy commission is established by end of 2014/15. - New policy commission is executing on its charter by 2Q2015/16.	- Service survey (TBD in 2014/15) - Service standard (TBD in 2014/15) - Reduce duplication, fragmentation and overlap with agency partners by 6/30/15.	- Create financial reports that clearly detail full revenues and direct and indirect costs at the agency through the program levels in real time by 3/31/15. - Establish fiscal rules, roles and responsibilities by 12/31/14. - On-going indirect costs will be reduced by x% by 6/30/17. - Direct costs will be reduced by y% by 6/30/17. - Two-biennia projected budget will balance expenses with revenues by 6/30/15.	75% of succession plans exist for key roles by end of 2016/2017 65% of employees achieve a performance review rating of at least "4" by 6/30/15. - Link individuals to agency KPM's by creating individual performance objectives by 12/30/16.
2014/15 OBJECTIVES			
			- Implement a business intelligence system by ____. - By 2017 data and research allows OHCS to be more focused in policy and program design to deliver specified outcomes. - Establish outcome-based KPM's for all programs by 6/30/16.

STRATEGIC ANCHORS		Three-Year STRATEGIC IMPERATIVES—AREAS OF FOCUS	
Vision Mission	CORE VALUES What are the fundamental beliefs that shape how we work together and serve our mission? What kind of culture are we committed to being?	What must be accomplished during the planning horizon? What are the highest priorities for the success of EAC? How will we organize and focus our work?	
		Three-Year OBJECTIVES What measurable and time-bound progress do we commit to making? How will we measure success?	
		INITIATIVES How will we prioritize our work? To be completed at the end of strategic planning or in subsequent planning as the strategic plan is operationalized?	
REPUTATION			

EAC Vision Notes



Vision

What is the picture of the future state we are trying to create? What's possible because EAC exists?

- Different needs, connection positions
- Better system of education for our students
 - Students want to be teachers because they've experienced great teaching
 - Educators are lifted up
 - Best education possible
 - Teachers feel supported
 - Providing support (how) so that integration (of ideas, etc.) (the what)
- Schools and policies are working together through a collective voice
- Equity
 - Everyone is there to support the student: common purpose
- Children and families (birth – postsecondary) are connecting and collaborating across the spectrum
 - Creating leadership in all buildings
- Teacher support and student success
 - A place for teacher voices to be heard: with teachers, not to
- Active teacher voice -> respected, prepared, diverse workforce
 - System changes -> networks
- Educator and children are at the center
 - Networks created to develop a culture of personalized approach
- ALL: no region left out
 - Sustainable
- Continuum: recruitment to leadership
- More would be coming to the profession

EAC Mission Notes



Mission/Purpose

What is our purpose? What are we here to make happen? Are there boundaries to the work/scope of the organization?

- Advise, strengthen, support, create, effect
- Culture and system improvements
- Sustained improvement of the system
- Supports and strengthens educators to lift up...
- Culturally responsive

EAC Unique Role of Value Notes



Unique Role of Value

What unique & sustainable value do we deliver; where do we deliver it, and for whom?

- An all-state focus
- Ability to shape/sustain networks, personal & collective and across boundaries
- Continuous improvement of...
- Promote, identify, fund, connect system of educator-led, community-driven, culturally relevant...across the state
- Educator workforce development. Continuum of the profession
- Diverse, comprehensive view (based on all the entities/voices represented on the Council)
- Flexible, innovative, responsive to the individual



Educator Advancement Council

November 28, 2018

Docket Item #9.0

Draft Key Messages – November 2018

WHY?

What are the issues the Educator Advancement Council is addressing?

Every educator needs support along their career path to meet the needs of their students. In addition, the educator workforce has not kept up with the increasing diversity of Oregon's student population.

Educators and school leaders require time, resources and support to develop effective, culturally responsive practices tailored to individual student needs. In Oregon, state resources for the educator profession have been sporadic and have not reached all geographic areas. This has meant that many educators, especially new educators, have not received the support they need to best serve Oregon students.

WHAT?

What is the purpose of the Educator Advancement Council?

Supporting every educator so they can serve every student better. The goal of this work is to ensure all teachers and administrators, regardless of school size, geographic location or whether they teach preschool or K-12, will have access to high-quality, culturally responsive professional learning and supports throughout their career. The EAC also seeks to grow, develop and diversify the educator workforce with teachers and administrators who reflect the communities and students they serve.

How is this different than past efforts?

The EAC is not starting from scratch. The Council has evolved from a number of efforts to support Oregon teachers over the years, and is building upon prior programs as a foundation. Unique aspects of the work include:

- In contrast with the past, the professional learning, support, and resources for educators will be through non-competitive grants, to ensure all districts have the opportunity to participate.
- Instead of a top-down approach, teacher and school leader voice will be elevated and collaborate with local communities to design and implement supports and professional learning system improvements that inform policy, funding, and practice.
- This is *not* a pilot project. The goal is to create improved systems that will sustain over time.

HOW?

How is the EAC approaching its work?

Through educator networks, the EAC will use teacher voice to drive decisions and share resources, expertise and best practices across schools and districts.

- Educator networks do not organize around a solution, program, or an initiative, but around educators improving systems of support along the career continuum. By focusing on system improvement, the new educator networks will sustain changes and expand the investment.
- This improved system will bring together teachers, administrators, students, community members, and families to talk about local needs and real challenges.

Who are EAC directors and what are their roles?

- The EAC is an innovative, public-nonprofit partnership, with equity and educator voice at its core. Directors include classroom teachers, early learning providers, administrators, philanthropy, community leaders, and state agency leaders – all committed every day to improving the education system.
- The EAC will advocate for the funds necessary to support educators throughout their career, and support a system of educator-led, community-driven networks to provide educators with professional learning and support.

WHEN?

- Educator networks will form in spring 2019, and they will receive funding to begin implementing improved professional learning and supports for educators for the 2019-2020 school year.