

Educator Advancement Council – revised agenda

Wednesday, December 11, 2019

9am – 3:00pm

Lane Community College - Longhouse
4000 East 30th Avenue, Eugene, Oregon
Public access via Zoom or dial-in (listen only)

(669) 900-6833, 965657997#

Join Zoom Meeting: <https://zoom.us/j/965657997>

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, Land Acknowledgement	Chair Koskela
	1.1 Roll Call	Elizabeth Castillo-Lopez
	1.2 Welcome New Director	Chair Koskela
	1.3 Agenda Review	Chair Koskela
9:20	2.0 Consent Agenda – Action Item	Chair Koskela
	2.1 Agenda Approval	
	2.2 Approval of November 26, 2019 minutes	
	2.3 Extend Early Learning Director Vacancy to December 31, 2019	
9:25	3.0 Public Comment	
	<ul style="list-style-type: none"> • To provide public testimony, sign in at the meeting or submit written testimony prior to the meeting. • Each group may have one speaker; each individual or group spokesperson will have three (3) minutes. • The Council welcomes and appreciates public input, but due to time constraints is unable to respond directly to testimony during the meeting. 	
9:35	4.0 Teacher Standards and Practices Commission Update	Tony Rosilez
	5.0 Executive Director Update – Information	Shadiin Garcia
	6.0 Section 48 Finalize – Action Item	Shadiin Garcia
	7.0 Council Business	
	7.1 K12 Educator Vacancy – Action Item	Chair Koskela
	7.2 Procedural Subcommittee Update	Laura Scruggs
	7.3 Executive Committee Update	Chair Koskela
	8.0 REN Capacity Grant, Technical Assistance – Action Item	Shadiin Garcia
	9.0 Early Learning Division Investment - Discussion	Miriam Calderon

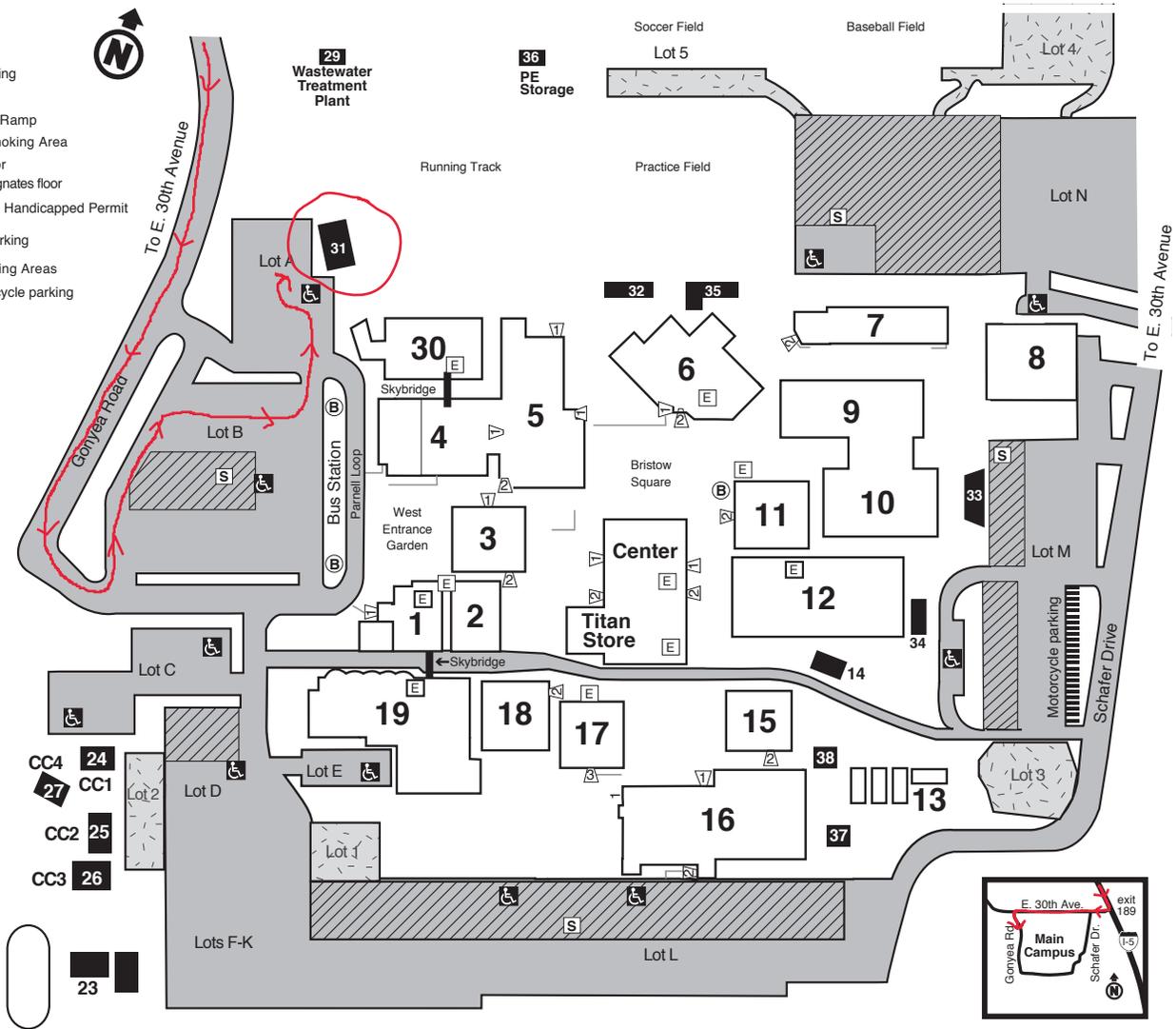
Noon	Lunch (<i>Procedural Subcommittee working lunch</i>)		
1:00	10.0	Making Critical/Essential Connections Between Investments in Educators, Students and Community	Scott Nine
	11.0	Strength Based vs. Deficit Framing – Discussion	Shadiin Garcia
2:45		Closing Remarks	Chair Koskela
3:00		Adjourn	

Lane Community College Main Campus

4000 East 30th Avenue ▪ Eugene, Oregon 97405 ▪ (541) 463-3000

KEY

- Ⓟ Bicycle Parking
- Ⓜ Elevator
- Wheelchair Ramp
- Ⓢ Covered Smoking Area
- Ⓛ Electric Door
number designates floor
- ♿ Parking with Handicapped Permit
- ▨ Compact parking
- ▩ Gravel Parking Areas
- ≡ New motorcycle parking



Academic & Student Affairs	3	Conference & Culinary Services	19	Institute of Sustainability Practices	7	Public Affairs	3
Academic Learning Skills	11	Cooperative Education	19	Institutional Research Assessment & Planning	3	Public Safety	12
Academic Technology	Center	Counseling & Career Department	1	Instructional Testing Services	Center	Purchasing	3
Admissions	1	Culinary Arts	19	International Programs	11	Quality Care Connections	24
Adult Basic and Secondary Ed.	11	Curriculum & Scheduling	17	LCC Foundation	19	Renaissance Room	Center
Advanced Technology	15	Denali Magazine	Center	Lane Peace Center	Center	Science Department	16
Advising	1	Diversity	3	Language, Literature & Communications	Center	Scholarships	1
Affirmative Action	3	ECCO High School (4J program)	10	Library	Center	Social Science Department	Center
Apprenticeship Program	15	Employee Wellness	30	Mail Services	7	Specialized Support Services	11
Archives & Records	4	English as a Second Language	11	Marketing & Creative Services	3	Student Engagement	Center
Arts & Applied Design	11	Enrollment Success Team	1	Mathematics	16	Student Help Desk (SHeD)	Center
Art Gallery	11	Facilities Mgmt & Planning	7	Media Arts	18	Student Productions Association (SPA)	06
ASLCC	1	Financial Aid	1	Multicultural Center	1	Substance Abuse	1
ASLCC Legal Services	Center	First Year Experience	1	Music, Dance & Theatre Arts	6	Telecommunications	2
Athletics Department	5	Fitness Center	5	Office of the President	3	Titan Store	Center
Business/CIT (Computer Information Technology)	19	Food Services	Center	Oregon Student Public Interest Research Group (OSPIRG)	Center	Torch (Student Newspaper)	Center
Center for Accessible Resources	19	Gender Equity Center	1	Placement Testing	1	TRiO Learning Center	1
Center for Meeting & Learning	19	Health Clinic	18	Printing & Graphics	7	TRiO STEM	1
Child & Family Ed.	24	Health & Physical Ed.	5	Professional & Organizational Development	3	Tutoring	Center
College Finance & Budget	3	Health Professions	30			Veterans Services	19
College Services	3	High School Connections	10			Warehouse	7
		Human Resources	3				
		Information Technology	2				

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**EDUCATOR ADVANCEMENT COUNCIL
Meeting Minutes**

Tuesday, November 26, 2019

11:30 a.m. – 1:00 p.m.

Public access via Zoom or dial-in (listen only)

<https://zoom.us/j/620063863?pwd=SGxFWHVZozIMVdoL1BJToVlcFFUdz09>

Meeting ID: 620 063 863 Passcode: 090026
(669)900-6833 (Pacific Time)

Attending via Zoom: Chair Koskela, Vice-Chair Grotting, Veronica Dujon (Ben Cannon surrogate), Carmen Xiomara Urbina (Colt Gill surrogate), Anthony Rosilez, Laura Scruggs, Michele Oakes, Matt Yoshioka, Bill Graupp, Marvin Lynn, Miriam Calderon, Representative McLain, Paul Andrews, Amanda Squibb, Nick Viles, Christy Cox

Excused: Martha Richards, Melissa Wilk

Staffing: Shadiin Garcia, Executive Director; Cheryl Myers, Operations & Engagement Director; Elizabeth Castillo-Lopez, Council Administrator

1.0 Call to Order

Chair Koskela called the meeting to order at 11:06 a.m.

1.1 Roll Call

Elizabeth Castillo-Lopez took roll; a quorum was not present; Marvin Lynn joined at 11:53am a quorum was met.

2.0 Consent Agenda – Action Item

2.1 Agenda Approval

2.2 Approval of October 22-23, 2019 minutes

Director Graupp moved motion to approve the consent agenda as presented, seconded by Director Girod; motion passed.

Intergovernmental Agreement - separate action item

Director Graupp moved motion to approve the IGA as amended and presented at the September EAC meeting, Director Scruggs seconded.

All standing directors approved, motion passed unanimously.

3.0 Public Comment - no public comment received.

4.0 Section 48, Student Success Act- Discussion Item

Executive Director Garcia previously emailed the draft proposal to all directors and provided time for directors to review the draft. Executive Director Garcia reviewed:

- Early Learning alignment components
- K12 and Educator Preparation Programs not always in collaboration
- Three-tier systems-level approach, grounded in culturally sustaining practices and racially affirming environments

- ✓ *Tier 1*, continue support for Oregon Teachers Scholars Program, create an Oregon Administrator Scholars Program for racially and/or linguistically diverse candidates. Support the measurement over the efficacy or supporting the multiple measures model recently approved by TSPC; reduce some licensure costs.
- ✓ *Tier 2*, support grow your own programs with conditions specifically targeting Oregon's diverse early learning workforce, possible pilots.
- ✓ *Tier 3*, systemic reform to support current system leadership development to ensure racially affirming work environments.

The draft proposal was based on partner/stakeholder meetings, review of various documents, review of extended EAC focus groups including Educators of Color, alignment with EAC vision and values and Governor's Office consultation.

Council discussion included REN alignment, redundancy avoidance, educator barrier recognition, leveraging early learning resources (including Preschool Promise), building upon successful professional development, inclusion of paraprofessional and teaching assistant workforce, ensuring EAC collaboration with other state education agencies, possible incentives/stipends/credits.

Executive Director Garcia confirmed the Oregon Legislature will consider how to utilize these Student Success resources during the 2020 short session and requested Council feedback prior to the December 11th EAC meeting.

Meeting adjourned at 1:01 p.m.



Public Participation in Educator Advancement Council Meetings

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

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

If you wish to address the Council, please write your name and organization on the sign-in sheet prior to the designated public comment time. There will only be one speaker from each group and each individual speaker or group spokesperson will have three (3) minutes. Additionally, testimony may be submitted via email to EACinfo@oregonlearning.org prior to any meeting or for any virtual meeting.

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

Unanticipated agenda items may or may not be included. All Educator Advancement Council meetings are open to the public and conform to Oregon public meeting laws. Accommodations requests should be submitted to EACInfo@OregonLearning.org (503) 373-0053 at least 48 hours in advance. To subscribe to meeting notices please register [here](#) or <https://oregon.gov/EAC> to find upcoming meetings and prior meeting materials.



EDUCATOR ADVANCEMENT COUNCIL

- COUNCIL
 - Vacancies
 - The EAC Executive Committee is presenting a selection recommendation for the K12 Educator vacancy at today's meeting. Strong outreach progress continues for both the High School and Early Learning vacancies; an extension for the Early Learning vacancy is on today's consent agenda and would allow applications for these remaining vacancies to be accepted through 12.31.19.

- STAFF
 - Positions
 - We are excited to announce that we have offered Elizabeth Castillo-Lopez the Executive Support Specialist position and she has accepted. We are completing interviews for the Program Analyst 3 and the Operations and Policy Analyst position this month and will have some announcements to make at our next meeting.
 - Memberships
 - Oregon Educator Equity Advisor Workgroup – Dec 17, 2019
 - Public Deans Quarterly Meeting – December 5, 2019
 - Government-to-Government Tribal Education Cluster- December 5-6, 2019

- INTERNAL GOVERNANCE
 - Reports
 - Section 48 of the Student Success Act will be finalized two days after December Meeting
 - The Educator Advancement Council report for the 2020 Legislative session will be completed by mid-December. It will include the progress of the development of the programs of the Council and the Regional Educator Networks.

Notes, Questions,
Thoughts

PARTNERS

- AGENCIES
 - The Higher Education Coordinating Commission
 - The Oregon Teacher Scholars Program Coordinator position was offered to and accepted by Horalia “Lala” Rangel. Teresa Ferrer, Janet Soto Rodriguez, Horalia Rangel and Shadiin are currently reviewing applications for the next set of teacher scholars.
 - Interagency Agreement: The ODE and HECC completed the Interagency Agreement and have transferred \$1M from the Educator Advancement Fund to the Office of Student Access and Completion to cover scholarships, a program coordinator, and supports for Scholars.
 - Early Learning Division – The EAC ED met with the ELD and invited them to present at the December meeting and will be meeting monthly in order to more strongly braid the work.
 - TSPC – The EAC ED has met with the TSPC Executive Director and asked for an update at the December meeting.
- GROUPS
 - Professional:
 - Shadiin met with OEA on Wednesday, December 4, 2019
 - Shadiin will meet with COSA on December 9 and 20, 2019
 - Philanthropic: The ED met with the Miller Foundation and provided their board an overview of the work and its potential.
 - National: The EAC ED will continue to network with relevant national organizations (for and non-profit), governmental agencies, and philanthropic entities outside of Oregon.
- PRESENTATIONS/EVENTS/CONFERENCES
 - Presentations
 - East County Superintendents – December 12
 - Education Service District Superintendents – December 19
 - Clackamas District Leadership – December 8
 - Oregon Association for Colleges of Teacher Education – January 10
 - EVENTS/CONFERENCES (attendance only)
 - Tribal State Government to Government Summit - December 3
 - Confederation of Oregon School Administrators Winter Conference – January 23, 2020

REGIONAL EDUCATOR NETWORKS

- Update from all RENS: Please see attached REN Updates
- SUPPORT
 - The EAC staff had a wonderful all day professional development day with the REN Coordinators in October and December in addition to weekly meetings offering support and guidance as they stand up their respective Coordinating Bodies.

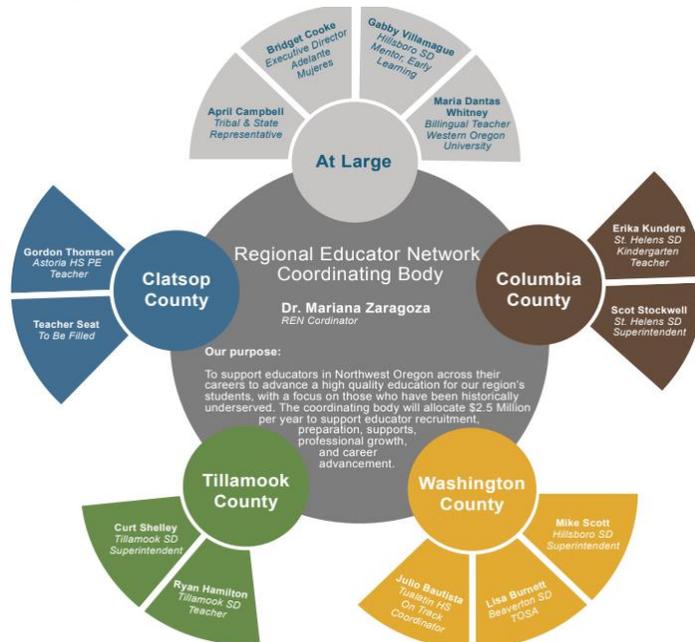
COMMUNICATIONS

- The EAC ED is meeting with a communications professional on Monday, December 9 and with website teams on December 20, 2019

A. Northwest Regional Educator Network

The Coordinating Body of 13 members met on November 20th for the first convening at NWRESA. The objectives for the first meeting included:

- Sharing the purpose of the Educator Advancement Council and the charge for the Regional Educator Network Coordinating Body
- The importance of building relationships and how each members’ perspective contributes to the work
- Discussed the context for the EAC and opportunities for intersection with the Student Success Act
- The vision for grounding future work in equity and an introduction to improvement science framework and how it will apply to the Coordinating Bodies’ work
- The next convening is scheduled for January and it will include an in-depth look at empathy interviews and the improvement science process



B. Clack/Mult ESD EAP

MCREN has selected a 33 member Coordinating Body with representatives from each of the 18 school districts. The first convening will be on December 12, 2019 from 8:30-2:30pm at MESD. The CB will initially meet monthly to determine regional priorities and begin the process of forming local networks.

C. Lane and LBL ESD REN

Our coordinating body is nearly finalized with representatives from 13 districts confirmed and an additional 5 district seats that are pending. Tracy is meeting with each CB member in person to welcome them to the team and introduce the work ahead. Listening sessions are being scheduled in each district this winter. Our first meeting dates are January 16th & 17th at Lane ESD in Eugene.

D. Willamette and South Coast ESD

WESD & SCESD REN has finalized its Coordinating Body of 26 representatives. Their first meeting will be held on December 16th, 2019 from 9AM-3PM, and they will continue meeting on a monthly basis for a full day. They are in the process of forming Local Networks that inform the work of the Coordinating Body in the greater region and ensure all districts' voices are heard in the decision-making process.

E. Douglas REN

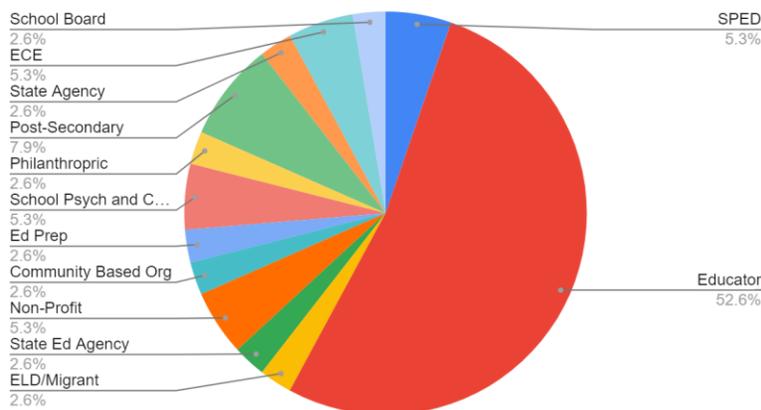
A selection committee considered applications for the Douglas County REN Coordinating Body and selected 27 members as representatives. Our first meeting is a training to build a foundation and was held on 12/5-12/6 from 8:30-3:30. The objective of this meeting is to work as a team to check our biases, listen, and learn teaming processes. Using this foundation, our second meeting is scheduled for January 17, 2020 and will be to identify problems of practice along the educator continuum and create workgroups for common themes. We are planning to embed implementation science into our future meetings, where we learn part of the process and then apply it to our work. We plan to meet monthly thereafter.

F. SOREN

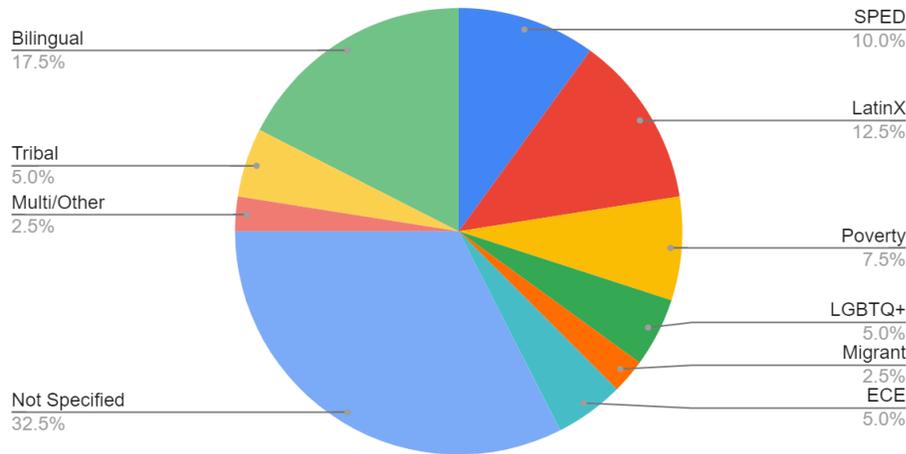
We've conducted interviews and plan on contacting selected applicants by the end of this week. Our first convening will be on December 18th from 8-4:00

Below are graphs of our applicant pool (after two rounds of recruitment). I am in the process of crunching the data for the folks we plan to invite after the interview to ensure we have appropriate representation.

SOREN CB Membership Aligned to SB 182 and Local Context



Representing Historically Underserved Underrepresented Groups



G. EOREN - The Eastern Oregon REN held its first meeting on November 8, 2019 in Baker City with an initial membership appointed by each of the five counties. At this meeting we reviewed the history of the EAC and the creation of Oregon’s REN’s, adopted a travel policy, planned future meetings, selected a logo, and made selections for the rest of the coordinating body’s at-large membership. The EOREN Coordinating Body will consist of 25 members. We have ensured geographic, grade level, and subject area distribution in our membership. Our Coordinating Body also includes Native American and Latinx representatives. We created an at-large position for a rural-remote educator (i.e. one-room schoolhouse) to help ensure that the voices of some of our most isolated educators are heard. Our next meeting is set for December 12 in John Day. This meeting will focus on outlining the charge of the Eastern Oregon REN, reviewing the roles and expectations of the Coordinating Body, electing officers, exploring problems of practice, identifying data gaps, and approving an educator survey.



H. HDESD - We finalized our Coordinating body with 10 teachers (1 person of color and one male) and 9 others (2 Latinx and 2 Native American and 1 biracial). A total 19 members, about 30% are people of color. We will meet for our initial/welcoming dinner on Monday, December 16. We plan to meet monthly for the remainder of the year. Some of our early work as a Coordinating Body is to decide on a name for our group and schedule training around Equity and Improvement Science.

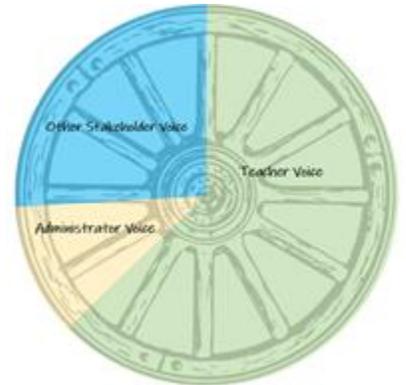
I. CG ESD

Columbia Regional Educator Network has selected its coordinating body of 16, 9 of which are teachers. They have also begun additional selection for sub-committee members, and currently have 6 additional teachers serving on a sub-committee. They are in the process of determining the first coordinating body meeting date to happen during the week of Dec 16th - 20th. They are also in the process of developing local communication networks and feedback loops to include ensure educator voice is maintained throughout the process and informing the work of the coordinating body.

J. OR Trail REN

Oregon Trail has selected CB members and held its first meeting. The next meeting is scheduled for December 17th where a root cause analysis will be facilitated from information gathered and discussed at the first meeting. An initial survey has been distributed to educators in our region and the results will be analyzed and categorized by the next meeting.

Oregon Trail Coordinating Body Demographics:





DRAFT Proposal for Use of Funds per Section 48 of Student Success Act

SECTION 48. (1) The Department of Education and the Educator Advancement Council, in consultation with the Teacher Standards and Practices Commission, the Higher Education Coordinating Commission and representatives of school districts and other education stakeholders, shall develop a plan to provide an effective combination of programs and initiatives for the professional development of educators from kindergarten through grade 12 and to be funded by the Statewide Education Initiatives Account. The plan shall be based on consideration of increasing:

- (a) Educator retention;
- (b) Educator diversity;
- (c) Mentoring and coaching of educators;
- (d) Participation in educator preparation programs; and (e) Educator scholarships.

(2) The department shall provide a report, and may include recommendations for legislation, to an interim committee of the Legislative Assembly related to education no later than January 15, 2020.

SECTION 49. Section 48 of this 2019 Act is repealed on June 30, 2020.

Section 48 of HB 3427 provides an opportunity to develop a comprehensive, statewide approach aimed at redefining teacher preparation, learning, and retention for educators of color in Oregon¹.

The aim of the proposed plan is to address the varied dimensions of educator advancement impacting the diversification of the educator workforce while attending to known barriers to systemic change that have consistently inhibited prior efforts and legislative investments. Figure 1 presents the three-pronged approach which aims to:

- (a) dismantle barriers to teaching and administration due to systemic racism,
- (b) support current initiatives through meaningful shifts in practice, and
- (c) implement comprehensive systems marrying educator preparation and K12 support programs that can yield racially/culturally affirming environments.

¹ Educators Equity Act [Minority Teacher Act of 1991]. 2015. ORS 342-433 to 342.449.

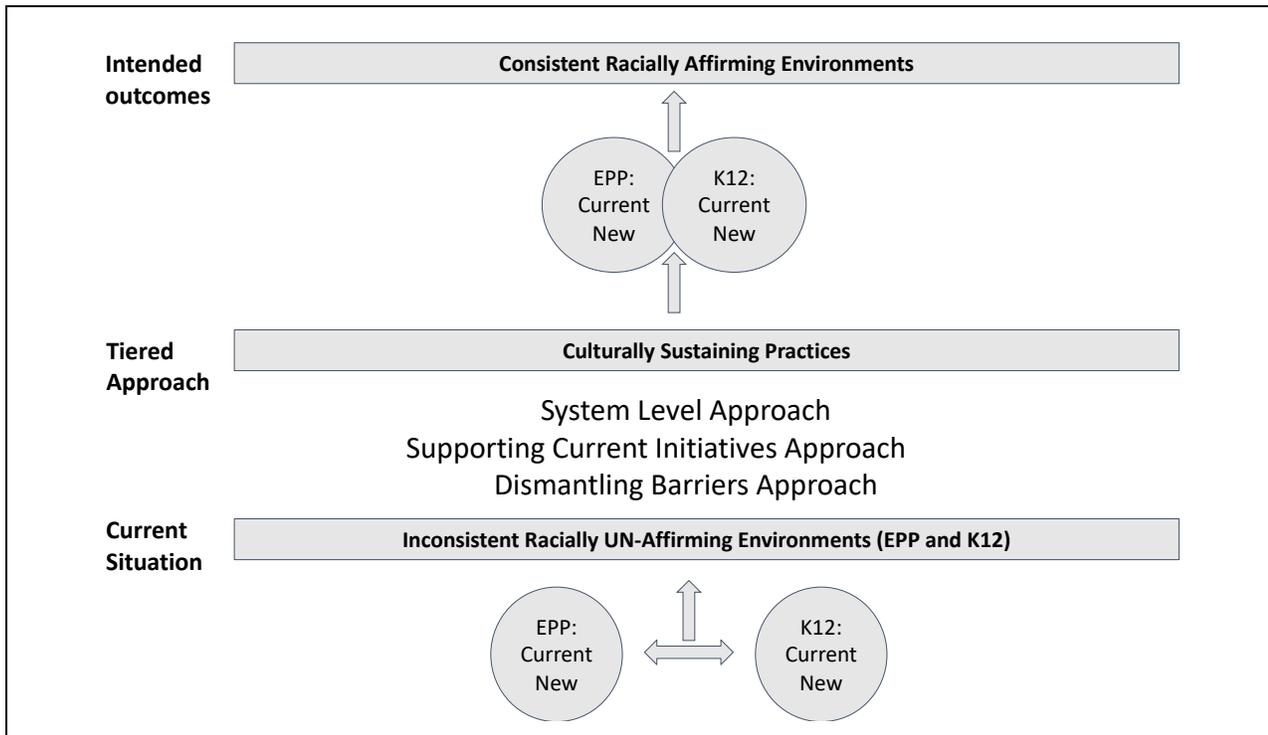


Figure 1. Theory of action for a comprehensive, statewide approach to grow, develop, and diversify the educator workforce in Oregon.

Many states invest in current initiatives that are reported as useful by way of public discourse but rarely track their efficacy through a racial equity lens and analysis. One example of this type of program is a *grow-your-own* initiative. There is great integrity and intention within initiatives like these, yet there is little analysis of the impact of *grow-your-own* programs in the socio-cultural context of schooling and within the context of existing racism permeating our educational systems.² These initiatives also tend to function as a solitary mechanism rather than nested in a larger ecosystem with other complementing initiatives.

The recommendations in this proposal work to understand and thus dismantle systemic racism while honoring current work. Current initiatives are then able to have a greater impact, and can be more sustainable.

Current situation

Educator recruitment, preparation, retention and advancement are far from seamless. While stakeholders in Oregon refer to these components as a *continuum* in name, they are functionally siloed.³ The bottom of Figure 1 illustrates two independent governance structures, the educator preparation programs (EPP) and K12 systems or local education agencies. While there are pockets of collaboration between EPPs and K12 systems, they are not widespread nor do they systemically tackle the deep-seated roots of racism. The disconnection between these two systems perpetuates systemic injustice for diverse educators and historically-underserved students in Oregon schools. Yet these systems provide the

² Valenzuela, A. (2016). *Growing critically conscious teachers: A social justice curriculum for educators of Latino/a youth*. New York: Teachers College Press.

³ Chief Education Office (January 2018). *Educator Advancement Council: Implementation Report*. Salem, OR.

perfect opportunity and location to support deeper connections because they are the gateway to licensure and educator supports.

There are some EPPs and school districts who are earnestly attempting to engage in culturally sustaining practices albeit inconsistently; unfortunately they often work independent of one another. For example, the Chemeketa Community College (CCC) Education Program intentionally recruits and hires bilingual staff and focuses on community voice and cultural assets.⁴ While, per direction from SB 13, school districts across Oregon are engaging in professional learning on the *Essential Understandings of Oregon Indian* and implementing the first-ever state required curriculum. However, there is not a systemic approach to create the conditions for the leaders of these institutions to pair, dock, exchange and learn in concert on both initiatives. This results in educators and students being forced to function in inconsistent and racially un-affirming environments. Deans, professors, K12 administrators, head start directors, and teacher leaders are not working together regularly to deeply engage in interruptive practices that shift a system but rather resorting to actions that are “responsive” to the immediate need. This is not unique to EPPs and K12 systems. We are operating in systems with leaders who honorably work tirelessly, but are not supported in tackling deeper issue of racial inequities such as implicit bias and racial microaggressions. As a result, while merely responding to the immediate is honorable, it will not begin to dismantle the systemic issues that have led to school systems’ inability to successfully recruit and retain a diverse workforce.

Intended outcomes

The current plan aims to develop a cohesive racially-affirming environment across Oregon’s educator workforce continuum. In accordance with this aim and to establish culturally sustaining pedagogical practices across the state, the proposal will first create models of professional learning on race, equity and culturally sustaining pedagogy between EPPs and K12 systems. There is a dearth of culturally sustaining pedagogy in US curriculum and instruction, generally, that magnifies the impact of existing opportunity and learning gaps for students of color and deprives all students of culturally appropriate learning opportunities.⁵ Educators of color and Indigenous educators are often disconnected from their curriculum and disempowered to work as instructional leaders who adjust what they teach to meet the needs and strengths of their diverse students.⁶ In order to dismantle the injustice inherent in this model of school it is imperative that the educator workforce continuum advance creativity, independence, and instructional leadership by explicitly engaging culturally sustaining practices as a powerful policy lever.

However, applying *ethnic studies* or *multicultural education* curricula requires that educational leaders first clarify the meaning of “culturally responsive practices” by exploring the necessary knowledge, skills, and dispositions related to such practices. This is challenging in the existing systems because culturally sustaining pedagogy fails to permeate bureaucratic relationships between EPPs and LEAs. In response, the charge is to redefine policies, structures, and practices across EPPs and LEAs by investing in community-based, professional learning for ethnic studies, multicultural education, and culturally sustaining pedagogy. For this reason, the EAC aims to facilitate professional learning on race, equity, and culturally sustaining practices in partnership between EPPs and LEAs.

⁴ Educator Advancement Council (July 2019). *Oregon Educator Equity Report*. Salem, OR.

⁵ Valenzuela, A. (2016). *Growing critically conscious teachers: A social justice curriculum for educators of Latino/a youth*. New York: Teachers College Press.

⁶ Education Trust (September 2019). *If You Listen, We Will Stay*. Washington, D.C.

This work can result in systemic improvement to the culture of our education spaces and our ability to recruit, hire, retain, and grow educators of color and Indigenous educators across Oregon. The Education Trust reported teachers of color are uneasy working in a system that perpetuates injustice and inequity in society. For example, research reports Black educators are often called to teaching to improve these injustices, but once serving in schools they are assigned disciplinary instead of leadership roles that do not recognize their content expertise.⁷ And in fact, “two qualitative studies recently released by The Education Trust found Black and Latino teachers feel disrespected and de-professionalized in their jobs, despite often exerting more emotional and actual labor than their colleagues.”⁸ Networked and sustained professional learning on race, equity and culturally sustaining pedagogy for effective leadership can improve the working environment for educators of color, Indigenous educators and white teachers alike. The following proposal applies a tiered approach to address Oregon’s educator workforce continuum so educators of color and Indigenous educators no longer feel trapped, but do feel empowered within a consistent racially-affirming environment in Oregon.

Tiered approach

The current section outlines the recommended proposal and initiatives. Appendix D outlines the aligned budget that details specific investment amounts for each of the initiatives listed in the tiered interventions below.

Tier 1: Dismantling barriers

Tuition, supplemental living costs, and standardized measures of teacher performance are a significant barrier to licensure attainment. Teacher candidates equipped with comprehensive preparation and standard licenses are two to three times more likely to stay in teaching than those receiving lesser training.⁹ In addition, diverse teacher candidates disproportionately fail the standardized licensure exams and these disparities are historically prompted by the bias innate in the exams. Section 48 of the Student Success Act provides a mechanism by which the Educator Advancement Council, in partnership across the system, can make strategic investments to explicitly counteract and dismantle the barriers diverse teacher candidates face in completing educator preparation programs and transitioning into strong career pathways. The following are recommended investments that support racially and linguistically diverse teaching candidates towards transitioning into long-term careers as educational leaders in Oregon:

- **Oregon Teacher Scholars Program (OTSP).** Following the recommendations of the Oregon Educator Equity Advisory Group, the EAC will enhance the current OTSP initiative to mitigate cost barriers to licensure, preparation, job search and employment by investing in the sustainability of the OTSP. These funds may be used for costs such as, but not limited to, scholarships, administration, alumni networking activities, and career search and advancement opportunities.
- **Oregon Administrator Scholars Program (OASP).** Working in concert with the Confederation of Oregon School Administrators (COSA), Teacher Standards and Practices Commission (TSPC), and the Higher Education Coordinating Commission (HECC), the EAC will invest start-up funds to

⁷ Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute.

⁸ Shafer, L. (2019, January 7). The Experiences of Teachers of Color. Retrieved from <https://www.gse.harvard.edu/news/uk/18/06/experiences-teachers-color>.

⁹ Nguyen, T.D., Pham, L., Springer, M. G., and Crouch, M. (2019). The Factors of Teacher Attrition and Retention: An Updated and Expanded Meta-Analysis of the Literature (EdWorkingPaper: 19-149). Retrieved from Annenberg Institute at Brown University: <https://edworkingpapers.com/ai19-149>

launch the OASP. The role of the OASP is to support leadership preparation and pathways for racially, ethnically, and linguistically diverse educators into administration and leadership roles across Oregon.

- **Multiple Measures of Teacher Performance.** In support of Oregon TSPC’s new strengths-based approach to measuring teacher candidate performance, the EAC will invest in key assessment policy levers that aim to diversify the teaching profession in Oregon. Specifically, the EAC will invest in a comprehensive program evaluation of the *holistic assessment model*, in which teacher candidates demonstrate competency across content areas within their endorsement areas. This model not only hopes to allow students to show evidence of their expertise by removing exam requirements, which are typically biased to educators of color and Indigenous educators, but also empowers teacher candidates to leverage their unique experiences that will positively contribute to their students’ future success. This would fund a group of stakeholders to:
 - Develop an accreditation and licensure system that is racially affirming, is aligned to Oregon statutes and mandated curriculum and encourages the recruitment of diverse educators to close the diverse educator – student gap
 - Review relevant research on Oregon’s current assessment requirements and provide suggestions to ensure equal access to programs
 - Review current OARs to ensure alignment to current Oregon statutes and mandated curriculum
 - Identify strategies to support the establishment of non-biased policies within existing systems
- **Mitigate Licensure and Assessment Costs.** Experts across the US recommend states can support racially/ethnically and linguistically diverse teacher candidates by underwriting the costs of licensure and assessments. In coordination with the Oregon TSPC, the EAC will fund costs of licensure and assessments for diverse teacher candidates in Oregon (e.g. ORELA and EdTPA).

Tier 2: Redefine current initiatives

Today, we require educators of color and Indigenous educators to participate within systems that perpetuate existing structural racism. Many states invest in traditional models in order to strengthen and diversify their educator workforce, such as grow-your-own programs. Yet, research confirms predominantly White teacher candidate cohorts across EPPs and K12 systems reify structural racism through deficit-based narratives about diverse students, regardless of their experience studying culturally sustaining pedagogy. In part, these systems are attributed to lack of diversity in teacher education altogether and standardized tests that disproportionately benefit White teacher candidates over those of color. As such, the EAC aims to redefine current initiatives, like grow-your-own pathways, with an explicit focus on excelling educators of color and Indigenous educators in Oregon. The following are recommended investments to strategically shift current initiatives to advance racially and linguistically diverse teacher candidates through Oregon’s EPPs:

- **Grow-Your-Own (GYO).** The scope of Section 48 provides the EAC a unique opportunity to set new standards for Oregon’s GYO programs. GYOs are excellent examples of retaining and fostering the talent and strengths of local potential teachers. They honor the importance of community members working within their own communities. However, while GYOs do actively recruit a diverse population, experts in multicultural education explain GYO models typically

adopt diversity, social justice, and culturally sustaining practices in name only, instead of working in solidarity with the communities they seek to serve.¹⁰

- The EAC will strategically invest funds to alter the fundamental goals of GYO models so their work operationalizes current culturally specific initiatives such as, but not limited to, the Tribal History/ Shared History Curriculum, African American/ Black Student Success Plan, Oregon American Indian State Education Plan, and English Language Learners Student Success Plan.
- The EAC will also work to ensure funds also are available to GYOs that are inclusive of early learning educators who are **part** of the K12 system, working to ensure the pathways include high school to community college to 4 years and/or colleges of education.
- **Pilot two low-residency (online) anti-racist graduate level courses for teachers.** There has been a sharp uptick of educators who have begun talking about racism, using antiracist language, and acknowledging their own complicity in perpetuating racism. And still, many educators are at a loss when it comes to adapting their own actions and pedagogical practices in order to live out the changes they want to be a part of. There are some EPPs who care deeply about this content, but need to see it modeled in a culturally sustaining context for educators currently teaching in the classrooms. This course is for educators who are looking to deepen their learning and take action through connection with and accountability to other educators in a similar place.
- **Support House Bill 3375.** The Oregon Educators Equity Act passed by the Oregon Legislature in 2015 requires each public teacher education program in the state prepare a plan for the recruitment, admission, retention, and graduation of diverse educators to accomplish the goal described in the original act. The state goal is the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district (ORS 342.437 as amended by HB 3375, Section 3, 2015). Further, the Higher Education Coordinating Commission (HECC) shall review the plans for adequacy and feasibility with the governing board of each public university with a teacher education program and, after necessary revisions, shall adopt the plans. The EAC will support the six public universities in creating a community of practice that provides incentives for their institutions to support the work of their plans and their chosen areas of foci.

Tier 3: Systemic reform

The critical change agent in this proposal is a focus on systemic reform and strategic improvements in applied professional learning aimed at achieving culturally and racially affirming environments across our educator preparation continuum. Focused communities of practice (CoP) engaged in professional learning for culturally sustaining pedagogy can address and prevent the harm of the existing structural racism and cultural marginalization in Oregon's P20 schools. More specifically, these CoPs can identify, support, and create optimal working conditions.

The EAC, in accordance with Section 48 of the Student Success Act, will develop and invest in a system for mentorship, coaching, and professional learning between EPPs and K12 systems. The investment in

¹⁰ Valenzuela, A. (2016). Growing critically conscious teachers: A social justice curriculum for educators of Latino/a youth. New York: Teachers College Press.

the Oregon CoP framework follows a nested model in which (a) EPP and K12 leadership (deans, administrators, and teacher leaders) will receive two-to-one mentoring, (b) Leaders will engage in professional learning on race equity and culturally sustaining pedagogy, and (c) the staff and personnel at the EPP and K12 sites will also receive/have access to the race, equity and culturally sustaining pedagogy professional learning for their community-based needs and strengths (see Figure 2). This nested model intends to achieve a pragmatic organizational culture shift instead of a program for compliance. In addition, these professional learning offerings, consistent with creating conditions educators need to collaborate, improve, and innovate on their practices, are supported by the coaching and technical assistance resources within the Student Investment Account of the Student Success Act. Funding supports for districts to participate can be braided. These learning spaces will align with culturally sustaining pedagogical approaches, innovative design, and continuous improvement.

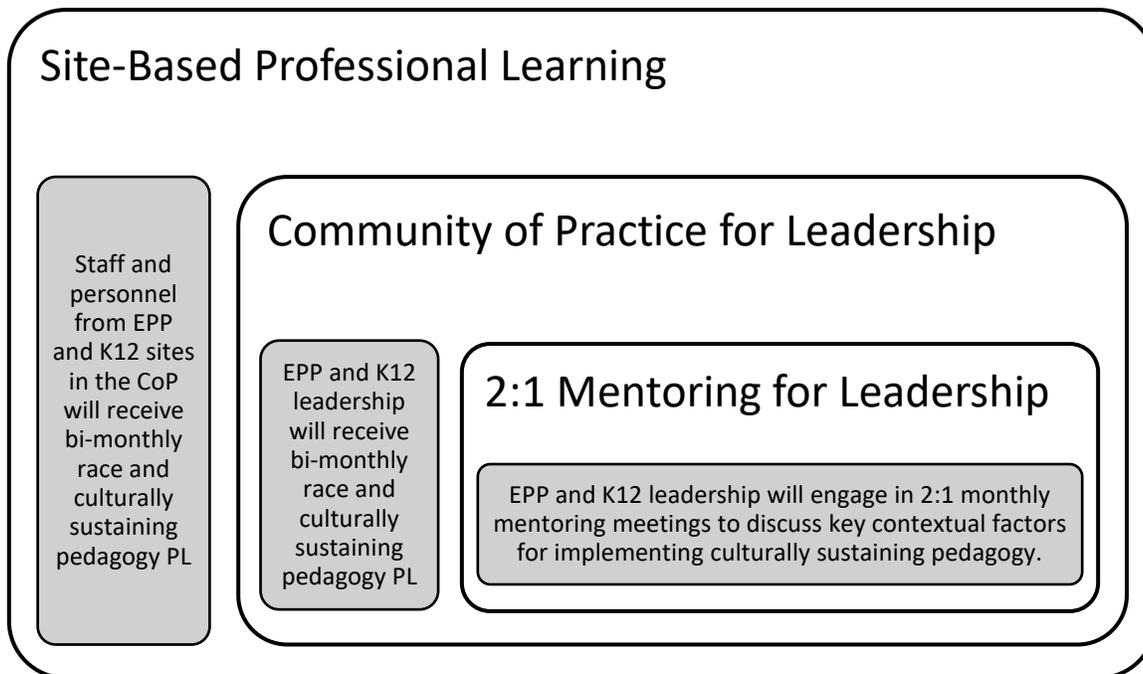


Figure 2. Implementation framework for systemic reform and strategic improvements to diversify Oregon’s educator workforce and retain racially/ ethnically and linguistically diverse teachers.

Traditional mentorship models aimed at strengthening the diverse educator workforce place the burden of responsibility on teachers of color to grow and stay in systems that perpetuate structural racism and systemic barriers. This is a deficit driven approach to mentoring that falsely assumes racially/ ethnically, and linguistically diverse educators are *incompetent or unskilled* and that is one of the reasons why our educator workforce is comprised of mostly White individuals. The CoP model outlined in Figure 2 applies an asset-frame to statewide mentorship by intentionally engaging with leadership across siloed governance structures that span the educator career continuum. Figure 2 illustrates how this implementation model utilizes both individual, community, and site-based professional learning and mentoring approaches to shift the culture of schools so they mirror the racially/ ethnically, culturally, and linguistically diverse educators we aim to support in Oregon.

The CoP model centers on a core group of executive and strategic leaders across EPPs and K12 systems. The CoP may consist of, but is not limited to, deans, academic officers, human resource, assessment and evaluation, federal programs and finance, operations leaders from university and community college

EPPs and K12 systems. Appendix C provides more details about the requirements for each governance system included in the CoP and their commitments to the professional learning. Most notably, the K12 school district must be identified as serving high percentages of emerging bilingual students, one of the focal students and family populations in the Student Investment Account¹¹. This condition operationalizes linguistically diverse students as key assets in our communities and educator workforce.

Aligned with the broader theory of action presented in Figure 1, the EAC will invest in the CoP model to achieve consistent racially affirming environments across and between EPPs and K12 systems. The goals of the CoP model are to develop environments that affirm diverse educators' race/ethnicity and culture in which educators of color and Indigenous educators are (a) able to be their authentic selves, (b) feel empowered as instructional leaders and pedagogical experts, and (c) see their own values mirrored in the values of their schools. While the budget addresses logistics, we have the flexibility to reduce the amount to CoPs to include incentives to participating districts e.g. credits and stipends for participation. Appendix A outlines the proposed implementation schedule for the 2020-2022, including the expected events for each level of engagement (i.e. mentoring meetings, community of practice, and site-based professional learning). And finally, the EAC will fund the measurement of this leadership approach through a co-constructed research and design methodology grounded in relationship and equity practices.

¹¹ *OR HB3427 | 2019 | Regular Session*. (2019, May 24). *LegiScan*. Retrieved November 26, 2019, from <https://legiscan.com/OR/bill/HB3427/2019>

Appendix A – Community of Practice Implementation Schedule

The implementation plan outlined below follows an academic year schedule from August 2020 to July 2022. Each member of the Communities of Practice will receive 2:1 mentorship with an equity expert every month, outlined in line 1 below. In total, facilitators will implement 220 total hours of mentoring per Community of Practice over the biennium. Line 2 outlines the professional learning schedule for the CoPs. The CoPs will engage in professional learning together 6 times per year, totalling 12 total PL opportunities across the biennium. Line 3 outlines the implementation schedule for the site-based professional learning occurring across the 3 site-types (i.e. EPPs, K12 school districts, and education service districts). The SBPL will stagger with the CoP PL. There will be 5 SBPL sessions for each site per academic year, for a total of 30 SBPL sessions over the biennium.

Table 1

Community of Practice Implementation Schedule for the 2020-2022 Biennium

	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	Total
1. Mentor	10	10	10	10	-	10	10	10	10	10	10	10	10	10	10	10	-	10	10	10	10	10	10	10	220
2. CoP	1	-	1	-	-	1	-	1	-	1	-	1	1	-	1	-	-	1	-	1	-	1	-	1	12
3. SBPL	-	3	-	3	-	-	3	-	3	-	3	-	-	3	-	3	-	-	3	-	3	-	3	-	30

Appendix B – Eligible Community of Practice K12 School Districts

The districts with the largest population of bilingual students:

- Salem-Keizer SD 24J
- Beaverton SD 48J
- Portland SD 1J
- Hillsboro SD 1J
- Reynolds SD 7
- David Douglas SD 40
- Woodburn SD 103
- North Clackamas SD 12
- Tigard-Tualatin SD 23J
- Gresham-Barlow SD 10J
- Centennial SD 28J
- Forest Grove SD 15
- Hermiston SD 8
- Medford SD 549C
- McMinnville SD 40
- Hood River County SD
- Bend-LaPine Administrative SD 1
- Jefferson County SD 509J
- Springfield SD 19
- Canby SD 86
- Greater Albany Public SD 8J
- Eugene SD 4J
- Parkrose SD 3
- Morrow SD 1

Appendix C – Requirements for Community of Practice Participation

Who	How	What
<ul style="list-style-type: none"> • One of each program type (a) educator preparation program, (b) K12 district, and (c) ESD • K12 districts must be on the list of highest percentage of emerging bilingual institutions • Approximately 20 total participants per CoP 	<ul style="list-style-type: none"> • Consistent attendance at site-based, CoP, and mentoring events • Annual equity assessments for strategic improvement • Engagement in evaluation, reflection, and strategic planning for professional development and organizational learning 	<ul style="list-style-type: none"> • Evidence of existing buy-in or needs/strengths assessment outlining the readiness of the CoP to engage in organizational learning around race equity and culturally sustaining pedagogy • Evidence of growth towards cultural and racially affirming environments across and between EPPs, K12, and ESD institutions

Appendix D – Annotated Budget for Section 48 of the SSA

Initiative	Description	Budget	% of Tier	% All
Tier 1. Dismantling Barriers				
1.1 OTSP	Funds for the OEEAG to mitigate the costs associated with scholarships, administration, alumni networking, and career advancement.	\$1,500,000	38	11
1.2 OASP	Investment for COSA, TSPC, and HECC to launch a leadership preparation and pathway program for diverse educators.	\$1,500,000	38	11
1.3 Multiple Measures	Invest in TSPC comprehensive program evaluation of the holistic assessment model.	\$500,000	13	4
1.4 Licensure and Assessment	Fund for TSPC costs of licensure and assessments for diverse teacher candidates in Oregon (e.g. ORELA and EdTPA).	\$500,000	13	4
Tier 2. Redefine Current Initiatives				
2.1 GYO Redefined	Invest funds to alter the fundamental goals of GYO models so their work operationalizes current culturally specific initiatives and ensure funds also are available to GYOs inclusive of early learning educators who are part of the K12 system, working to ensure the pathways include high school to community college to 4 years and/or colleges of education.	\$5,000,000	77	35
2.2 Pilot anti-racism coursework	This course is for educators who are looking to deepen their learning and take action through connection with and accountability to other educators in a similar place and earn continued graduate credits.	\$1,000,000	15	7
2.3 Educators Equity Act House Bill 3375	The EAC will support the six public universities in creating a community of practice that provides incentives for their institutions to support the work of their plans and their chosen areas of foci.	\$500,000	8	3

Tier 3. Systemic Reform

3.1 Mentor Facilitation	Fund 220 2:1 monthly mentor meeting that can be virtual or in-person for the COP participants at the cost of \$250 per meeting.	\$330,000	10	2
3.2 CoP Facilitation	Facilitation will be provided by an expert technical assistance provider. The facilitation will not exceed \$6,000 per half-day training for 12 full-day trainings over 2 years.	\$432,000	13	3
3.3 CoP Travel and Food (12)	Per diem for travel and food expenses not to exceed \$1,500 per trip, for 12 trips.	\$108,000	3	1
3.4 CoP Participant Travel	The 20 participants will be reimbursed for no more than \$100 each over the 12 half-day trainings.	\$144,000	4	1
3.5 CoP Catering and Services	The cost of food and services for each half-day training will not exceed \$1,000 for 12 trainings.	\$72,000	2	0
3.6 CoP Substitutes	The cost of providing substitutes will be covered, not to exceed \$235 per day. Assuming there are not more than 3 in each CoP for the 12 trainings.	\$50,760	1	0
3.7 SBPL Facilitation	Facilitation will be provided not to exceed \$3,000 per half-day training for 30 half-day trainings.	\$540,000	16	4
3.8 SBPL Travel and Food	Per diem for travel and food expenses not to exceed \$1,500 per trip, for 10 trips.	\$90,000	3	1
3.9 SBPL Catering and Services	The cost of food and services for each half-day training will not exceed \$1,000 for 30 trainings.	\$180,000	5	1
3.10 Research and Evaluation	Invest in comprehensive research and evaluation plan to investigate the extent to which the CoP model achieves its aims, can inform future policy and practice, and can be scaled and applied across specific contexts.	\$1,000,000	29	7
3.11 Strategic Communications	Invest in strategic communications that will elevate the work of the EAC and CoP across the state and national levels.	\$450,000	15	3

Expense Summary				
Tier 1. Dismantling Barriers		\$4,000,000	100	29
Tier 2. Redefine Current Initiatives		\$6,500,000	100	47
Tier 3. Systemic Reform		\$3,396,760	100	24
State Personnel	Invest in 2 full-time strategic leader and policy experts to achieve the paradigm shift outlined in this comprehensive, multitiered, statewide proposal	\$1,000,000	100	6
Total Budget		<u>\$14,896,760</u>		

Ethnoracial and linguistic diversity in the United States' educator workforce is a critical equity issue for education leaders. Decades of research evidence illustrate the positive impact of racial matching on academic, socioemotional, and disciplinary outcomes for diverse students, as well as similar improved social and learning gains for all, including White, students.¹²¹³ Unfortunately, to-date diversity among US educators remains a consistent challenge. National data show that 51% of K12 students are students of color, but only 20% of teachers are teachers of color and only 23% are male.¹⁴ In addition, this challenge is compounded by the high turnover rates of teachers of color. Specifically, Black male teachers are leaving the educator workforce at higher rates than their peers.¹⁵ The turnover rate for teachers of color is 18.9%, compared to 15% for White teachers.¹⁶ As such, states must expand their focus beyond traditional methods for recruiting, employing, and retaining ethnoracial and linguistically diverse educators, towards (a) improving institutional relationships, (b) applying holistic approaches to hiring, and (c) reforming organizational culture so that educators of color and Indigenous educators are provided flexibility and empowered to be instructional experts and leaders.

Improving diverse educator recruitment starts with building strong connections and relationships. When stakeholders share common data and information about state and regional staffing of ethnoracial and linguistic diverse educators then schools and districts can determine how to improve the gap between diverse students and teachers.¹⁷ It is also useful for schools and districts to build and maintain consistent connections with educator preparation programs (EPP) and higher education institutions. These connections allow for cohesive, cross-institutional strategies aimed to enroll, grow, and employ educators of color and Indigenous educators in a community. For example, school districts can offer diverse educators financial incentives for teaching in high-poverty schools as a way to mitigate the greater college debt burden they experience when compared to their white peers.¹⁸ In addition, school and district leadership can focus on building personal relationships with students of color and Indigenous educators attending

¹² Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute. Retrieved August 23, 2018, from <https://learningpolicyinstitute.org/product/diversifying-teaching-profession>

¹³ Goldhaber, D., Theobald, R., & Tien, C. (2015). *The theoretical and empirical arguments for diversifying the teacher workforce: A review of the evidence* (CEDR Working Paper No. 2015-9). Seattle, WA: University of Washington Bothell, Center for Education Data & Research. <http://eric.ed.gov/?id=ED574302>

¹⁴ U.S. Department of Education, National Center for Education Statistics. (2017). Table 209.10. Number and percentage distribution of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1987–88 through 2015–16. In *Digest of Education Statistics, 2017*. Retrieved August 22, 2019, from https://nces.ed.gov/programs/digest/d17/tables/dt17_209.10.asp?current=yes

¹⁵ Bristol, T.J. (Forthcoming). A Tale of Two Types of Schools: An Exploration of How School Working Conditions Influence Black Male Teacher Turnover. *Teachers College Record*.

¹⁶ Ingersoll, R., & May, H. (2016). Minority teacher recruitment, employment, and retention: 1987 to 2013 (Research Brief). Palo Alto, CA: Learning Policy Institute.

¹⁷ Education Trust (September 2019). *If You Listen, We Will Stay*. Washington, D.C.

¹⁸ Bristol, Travis J., Javier Martin-Fernandez. (2019). The Added Value of Latinx and Black Teachers for Latinx and Black Students: Implications for the Reauthorization of the Higher Education Act. (EdWorkingPaper: 19-93). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/czw4-4v11>

EPPs.¹⁹ These personal connections provide existing pathways for districts to recruit for positions well in advance and for potential candidates to gather information about a new job posting.

Holistic approaches to hiring educators of color and Indigenous educators can mitigate the structural barriers created by typical hiring practices in school districts. First, states and local education agencies can apply multiple measures, like performance-based assessments, to evaluate the qualifications of teacher candidates upon completion of EPPs and when being screened for a job posting. This holistic approach mitigates the bias that is innate in teacher candidate testing platforms and among hiring practices. Second, school districts can improve diverse educator applicant pools by posting positions early in the hiring timeline.²⁰ This is especially effective if there are strong interagency relationships already established. In addition, states and school districts can fund paid teacher residency programs, which are found to improve academic outcomes for their future students.²¹ Finally, to ensure more diverse teacher candidates are hired, school districts must explicitly oppose bias in hiring processes and actively improve culturally sustaining and racially affirming practices among human resource professionals through professional training and consistent expectations.²²

Historically, we've systemically failed diverse teacher candidates, educators, and student population by applying programmatic and disjointed policies and practices within states. For this reason, it is imperative that state and local education agencies enact intentional and pragmatic mechanisms that will build capacity and improve the professional climate and learning for ethnoracial and linguistically diverse teachers. Research literature indicates that a large portion of diverse educators leave the profession due to personal reasons and dissatisfaction. Furthermore, 81% of the diverse educators noting dissatisfaction as the reason for leaving their teaching position indicate they are specifically dissatisfied with the administration.²³ For this reason, it is imperative that district leadership consider the placement of diverse educators. District administration can evaluate the capacity of school leaders in creating a safe and racially affirming environment for diverse educators. In addition, they can build strategic professional learning that will build capacity within a school to support teachers of color and diverse students, as well. This requires that leaders spend time evaluating the degree to which a school system maintains structural racism or dismantles the systemic barriers and biases for diverse teachers. One notable strategy emerging from recent research is the need to decrease isolation for staff of color and Indigenous educators who often feel disconnected from advice, information, and capital building networks.²⁴ Overall, focusing on schools' organizational conditions and learning opportunities will improve the retention of diverse educators.²⁵

¹⁹ Ingersoll, R., & May, H. (2016). *Minority teacher recruitment, employment, and retention: 1987 to 2013* (Research Brief). Palo Alto, CA: Learning Policy Institute.

²⁰ Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute. Retrieved August 23, 2018, from <https://learningpolicyinstitute.org/product/diversifying-teaching-profession>

²¹ Bristol, Travis J., Javier Martin-Fernandez. (2019). *The Added Value of Latinx and Black Teachers for Latinx and Black Students: Implications for the Reauthorization of the Higher Education Act*. (EdWorkingPaper: 19-93). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/czw4-4v11>

²² Chalkboard Project. (2017). *TeachOregon: Lessons learned, promising practices, and recommendations for the future*. Retrieved August 23, 2018, from https://chalkboardproject.org/sites/default/files/TeachOregon_ThreeYear_Mar2017_single_ppg.pdf

²³ Ingersoll, R., & May, H. (2016). *Minority teacher recruitment, employment, and retention: 1987 to 2013* (Research Brief). Palo Alto, CA: Learning Policy Institute.

²⁴ Bristol, T.J. & Shirrell, M. (2019). Who is here to help me? The work-related social networks of staff of color in two mid-sized districts. *American Educational Research Journal*, 56(3).

²⁵ Ingersoll, R., & May, H. (2016). *Minority teacher recruitment, employment, and retention: 1987 to 2013* (Research Brief). Palo Alto, CA: Learning Policy Institute.



PROCEDURAL SUBCOMMITTEE AGENDA

Wednesday, December 11, 2019

Noon – 12:45 p.m.

Lane Community College - Longhouse

4000 East 30th Avenue, Eugene, Oregon

Public access via Zoom or dial-in (listen only)

(669) 900-6833, 965657997#

Join Zoom Meeting: <https://zoom.us/j/965657997>

Meeting Outcomes

- Review/finalize new director onboarding materials

noon	1.0 Preliminary Business	
	1.1 Welcome Remarks, Agenda Review/Outcomes	Subcommittee Chair Scruggs
	1.2 Roll Call	Cheryl Myers
12:05	2.0 Public Comment	Subcommittee Chair Scruggs
	<i>Public testimony should be submitted in writing to EACinfo@oregonlearning.org</i>	
12:10	3.0 Review/finalize New Director Onboarding Materials	Subcommittee Chair Scruggs
12:45	Adjourn	

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.



EAC Procedural Subcommittee
December 11, 2019

The Road Thus Far: The Educator Advancement Council

What is the EAC?

The Educator Advancement Council (EAC):

- created by the Oregon Legislature through the passage of Senate Bill 182 (2017), the EAC is an innovative public/nonprofit partnership to support the public educator profession
- builds upon the recommendations and core values of the Governor's Council on Educator Advancement
- aims to ensure all teachers and administrators have access to high-quality, culturally-responsive professional learning and support throughout their careers

EAC Directors



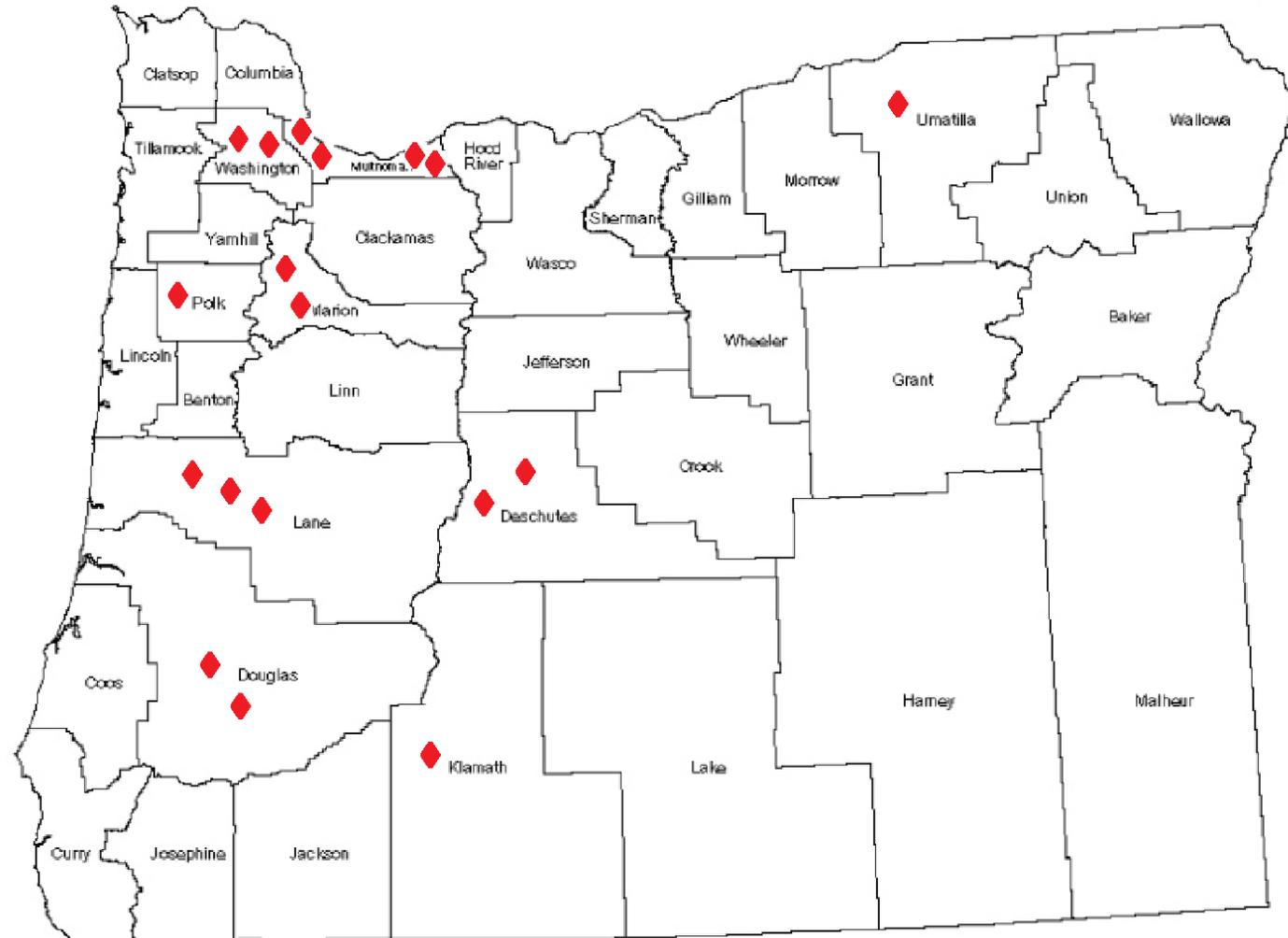
Seat	Director Description	First	Last	Employment Role
2	Oregon Department of Education	Colt	Gill	Director
3	Early Learning Division	Miriam	Calderon	Early Learning System Director
4	Teacher Standards & Practices Commission	Anthony	Rosilez	Executive Director
1	Higher Education Coordinating Commission	Ben	Cannon	Executive Director

5	Elementary School Teacher	Melissa	Wilk	1st grade, Glide SD
6	Middle School Teacher	Laura	Scruggs	8th grade teacher, Springfield SD
7	High School Teacher			
8	K12 Educator	Michele	Oakes	Mentor Program Coordinator, Bend-LaPine SD
9	K12 Educator			
10	K12 Educator	Belle	Koskela	EAC Chair; HS Instructional Coach, David Douglas SD
11	K12 Administrator	Matt	Yoshioka	Director, Curriculum & Instruction, Pendleton SD
12	Education Service District	Paul	Andrews	Superintendent, High Desert ESD

Seat	Director Description	First	Last	Employment Role
13	School District	Don	Grotting	EAC Vice-chair; Superintendent, Beaverton SD
14	School Board Member	Bill	Graupp	Technical Marketing, Mentor Graphics
15	Early Learning Provider or Professional			
16	Professional Education Association	Mark	Girod	Dean, WOU College of Education
17	Educator Preparation Program	Marvin	Lynn	Graduate School of Education Dean, PSU
18	Nonprofit Organization	Christy	Cox	Early Learning Program, Ford Foundation
19	Philanthropy	Martha	Richards	Executive Director, James & Marion Miller Foundation
20	Federally-recognized Tribe of Oregon	Nick	Viles	Education Specialist, Conf. Tribes of Siletz Indians
21	Community-based Organization	Amanda	Squibb	Executive Director, Friends of the Children – Klamath Basin

	Ex-officio, Senate			Oregon State Senator
	Ex-officio, House	Susan	McLain	Oregon State Representative
	Ex-officio, Governor's Office	Lindsey	Capps	Senior Education Policy Advisor

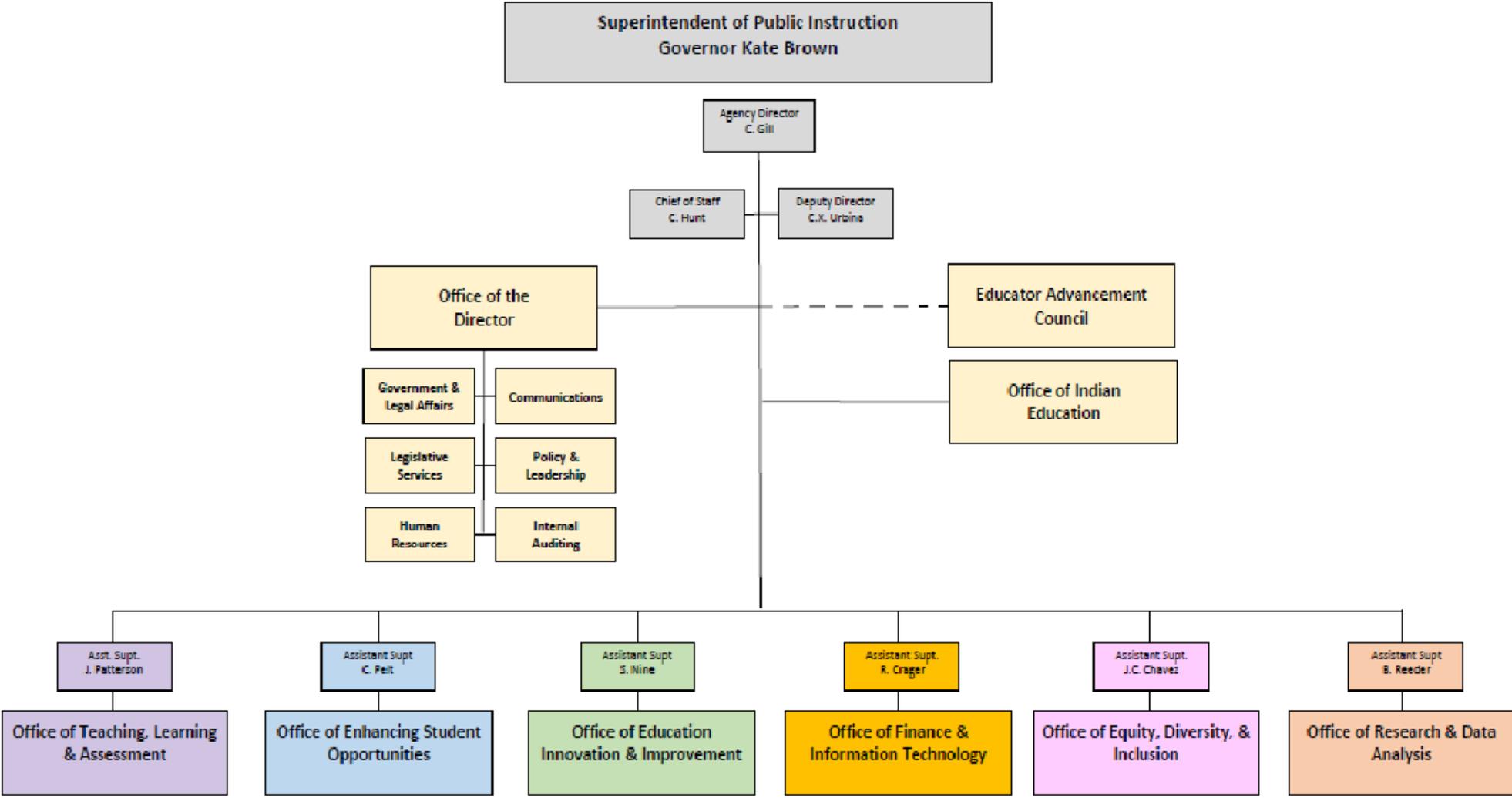
EAC Directors – Geographic Representation



EAC Strategic Plan

STRATEGIC ANCHORS	Three-Year STRATEGIC IMPERATIVES—AREAS OF FOCUS		
<p>Vision: Oregon educators across the state are supported in engaging and teaching every child to help them realize their dreams.</p> <p>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.</p>	Establish and implement Regional Educator Networks	Develop an equitable funding model reaching all areas of the state	Build awareness of the EAC and networks
CORE VALUES	Three-Year GOALS		
<ul style="list-style-type: none"> • Great teaching and learning is dependent on great educators. • Teachers know what they need to help students succeed. • The educator workforce should reflect the diversity of the PreK to 12 student population. • Professional learning is a seamless system, beginning with early learning. • Professional learning should be educator-led, community-driven, and equity-focused. • Investments made in educator development should be systematic and sustainable over time. 	<ul style="list-style-type: none"> • Increase the retention rates of new and experienced teachers and administrators • Increase the number of new educators coming into the field • Increase the number of ethnically and linguistically diverse teachers and administrators • Improve teaching and learning conditions survey results • Design, test, and refine system changes 	<ul style="list-style-type: none"> • Increase the percentage of districts receiving EAC funding • Increase the percentage of novice teachers and administrators who receive support • Disperse EAC funding to reach every region of the state 	<ul style="list-style-type: none"> • Engage classroom teachers and community in REN development and implementation • Increase teacher voice in system changes impacting the profession • Help Legislators view EAC as the central program for addressing educator workforce issues • Enhance visibility for the work resulting from the EAC (e.g., earned media, social media followers, and website visits)
ROLE OF VALUE	IMMEDIATE INITIATIVES		
<p>We rely on teacher experience and wisdom and work across geography and traditional silos to deliver improved support and professional learning to educators.</p>	<ul style="list-style-type: none"> ✓ Reach consensus on key elements of RFA ✓ Draft and approve temporary rules for RFA ✓ Issue RFA to the field ✓ Review proposals ✓ Select and launch REN Sponsoring Organizations ✓ Approve REN Plan template • Issue RFP for TA and select contractor/s 	<ul style="list-style-type: none"> ✓ Reach consensus on methodology and amounts for Formula Funding ✓ Run cost scenarios and refine to identify estimated funding ✓ Formalize and approve metrics and outcomes • Approve REN plans • Disperse Formula Funds • Develop means to document impact 	<ul style="list-style-type: none"> ✓ Engage teachers in initial review of RFAs • Develop public friendly short video explaining EAC intent and process • Communicate and help recruit members for REN Coordinating Body seats • Map and share REN work across plans • Plan for next teaching and learning conditions survey
REPUTATION	<p>Oregon is recognized for an innovative and equitable approach to determining and funding supports for educators spanning stages of an educator’s career.</p>		

Organization Chart



EAC 2019-21 Budget

	2019-20	2020-21	2019-21
OPERATIONS			
Personal Services - 4.0 FTE	336,962	472,921	809,883
Staff travel, training, supplies, telecom	40,241	55,570	95,811
Data	16,249	22,439	38,688
Professional Services	231,000	319,000	550,000
Teaching & Learning Conditions contract	150,000	50,000	200,000
Legal Fees	12,000	6,000	18,000
Council Meetings	21,000	29,000	50,000
Administrative Agent support	184,741	184,741	369,482
TOTAL OPERATIONS	992,193	1,139,671	2,131,864
GRANT IN AID			
REN Capacity Grants	1,500,000	1,500,000	3,000,000
REN Capacity Grants-start up	1,000,000	500,000	1,500,000
REN Formula Grants	12,628,125	16,837,500	29,465,625
Technical Assistance Contracts/Grants	600,000	600,000	1,200,000
Oregon Teacher Scholars Program	500,000	500,000	1,000,000
Budget Reconciliation	(375,000)	-	-375,000
TOTAL GRANT IN AID	15,853,125	19,937,500	35,790,625
TOTAL EAC 2019-21 BUDGET	16,845,318	21,077,171	37,922,489

Governor's Council on Educator Advancement

**10 recommendations in the
November 2016 report to
Governor Kate Brown**



https://www.oregon.gov/cedo/Documents/Educator-Advancement-Report_CEdO_Nov_2016.pdf

Core Themes Deemed Essential to Council Recommendations



- Equity Focused - prepare all educators to address discriminatory practices in schools



- A Seamless System - increase collaboration across sectors to impact educators at every stage of their careers



- Empowering Teacher Voice and Leadership - involve teachers in decision making on educator policies



- Time to Support Professional Learning - sustained over time and job-embedded

Governor's Council Recommendations

- 1) Partnerships to promote interest in the teaching profession and coordinate teacher and administrator preparation efforts
- 2) Career pathways into teaching with resources and supports to achieve an educator workforce in Oregon more reflective of Pre- Kindergarten-12 student demographics.
- 3) Mentoring for all novice teachers,
- 4) Mentoring for all novice administrators,
- 5) Professional learning that is equity-driven, designed with practitioner involvement and adheres to highly-effective professional learning,

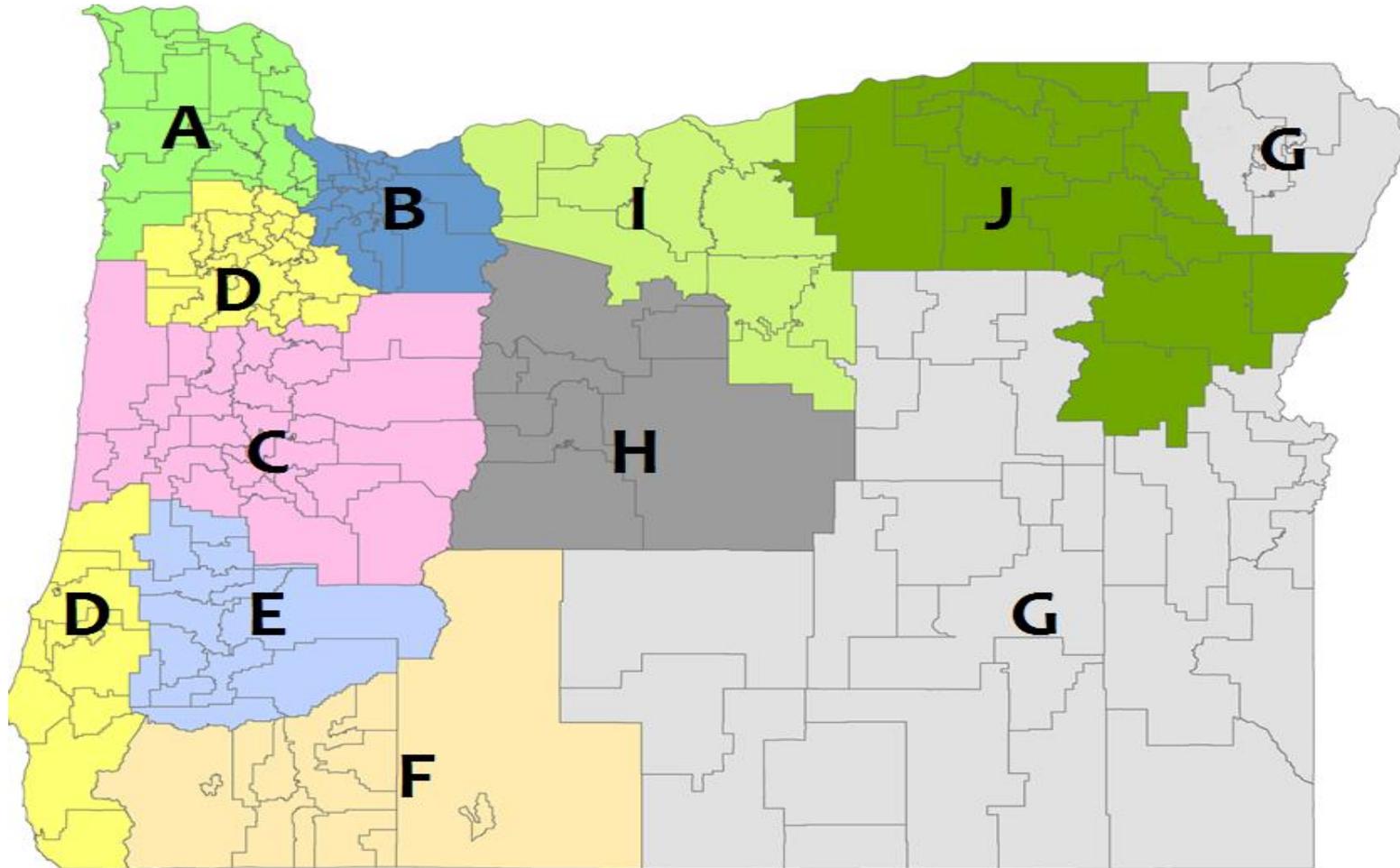
Governor's Council Recommendations, continued

- 6) Involvement of teachers and administrators designing and implement professional learning,
- 7) Professional learning linking Early Learning providers with the K-3 public school systems.
- 8) Ensure voices of classroom teachers are included on a regular basis in decision-making regarding professional learning priorities, educator supports and policies impacting teachers,
- 9) Opportunities to develop, enhance and recognize teacher leadership,
- 10) A statewide Intergovernmental Coalition to coordinate and connect regional networks in support of professional learning priorities, blending of funding sources and management of innovation funds.



PROGRESS TO DATE

Regional Educator Networks



REGION	# OF SCHOOL DISTRICTS/ELIGIBLE MEMBERS	EDUCATORS SERVED
A	21	5,921
B	20	8,702
C	30	4,667
D	34	5,415
E	14	812
F	14	2,711
G	40	665
H	10	1,855
I	12	572
J	22	1,410

What is a Regional Educator Network?

Regional Educator Networks (REN) are a collaboration of partners, inclusive of local teachers, administrators, early learning, community members, and stakeholders, organized together in a collaborative learning process that holds teachers at the center of the work in order to improve outcomes for all Oregon students.

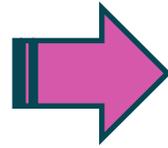
EAC RENs empower teacher leaders as they organize around common problems of practice and to identify and develop strategies, outcome metrics at the local level. However, they will also share some statewide goals and common measures intended to improve the diversity, learning and experience of all educators.



Regional Educator Networks (REN) Roles



- Demonstrate a commitment to equity-driven policies and practices; and
- Coordinate communications and accountability for resources distributed through the Council to educators served by the REN.

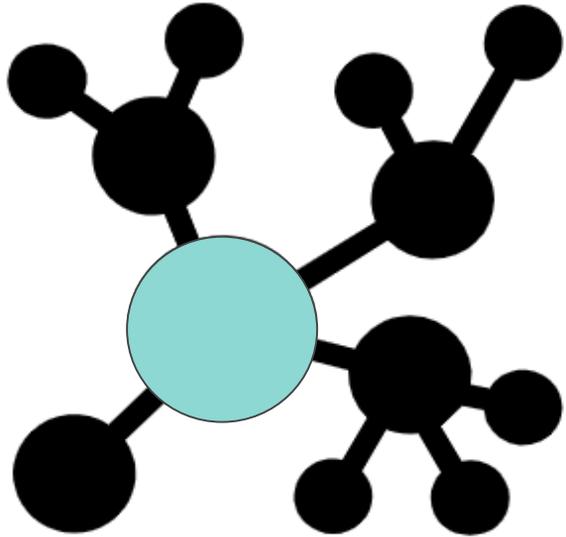


- Model and reinforce authentic local stakeholder and educator engagement efforts
- Reflect and communicate the vision of the EAC and use of funds
- Help Coordinating Bodies identify and document local outcome metrics
- Communicate regularly with the EAC via the REN Coordinator
- Provide annual reports to EAC on REN progress

Regional Educator Network (REN) Roles

- Create opportunities for teacher voice and community to drive REN Plans for EAC funding, responsive to local context;
- Ensure every part of the state has equitable access to resources distributed from the EAF;
- Convene a Coordinating Body, per SB182
- Help facilitate the three Phases of Network implementation identified by the EAC
- Utilize the Educator Advancement Fund for improving systems of support for educators;
- Braid or leverage resources to add to Educator Advancement funds when possible

Regional Educator Networks (REN)



- Coordinate and support the REN.
- Serve as the fiscal agent for the REN.
- Facilitate the REN Plan development by the Coordinating Body for use of Educator Advancement Funds to improve systems supporting educators.
- Coordinate communication and reporting between the REN and the EAC.

REN Coordinators

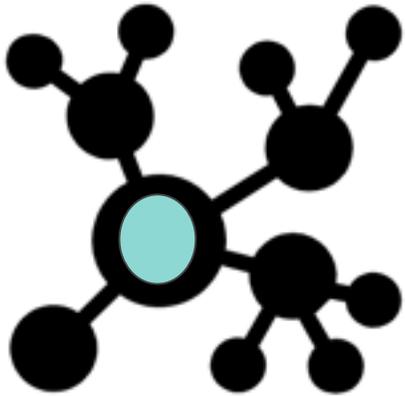
Region	Network Name	Sponsoring Organization	REN Coordinator
A	NWRESD REN	NW Regional ESD	Mariana Zaragoza
B	Clackamas ESD and Multnomah ESD Educator Advancement Partnership	Clackamas ESD/ Multnomah ESD	Erin Gardenhire
C	Lane ESD and Linn Benton Lincoln ESD REN	Lane ESD	Tracy Conaghan
D	Willamette ESD and South Coast ESD REN	Willamette ESD	Charlotte Pecquex
E	Douglas ESD REN	Douglas ESD	Debbie Price
F	Southern Oregon REN	Southern Oregon ESD	Heidi Olivadoti
G	Eastern Oregon REN	Malheur ESD	Jennifer Martin
H	tbd	High Desert ESD	Catherine Halliwell-Templin
I	Columbia REN	Columbia Gorge ESD	Gabrielle Deleone
J	Oregon Trail REN	InterMountain ESD	Caitlin Russell

Each REN will form a COORDINATING BODY

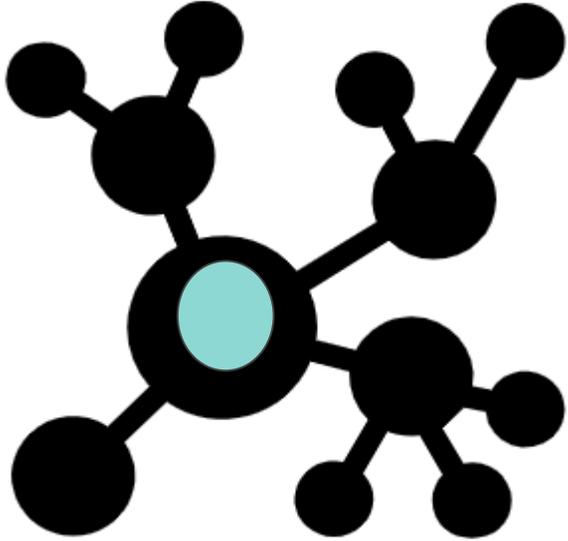
Help lead the REN.

Create the REN Plan.

Make REN spending decisions.



REN Coordinating Body Members



“A majority of educators who are based in schools from different grades and content areas and who are reflective of the student demographics of the region served by the educator network”

and

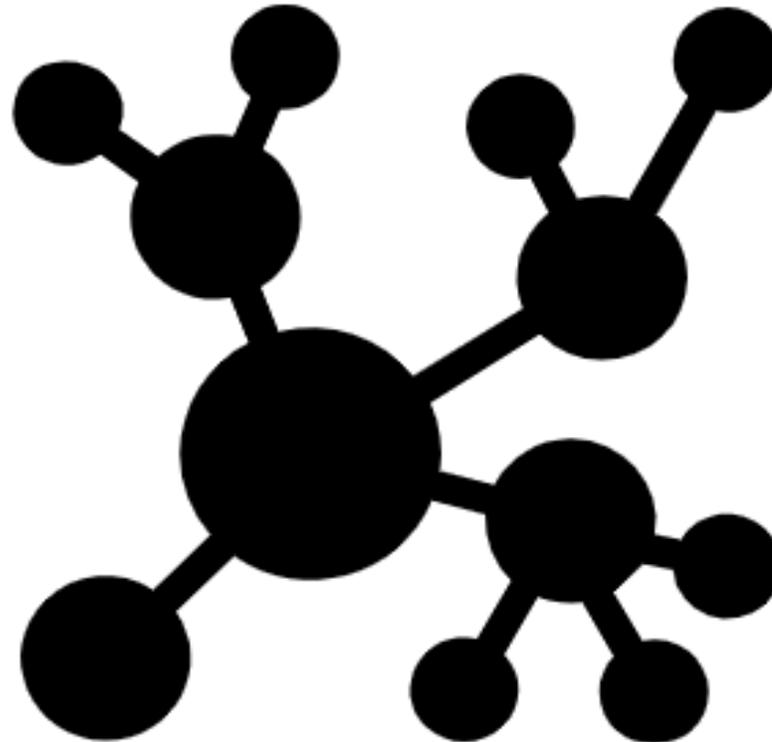
representatives as stipulated in SB182.

From SB182

REN

Coordinating Body

School District
ESD
Higher Education
Ed Prep
Tribe
Nonprofit
Philanthropy
School Board



CBO
Early Learning
State Agency
Professional
Education
Organization

Two levels of Educator Advancement Fund

Capacity Grants

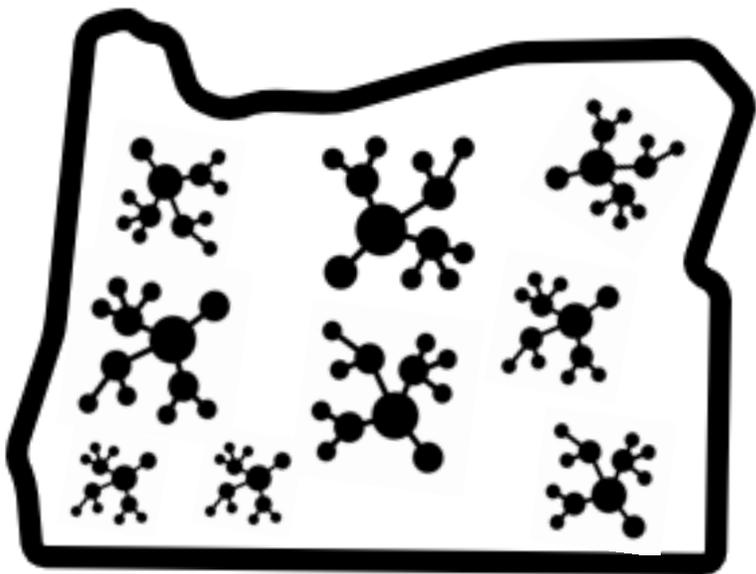


For use by the Sponsoring organization for each Regional Educator Network, including a REN Coordinator

Formula Funding



Following EAC approval of each REN's Plan, additional funds for systems of support for educators within the region



Following REN Plan approval by EAC,
the region Funding Formula will be
accessible

(based on a weighted formula - 3 year averages):

- Number of educators in the region (10%)
- Teacher turnover (30%)
- Educators new to the profession (30%)
- Gap in ethnicity demographics between educators and their students (30%)

Each REN Sponsoring Organization will:



Center Equity in all the work.



Apply Oregon's Equity lens to decision-making.

Solicit and respond to educator voice



Elevate educator leadership

Test & spread **systems change** ideas



Move toward sustainable efforts

RENs Supporting System Change

RENs will set their goals based on a deep understanding of how the current system is operating from the viewpoint of those it aims to serve.

RENs will not initially organize around a solution, a program, or an initiative, but rather they seek to understand root causes in order to improve specific systems of support for educators along the educator advancement continuum.

Use continuous improvement mindsets and methods

Phase 1

Understanding Local Context

- Collect/review local data to understand need
- Identify user groups and design team
- Establish relationships between sponsor organization, network teams, and EAC
- Collect empathy data

Phase 2

Prioritizing Goals

- Prioritize and select local goals
- Identify outcomes and success metrics
- Examine alignment across district and network strategic plans
- Develop stakeholder feedback loops to inform the process

Phase 3

Continuous Improvement

- Establish plan, do, study, act (PDSA) cycles with network teams
- Continue coaching across educator network
- Connect educator networks across common needs and understandings
- Implement stakeholder feedback loops

Effective networks

Effective educator networks set their goals based on a deep understanding of how the current system is operating from the viewpoint of those it aims to serve.

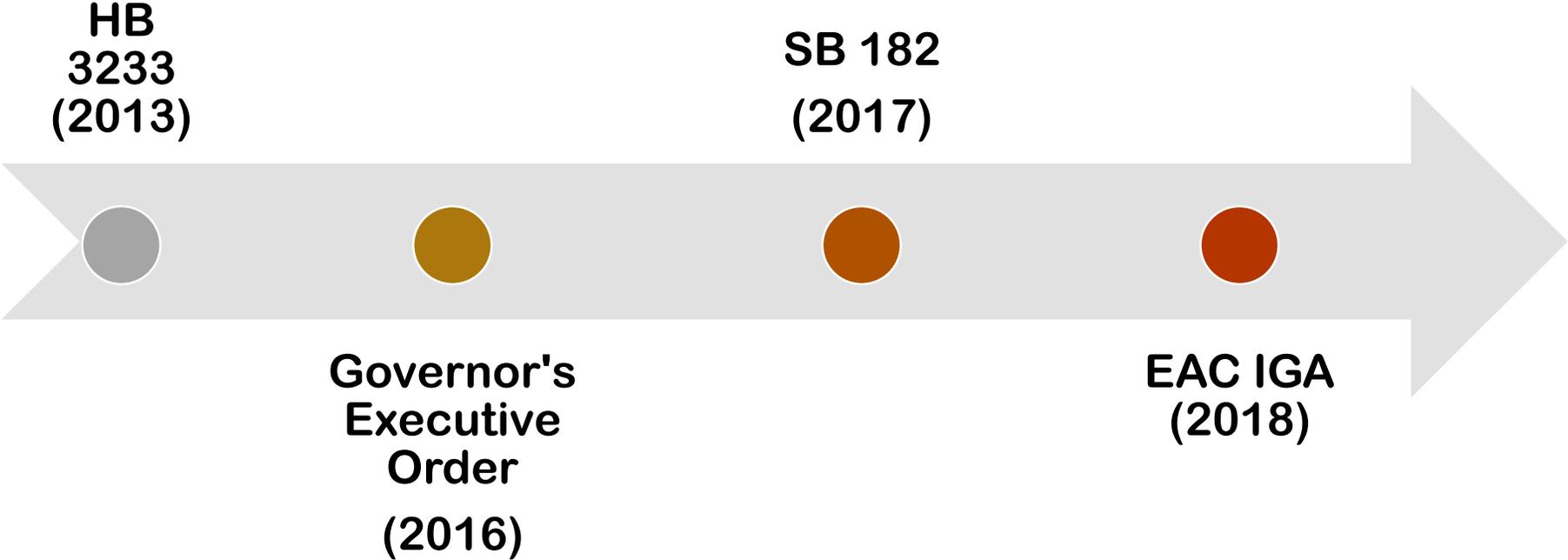
Networks do not initially organize around a solution, a program, or an initiative, but rather they seek to understand root causes in order to improve specific systems of support for educators along the educator advancement continuum.

A Quick Historical Review to Build a Shared Understanding

Educator Advancement Council



Abbreviated EAC Journey



Senate Bill 182

Established the Educator Advancement Council and charge

- (a) Establishing a system of educator networks by which every educator in this state has access to professional learning opportunities and other educator supports; and
- (b) Connecting educator networks and facilitate communications within and among the networks to improve teaching and learning.



Senate Bill 182

- Replaces competitive grant process used by Network for Quality Teaching Learning with Educator Advancement Fund
- Establishes Educator Advancement Funding per biennium
- Defines eligibility for sponsors and fiscal agents
- Identifies role of teachers on coordinating body for each regional educator network



Current challenges addressed by SB 182

- Providing equitable access: over the past three biennia, **50 percent** of Oregon's school districts have not received any of the competitively funded network investments
- Supporting new educators: In 2017-18, only **17 percent** of school districts received state mentoring grants for teachers and administrators new to the profession
- Mirroring Oregon's current workforce to the diversity of its student population

Current challenges addressed by SB 182

- Valuing and involving educator voice: lack of systematic process for educator voice to prioritize network resources
- Honing agreed-upon high-quality professional learning standards
- Increasing leverage of current federal, state, and private funding
- Addressing biennial funding timing issues
- Expanding effective expansion and sharing of promising practices
- Aligning EAC efforts with Early Learning Division and Early Learning Council

Investments to Span Educator Career Continuum

Oregon is embarking on a strategy this biennium to utilize local networks promoting the development of culturally responsive educators from the time they consider entering the profession through the hiring and induction process, professional learning, and career advancement.

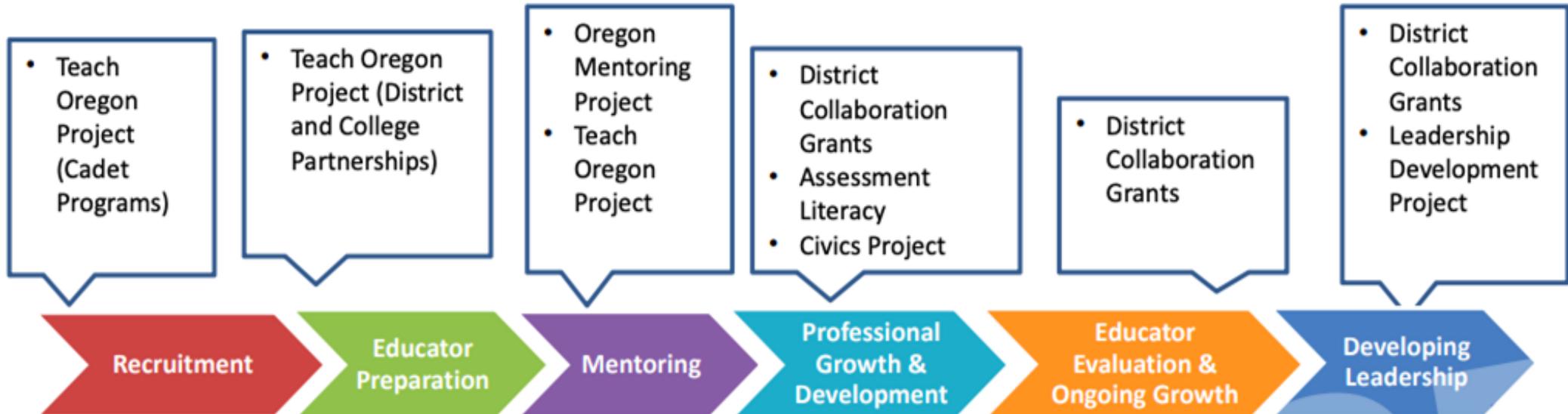


The Network for Quality Teaching & Learning

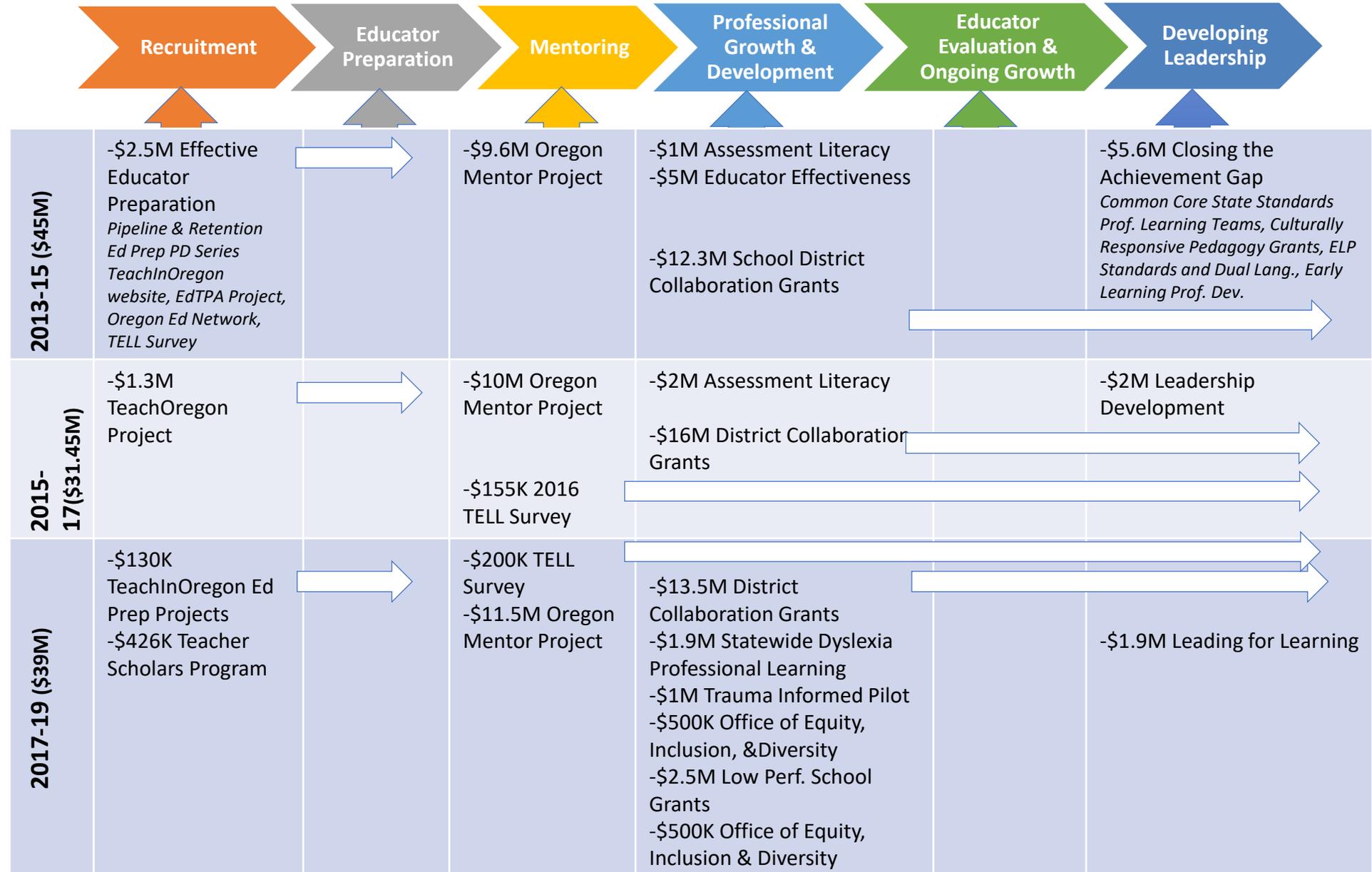
This is working...



This is not...



Three Biennia of Oregon Competitive Grants Across Continuum of an Educator's Career



Equity Focused

User
Centered

**CORE
VALUES**

Continuous
Improvement

Effective
Professional
Learning

Theory of Action

- **Strategically invest in educators, providing them needed time, space, and support to engage, and funding educator networks.**

Educators' Professional Growth

- **Create means by which practitioners collaborate to support and improve systems impacting educator practice throughout the state.**

Improved Systems and Practices

- **Student outcomes improve and more Oregonians achieve the state's educational goals**

Student Success



Some Successful Lessons Learned

- New teachers and administrators do better faster when supported
- Teachers are powerful leaders and improvers
- There are benefits in collaboration and networking
- Meaningful professional learning is job embedded and ongoing

Some Unsuccessful Lessons Learned



- Competitive grants create haves and have-nots
- Progress often doesn't sustain after the end of the grant cycle
- Teacher leadership could be further maximized
- Silos and “us vs. them” thinking hampers improvement efforts
- Infusing equity into everything we do is vital
- Not all changes are improvements; process matters
- Layering more on top of a saturated system is overwhelming

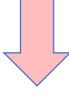
Teacher Leadership and Shared Decision-making

- Lack of practitioner voice and local context systematically informing educator advancement state investments.
- Culturally relevant professional learning is not widespread, and opportunities for high quality learning are limited.

Improving Teaching Conditions

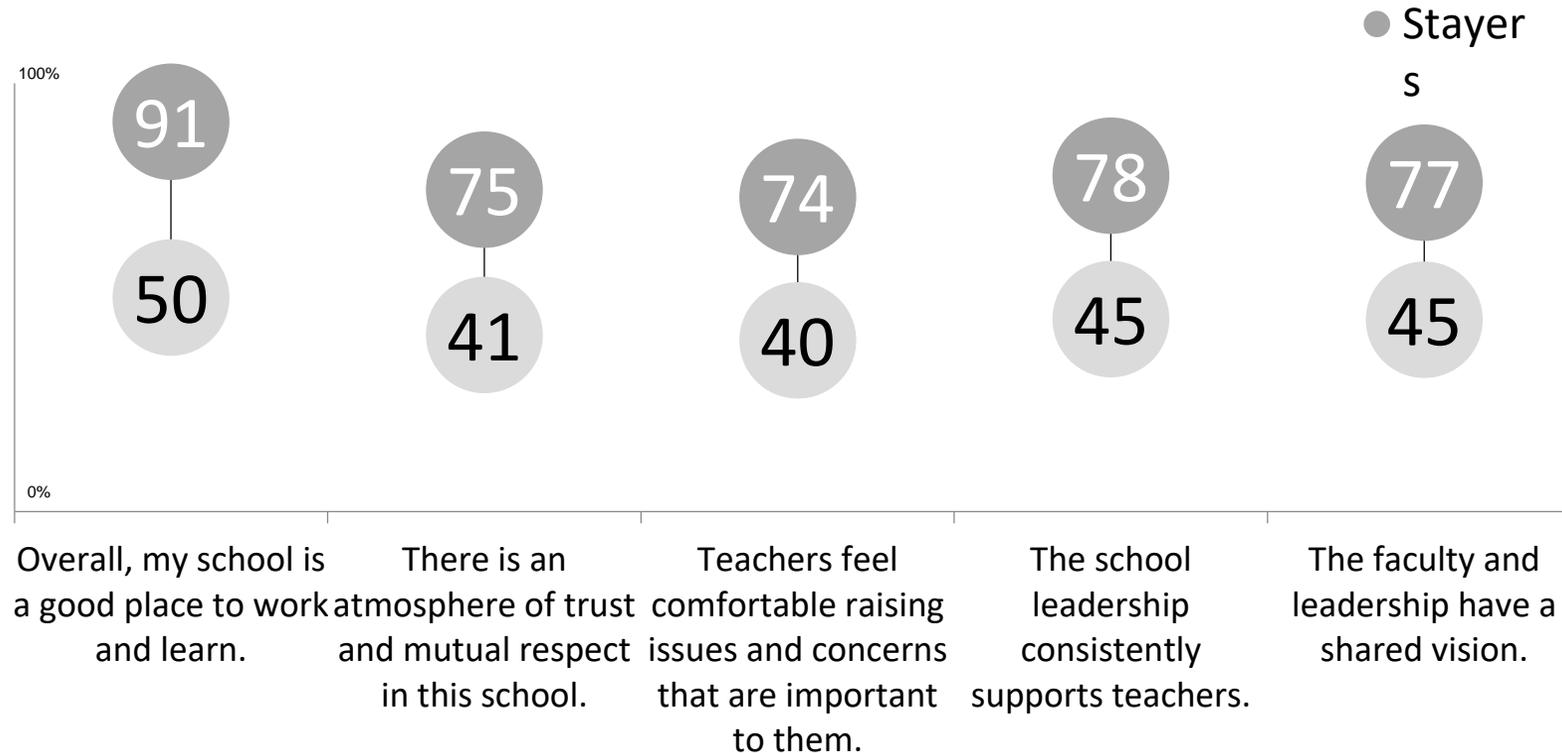
- Improving school-based educators' perceptions of current professional learning practices.
- Identified in Teaching and Learning Conditions perceptions, there are critical needs impacting teacher and administrator's desire to remain in the profession
- Growing concerns from teachers on responding to students' social and emotional needs presented in school

Prior to 2018 Oregon Identified These Areas for Improvement... Here Are The Results

TELL Item	2016	2018	
Professional development is evaluated and results are communicated to teachers.	45%	46%	
An appropriate amount of time is provided for professional development.	51%	71%	
In this school, follow up is provided from professional development.	60%	61%	
Teachers have an appropriate level of influence on decision making in this school.	64%	65%	
The faculty has an effective process for making group decisions to solve problems.	65%	64%	
An appropriate amount of time is provided for professional development.	69%	71%	

Stayers vs. Movers

Survey items with the greatest disparity between educators who **plan to stay at their school** and those who **plan to move to a different school**:



Addressing Educator Workforce Needs

- Closing the gap between racial and linguistic diversity of PK-12 students and the educators who serve them
- Planning for looming teacher shortages
- Reducing high attrition rates in Oregon's educator workforce



Oregon Teacher Scholars Program

- **Program established:** Partnering with OSAC at HECC
- **Scholarships:** \$5,000 per year scholarships (up to 2 years) for racially or linguistically diverse teacher candidates enrolled in state program
- **Ongoing networking and resources:** Coordinator/cultural navigator connects Scholars with networking events and tracks progress



Questions / Next Steps

<https://oregon.gov/EAC>





Adopted Meeting Schedule 2019-20

<u>Date</u>	<u>Time</u>
July 24	9 a.m. – 3 p.m.
August 23	9 a.m. – 1 p.m.
September 25	9 a.m. – 3 p.m.
October 22 (Retreat)	9 a.m. – 3 p.m.
October 23 (Retreat)	9 a.m. – 3 p.m.
November 27 (Virtual Meeting)	11:30 a.m. – 1 p.m.
December 11 REN C (Tracy Conaghan - Lane ESD, Linn Benton Lincoln ESD) Meeting Location: Lane Community College - Longhouse	9 a.m. – 3 p.m.
January 22 REN B (Erin Gardenhire – Clackamas ESD, Multnomah ESD) Meeting Location: Multnomah ESD	9 a.m. – 3 p.m.
February 26 REN D (Charlotte Pecquex – Willamette ESD, South Coast ESD) Meeting Location: Willamette ESD	9 a.m. – 3 p.m.
March 18 REN F (Heidi Olivadoti – Southern Oregon ESD) Meeting Location: TBD	9 a.m. – 3 p.m.
April 22 REN A (Mariana Zaragoza – Northwest Regional ESD) Meeting Location: TBD	9 a.m. – 3 p.m.

May 20

REN I

(Gabrielle Deleone – Columbia Gorge ESD)

Meeting Location: TBD

9 a.m. – 3 p.m.

June 17

REN E

(Debbie Price – Douglas ESD)

Meeting Location: TBD

9 a.m. – 3 p.m.

July – Sept 2020

TBD



CONFEDERATION OF OREGON SCHOOL ADMINISTRATORS

707 13TH STREET SE, SUITE 100, SALEM, OREGON 97301

TELEPHONE (503) 581-3141

December 10, 2019

TO: Chair Koskela and Dr. Garcia, Executive Director - Educator Advancement Council

FR: Morgan Allen on behalf of COSA

RE: Support for Action Item 6.0 - Proposal for Use of Funds under Section 48 of the Student Success Act

On behalf of COSA we want to share our strong support for Action Item 6.0 on your December 11th agenda. We believe this is an exciting and bold plan to support our educator workforce and urge the Council to adopt the proposal.

Section 48 of the Student Success Act charged the Department of Education and Educator Advancement Council with developing a plan to increase educator retention, educator diversity, mentoring and coaching, participation in educator preparation programs and provide educator scholarships. The proposal before you today addresses these tasks utilizing a theory of action for a comprehensive, statewide approach to grow, develop, and diversify the educator workforce in Oregon.

As you know Oregon's K-12 education workforce is heading for a crisis on two major fronts. On one front, school districts and education service districts are experiencing significant difficulties in finding qualified applicants to fill open positions in schools. Nearly thirty percent of the current education workforce is eligible to retire, and the number of students enrolled in teacher preparation programs in Oregon has decreased significantly in recent years. On the other front, Oregon's current education workforce does not reflect the racial, cultural and linguistic diversity of our student population. Research has clearly shown that teachers of color can improve social and academic outcomes for all students.

We need to prepare and support far more educators quickly. The proposal before you today will cultivate the next generation of diverse educators and fill gaps in local districts' workforce needs by supporting individuals on pathways to employment in K-12 education. Our members are particularly excited about the plan to invest in the improvement and expansion of "Grow Your Own" programs across the state. By removing financial and cultural barriers for teacher and administrator candidates we can create an education workforce that is more reflective of the students that we serve.

COSA appreciates the EAC's commitment to this critical work in order to set Oregon on the path to a more diverse workforce that will better serve our students. We look forward to working together with you to implement these recommendations. Our members stand ready to assist with any advocacy efforts during the February Legislative Session as well. Thank you for your consideration of our request.



EAC Report

Tracy Conaghan, REN Coordinator

December 11, 2019

REN Description

The Regional Educator Network in the Lane and Linn Benton Lincoln region champions teacher voice while emphasizing the equity lens to support professional growth for educators through every stage of their career from recruitment through retirement.



Coordinating Body Demographics

Teacher Voice
Superintendent & Administrator Voice
Stakeholder Voice

Data collected 12/8/19

Teacher Voice

Representation was determined based on the number of teachers in each district as follows:

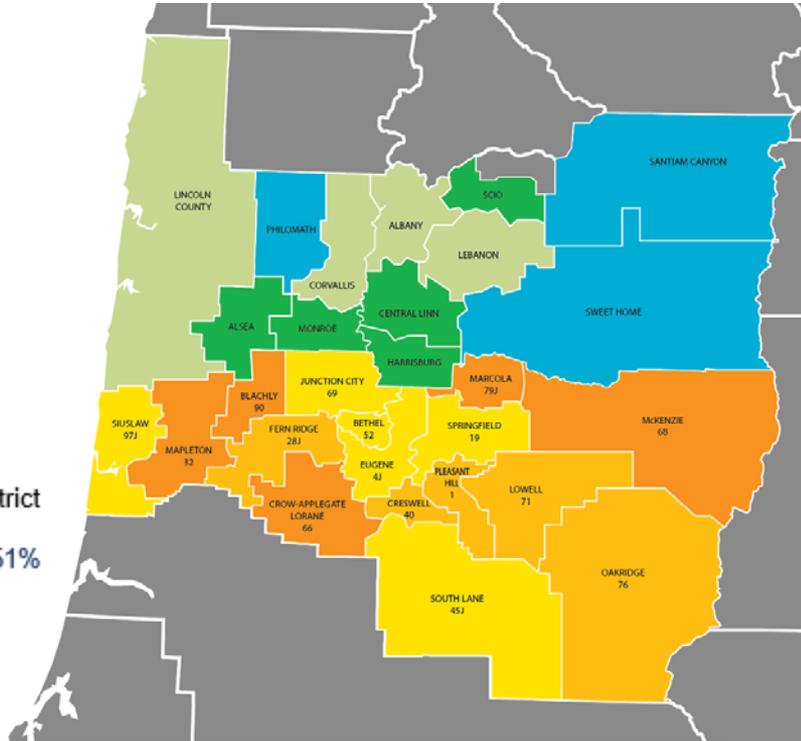
Linn Benton Lincoln ESD

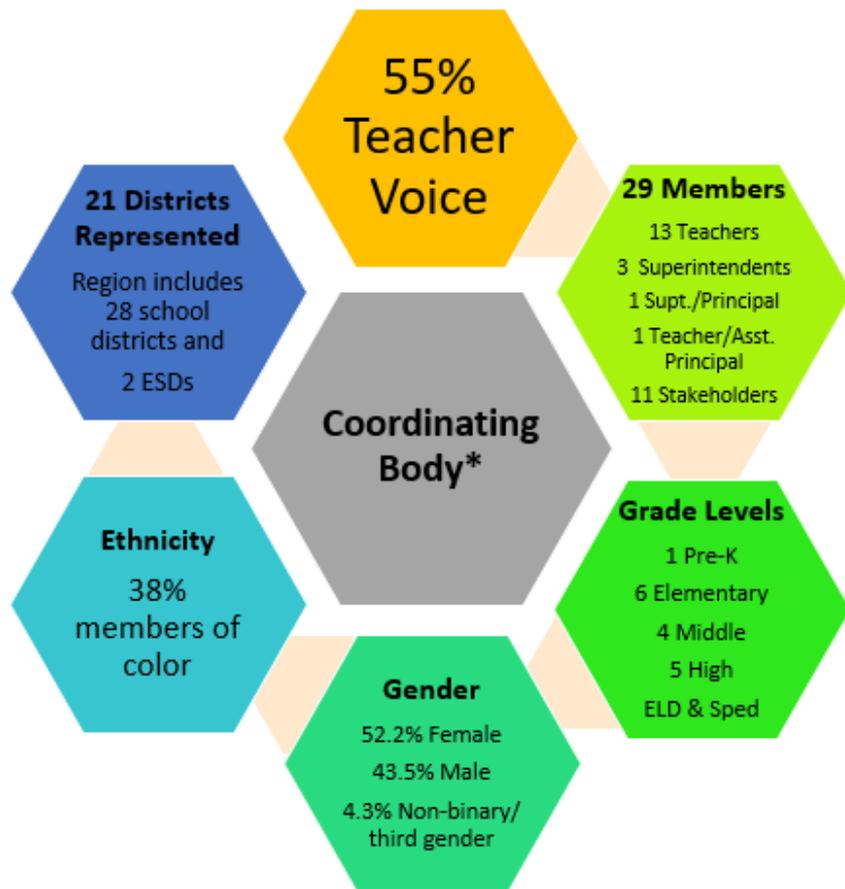
- < 100 Teachers 2 CB Reps
- 100-199 Teachers 1 CB Rep*
- 200+ Teachers 2 CB Reps*

Lane ESD

- < 35 Teachers 1 CB Rep*
- 36-79 Teachers 2 CB Reps
- 80+ Teachers 1 CB Rep / District

* Additional teacher if needed to meet 51%





* Data will be adjusted as the 6 vacant seats are filled.

December 11, 2019

Coordinating Body Meetings

- **January 16 & 17**
 - Lane ESD
 - Plan: EAC & REN information, Metamorphosis Leadership Training
- **February 21***
 - Oregon State University
- **March 10***
 - Lane ESD
- **April 13***
 - LBL location - TBD

*Dates subject to change based on CB member availability

Current & Future Work

- Filling coordinating body vacancies
- Visiting each coordinating body member in their school/district
- Scheduling listening sessions in each district
- Scheduling listening sessions with every educator preparation provider in my region
- Collecting feedback from educators and pre-service teachers using Thoughtexchange



Better Together

Relationships - Partnerships - Collaboration



A Professional Learning System Supporting Oregon's Early Learning Workforce

Draft recommendation: Presentation to the Oregon Educator
Advancement Council

December 11, 2019



Existing Professional Learning “System”

Serves: Educators and administrators across the mixed-delivery system: child care settings (family child care homes and centers), Head Start, K-12s offering early childhood

- **Data** on educators, administrators, trainers
- **Standards** for educators within child care and publicly-funded programs
- **Supports** for training and other professional learning opportunities
- **Promising practices** funded by federal grants and philanthropic partners



Oregon's Resources for Supporting Early Learning Professional Development: Data and Standards

- The **Oregon Registry** that tracks the training hours, college coursework and degrees teachers have completed and assigns them an appropriate Step.
- The **Child Care Licensing rules and regulations** articulate minimum training hours for educators
- **Spark** is Oregon's quality improvement framework requires specific qualifications and training



Oregon's Resources for Supporting Early Learning Professional Development

- 13 local **Child Care Resource & Referral (CCR&Rs) Agencies** funded by the ELD to provide training and professional development, employ Quality Improvement Specialists to assist early educators with their professional goals and increasing quality in their programs through Focused Child Care Networks, a cohort-based model of professional development.
- **Professional associations and unions**, such as the Oregon Association for the Education of Young Children and AFSCME to support additional professional development
- 2- and 4-year **higher education institutions** offering 19 associate's and 15 bachelor's degree programs in the field of Early Care and Education as of 2017-18.



Oregon's Resources for Supporting Early Learning Professional Development

- **Regional partnerships** with Community Colleges, Universities, and CCR&Rs
 - **Southern Oregon Early Learning Professional Development Consortium** w/four community colleges, one university, and three Child Care Resource & Referral Agencies,
 - **Mt. Hood Infant/Toddler Cohort program**--a partnership with ELD and Mt. Hood Community college to allow ECE workers to attain their Child Development Associate (CDA) Credential, as well as English as a second language support.
- Initiatives designed through **private collaborations with foundations and invested stakeholders.**
 - **Growing Master Trainers**--a pilot project designed to develop a trainer pool that reflects the diverse early learning workforce developed by Oregon's Early Childhood Funders Learning Circle and OCCD.
 - The **Betty Gray Early Childhood Scholarship** program funded by the Oregon Community Foundation helping financially support early educators' professional development and higher education



Next Phase of Efforts in Oregon

Establish a professional preparation and development system in our state that is well-coordinated and comprehensive (spanning the full array of early learning programs) and create equitable access for currently employed early learning professionals as well as those entering the workforce.

Like a puzzle it requires connecting and aligning all services supporting the Early Childhood workforce.



The Process

- Review of national research and reports
- Drawing from examples of other states' efforts
- Review of Oregon's assets and services
- Spotlights on promising practices
- Interviews with over 60 stakeholders
- Review of listening sessions conducted by ELD, within Oregon, and nationally
- Recommendations for Legislative Investments



What do ECE professionals* tell us

- Many early childhood teachers expressed concerns about the lack of respect they experience as teachers in their workplace and community.
- Teacher working conditions and compensation contribute to the high turnover of the workforce. Most teachers rely on friends, family, and/or second- or third-jobs to make ends meet.
- Most early childhood teachers are responsible for seeking out and paying for all costs associated with their professional development and advancement.
- Teachers with experience in higher education institutions, identified advising, relational support, and cohort-based learning opportunities as key to their success.
- Some Spanish-speaking teachers encountered barriers to attaining their degrees they attributed to IHE inequitable policies and practices.

* Compiled from eight ELD hosted listening sessions with 105 head teachers, teachers, and aides in child care centers.



Their recommendations for an improved Professional Learning System

- Offer mostly low or no cost professional development opportunities.
- Provide readily available access to career advisors or counselors.
- Refine and improve the quality of professional development opportunities so they align with best practices in adult learning.
- Evaluate and move toward best practices for providing trainings for providers whose primary language is not English.
- Refine what “counts” to meet current professional development requirements.
- Provide more opportunities for cohort-based professional learning.
- Assure training topics needed to advance in the Oregon Registry are readily available throughout the state.
- Increase access to “earned” college credit through innovative practices.
- Expand the range and adequacy of financial and other resources for degree attainment.
- Put equitable policies and practices in place in higher education to improve the educational experiences of students whose primary language is not English.



Statewide Professional Preparation and Development System

A systems approach will require attention and resources to refine and align each of the following:

- **Clear articulated career pathways** build on **state adopted competencies** that support stackable and portable credentials
- **Elevate the profession** and market impact of early learning professionals
- **Student supports and college services** for the existing workforce of racially, ethnically, and linguistically diverse providers and for others to enter the field
- **High-quality ongoing professional learning** for educators to continue to learn
- Develop the **regional consortium capacity** to provide **culturally and linguistically responsive professional learning**



Recommendations for Investment

Funding Element	Suggested Maximum Amount
Competency Development Work	\$200K
Scholarships and Incentives	\$3 million
Competency-Based Professional Learning and Partnerships	\$10.6 million
Recruitment Activities	\$50K
Alternative Pathways to the Profession (CTE, Apprenticeships)	\$1 million
ELD Capacity	\$625K
Total	~\$12.5 million



Recommendations for Investment

Elevating the Profession

- Statewide messaging regarding new investments in early learning and the need for early childhood educators
- Host viewings on the film “No Small Matter” ...“Everyone needs to be educated about the importance of the first five years of life. Just like climate change
- Revamp the TeachinOregon website to also include pre-K educators
- Tell the story of the impacts of Oregon’s EL investments on children and their success in entering kindergarten



Recommendations for Investment

Scholarships

- Scholarships need to support costs affiliated with training beyond registration fees and tuition (fees, textbooks, subs, transportation, child care, technology, etc).
- Consider needs of part-time students –some will never be able to attend college full-time.
- Provide funding upfront rather than as a reimbursement and reinstate Education Awards for competency-driven professional learning.
- Provide bilingual navigators to support educators to increase competencies.



Recommendations for Investment

Supports for Students beyond Financial Awards

- Increase availability of classes, predictable schedule, evenings and weekends, social and academic networking, Vocational English as a Second Language coursework, navigators or peer mentors.
- Attend to students for whom English as a Second Language.
 - Increase use of Vocational English as a Second Language to support learning
 - Hire more bilingual instructors and trainers, offer classes on Spanish in more locations, use co-teaching models using paid former graduates, off transcription and translation features offered by some online learning platforms.



Recommendations for Investment

Stackable and Portable Credentials

- Engage a work group to use competencies once they are adopted as the basis for portable and stackable credentials
- Revamp the Grand Articulation Summit to include Community College and university leaders and structure a review and update process of training and course transfer into degrees (Fusion charts)
- Develop a short and long term priority gaps list and provide grants to develop needed coursework offered through a range of delivery systems
- Launch and fund a voluntary college course sharing process to fill more seats, shorten time delays due to course availability, and increase access to college coursework (requires faculty and administrator work group and a coordinator to schedule and promote course offerings)



Recommendations for Investment

Career Pathways

- Offer a grant process to launch at least a dozen CTE programs in child care deserts enrolling high school students interested in the profession and providing early work experience and college level coursework
- Create a centralized Early Learning Advising site to help individuals learn about opportunities and steps they can take to further their professional status (e.g. from HS grad to assistant, teacher to director, teacher to trainer, etc.
- Explore use of business incubator programs to help new and aspiring child care directors earn while learning and benefit from technical assistance on “back of the house” business operations
- Develop Professional Learning coursework for working K-3 principals on critical early learning pedagogy and developmentally appropriate practices



Recommendations for Investment

Culturally and Linguistically Responsive Competency-Based Professional Learning

- Form work group to adopt statewide competencies*
- Convene a panel to review and evaluate the Oregon Registry approval process and PD offerings examining impact on key metrics and recommendations for continuous improvement
- Move away from “seat time only” measures for earning Registry steps and phase in competency based trainings over time
- Expand the Growing Master Trainers Pilot, promote to culturally- and linguistically-specific orgs and rural/frontier communities, and fund sponsoring organizations to develop a pool of culturally
- Provide organizational supports to Community Based Organizations to grow capacity statewide for more master trainers

*NAEYC will soon be publishing standards and competencies defining the early childhood education profession (late Dec 2019).



Recommendations for Investment

Professional Development Consortia

- Phase 1--Seed funding to initiate up to 6 additional professional development consortia involving CCR&Rs Quality Improvement Specialists, Early Learning Hubs, child care providers, unions, K-12 LEAs, Community Based Organizations, 2 and 4-yr colleges/universities, health and business related organizations, and municipalities
- Phase 2--Funding for two existing consortia with resources to serve as coaches to those in Phase 1
- Create and sponsor sharing and replicating of effective practices through the centralized coordination arm of the CCR&Rs
- Collect data and user feedback on PD Consortia to track Return on Investment



Questions?



EDUCATOR ADVANCEMENT COUNCIL INTEREST FORM

EAC Mission Statement: 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.

Thank you for your interest in serving! Senate Bill 182 (2017) established the Educator Advancement Council (EAC). The EAC seeks a broad range of stakeholder voice; this application submits your interest in becoming an initial Rotating Director as a representative of:

- *Oregon public elementary school, practicing teacher
*Oregon public middle school, practicing teacher
*Oregon public high school, practicing teacher
(3) Oregon public K12 school, practicing educator
*Oregon public K12 school, administrator
*Oregon School District, superintendent
*Oregon Education Service District, superintendent
*Oregon School District, current board member
Early learning-provider or professional
Professional education association
Postsecondary institution educator preparation program
Nonprofit organization, education-focused
Philanthropic organization, education-focused
Federally-recognized tribe of this state
Community-based organization, representing families and students, education and equity-focused

Please be mindful while telephonic participation is possible, in person engagement is preferred; public meetings are anticipated 7-10 times annually, frequently in the Salem area and typically spanning 5-6 hours.

please print

Susan M. Roebber
First Preferred Middle Last
Newport, OR 97365

Business address Residence address City/State/zipcode

Primary phone (541) cell work other

Secondary phone (541) 265-4412 cell work other

Email susan.roebber@lincoln.k12.or.us County of residence Lincoln County

Employer Lincoln County School District Title/Role Federal Programs Teacher on Special Assignment

Do you identify as LGBT? Have you ever held a teaching license? yes no

yes no prefer not to answer

What is your gender?

Female Non-binary/third gender

Male prefer to self-describe:

prefer not to answer

Race/Ethnicity (please indicate all that apply)
Native American/Alaskan Native
African American/Black Hispanic/Latinx
Asian/Pacific Islander Caucasian/White
Multi/other prefer not to answer

Disability (accommodation available upon request)

Susan M. Roebber
signature

9 / 16 / 2019

don't forget to include the attachments (see statements)

Note: this application is subject to the Public Records Act and may be disclosed upon request; personal information would be redacted.

This form may be prefilled online https://www.oregon.gov/cedo/educators/Pages/EAC.aspx/, then printed for submission

submittal instructions

Paper copy: Educator Advancement Council
255 Capitol Street NE
Salem, OR 97310

Electronically: eacinfo@oregonlearning.org
subject line: "EAC Interest Form"
Online: https://www.oregon.gov/EAC
Fax: (503) 378-8713

1. Please **complete your personal statement below** describing in 200-250 words:
 - your background,
 - professional/personal (including as parent/guardian)/community experience related to education,
 - insights regarding your desire to serve.
2. **Organization Statement of Support** (see attached) and,
3. **Individual Recommendation** (see attached).

Personal Statement

please print

<u>Susan</u>	<u>Roebber</u>	<u>Practicing K12 Public Educator: Coastal Oregon</u>
<i>First</i>	<i>Last</i>	<i>Board Seat Description</i>

I have received support to represent my organization and am interested to serve as an EAC Council Director (describe in 250 words or less: your background, professional/personal (including as parent/guardian)/ community experience related to education, insights regarding your desire to serve).

My interest in representing coastal Oregon on the EAC is the result of experience teaching in a variety of roles. This includes: classroom teacher, Reading Recovery Teacher, Dual Immersion Teacher, ELD specialist, ESOL and Migrant Program Coordinator, and Beginning Teacher Mentor. I currently work as the Federal Programs Teacher on Special Assignment for my district. The majority of my work as an educator, and my passion, has been to support English learners and their families and to help build programs that align with this effort. This has led to leadership responsibilities in providing professional development for my colleagues and in establishing programs to meet the needs of culturally and linguistically diverse students and families. This includes teaching ESOL Endorsement courses for Oregon State University and the University of Arizona.

In the process of honing my own skills as a teacher and in supporting others, I have evolved into a teacher-researcher. The process of keeping up-to-date on the latest research, implementing new learning in my teaching setting, evaluating its impact, and adjusting accordingly resulted from ongoing coursework and curiosity. As a result, I have completed a Master's Degree in Curriculum and Instruction and a PhD Program in Educational Leadership. My PhD research focused on family engagement.

I am interested in serving as an EAC Director as I feel I can well represent the Oregon coast, the beginning and veteran teachers I collaborate with, and potential teachers who are currently instructional assistants and high school students in our community.

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Individual Recommendation

Senate Bill 182 (2017) created the Educator Advancement Council (EAC) to establish regional educator networks across the state to support public educators in their professional development and learning, driven by educator voice and local context. I am pleased to recommend the following individual for consideration as an EAC Council Director:

please print

Individual Recommended:

Susan Roebber Initial Rotating Director
First Last Board Seat Description

Recommended by:

Dr. Katie Barrett Lincoln County School District
First Last Title/Role
Elem Teaching & Learning Administrator

Primary phone (541) 265-4421 cell work
 other _____

Email Katie.barrett@lincoln.k12.or.us

Please provide brief commentary regarding the applicant's interest in serving as an EAC Council Director:

- Extent/capacity of acquaintance and timespan
- Attributes and possible contributions they may bring to these efforts
- Additional insights

It is with pleasure that I recommend Dr. Susan Roebber to join the Educator Advancement Council. Dr. Roebber is an experienced educator with years of experience in the classroom, as a district level TOSA, and as a teacher mentor. I have had the opportunity to work with Susan as her administrator since I joined this district in July of 2018. During this time, I have experienced Susan's depth of knowledge, in not only supporting our newest teachers as a mentor and professional developer, but also as a resource for our English Language Development teachers and classroom teachers in supporting our English learning students. She is currently our district Federal Programs TOSA and supports K-12 in Title III as well as Title I in our district.

The ability to look at the bigger picture, collaborate in problem solving and discourse, as well as bringing the collective perspective of her broad experience, makes Susan an important voice at any educational table. She is able to view through the lens of students and teachers from a K-12 perspective and is an advocate for supporting our underrepresented students and our newest staff members. Working in our rural coastal district, Susan also brings a perspective of the unique challenges that rural districts face as they attempt to implement different supports for students and staff. It is without hesitation and with the utmost confidence that I recommend Dr. Susan Roebber to join the EAC.

Note: this application is subject to the Public Records Act and may be disclosed upon request; personal information would be redacted.

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Requirements for Applying for Student Investment Account Funds

Community Engagement

The Student Success Act (SSA) requires all eligible applicants for Student Investment Account (SIA) funding to **engage all staff and particularly students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care; and other students who have historically experienced disparities in our schools and the families of students within these focal groups.**

Needs Assessment Process

The SIA requires eligible applicants to conduct and use the needs assessment process within your Continuous Improvement Plan. School districts are encouraged to show evidence of how they collected community input in the five priority areas¹:



1. Reducing academic disparities;
2. Meeting students' mental or behavioral health needs;
3. Providing access to academic courses;
4. Allowing teachers and staff sufficient time to collaborate, review data and develop strategies to help students stay on track to graduate; and
5. Establishing and strengthening partnerships.

Join In! Our Students. Our Success.

¹ HB 3427 establishes these priority areas within the CIP process beginning July 1, 2020.

Student Investment Account (SIA) Plan

SIA Planning Process

The SIA requires eligible applicants to engage in a planning process to inform your SIA plan and application. The SIA planning process must:

1. **Take into account the input from the community**, including school employees, student groups named and parents and families of those students; and
2. **Include data collected to make equity-based decisions that is disaggregated by focal student groups**; and
3. **Include an analysis of the potential academic impact** for all students and the focal student groups identified in the act; and
4. **Consider the [recommendations from the Quality Education Commission](#) (QEC).**



SIA Plan

The SSA requires eligible applicants to develop a 3-year SIA Plan in the first year of implementation² that includes:

1. **A plan for the use of SIA funds**
2. **Which Allowable Uses in [section 9](#) will be funded with grant moneys**; and
 - a. Which of the allowable uses will be designated to meet student mental and behavioral needs; and
 - b. A description of how the allowed uses will be used to meet students' mental and health needs; increase academic achievement for students; and reduce academic disparities for student groups in [section 9](#).
3. **A Budget** for how funds will be used
4. **Alignment with your Continuous Improvement Plan (CIP)**

Public Review & Board Approval of SIA Plan

The SIA requires eligible applicants to:

1. Obtain approval of the SIA Plan by the school board at an open meeting following:
 - a. An oral presentation of the SIA plan at an open meeting;
 - b. Opportunity for public comment; and
 - c. The availability of the SIA plan on the district webpage and at the district office.

² In 2020-2021, eligible applicants will develop their first four-year SIA plan, to be reviewed every two years.

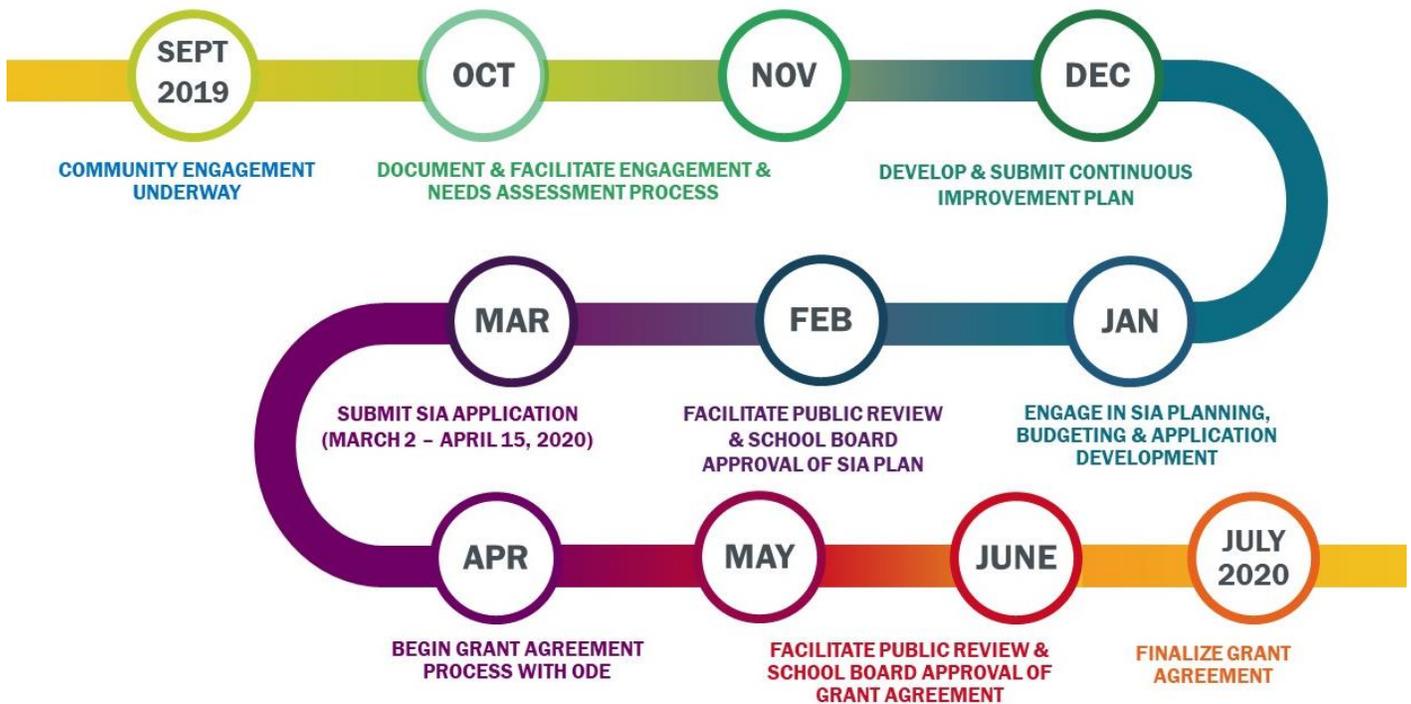
Student Investment Account Application

ODE will receive applications from school districts and other eligible applicants from March 2 to April 15, 2020. Applications for the 2020-2021 grant period will be expected to include:

1. Evidence of complying with the application requirements outlined above including community engagement processes and application development processes outlined in the law.
2. SIA plan
3. SIA Budget
4. Copies of any relevant district’s agreement(s) with charter school(s) eligible to be included in the SIA Application.
5. Documentation of board approval of the plan, application, budget and any charter agreements prior to submission. Note: Longitudinal Performance Growth Targets will be requested for review but will not be considered by ODE to determine if a district complies with application requirements and won’t require school board approval until those targets and corresponding Intergovernmental Grant Agreement (IGA) are co-developed and approved by ODE.

SIA Roadmap for 2019-2020

Consider sharing this [roadmap](#) with your school board, association members, staff and community members as one way to help everyone keep the big picture in mind.



Longitudinal Performance Growth Targets and Grant Agreement

The SIA requires eligible applicants to enter into and co-develop a grant agreement with ODE. The grant agreement must include longitudinal performance growth targets for measuring academic growth of students within defined metrics. Further guidance will be provided by ODE on this process.

ODE will ask that applicants submit *draft* longitudinal performance growth targets at the time of application but review of applications will not be contingent on these targets and school boards will not be required to approve these targets until they are mutually determined by districts and ODE.



Public Review & Board Approval of Grant Agreement and Longitudinal Performance Growth Targets

SIA requires eligible applicants to:

1. Obtain approval of the grant agreement and the longitudinal performance growth targets by the school board at an open meeting following:
 - a. An oral presentation of the SIA plan at an open meeting;
 - b. Opportunity for public comment; and
 - c. The availability of the SIA plan on the district webpage and at the district office.

2019-2020 Year-At-A-Glance

Student Investment Account Calendar



Year At-A-Glance – Have the Big Picture in Mind

August 2019

Learn about the Student Success Act;
Make a plan for engaging your community.

September 2019

Community engagement continues; consider holding a school board meeting on SSA.

October 2019

Facilitate & document community engagement for priority populations and needs assessment process.

November 2019

Develop, complete & submit the component parts of Continuous Improvement Plans to ODE. The CIP needs assessment should inform SIA planning along with more focused and sustained community engagement.

December 2019

Begin to gather all of the information you will use to inform your SIA plan development and have process plan for moving through the next few months.

January 2020

Engage in a SIA planning, budgeting and application process to meet requirements to apply for SIA funds.

February 2020

Facilitate public review and board approval of your SIA Plan. For districts applying with charters, ensure you have agreements in place.

March 2020

Prepare & submit SIA application, which includes evidence of meeting application requirements along with your SIA plan & budget.

April 2020

Begin grant agreement process & co-develop longitudinal performance growth targets.

May 2020

Co-develop and complete a grant agreement with ODE including longitudinal performance growth targets. Continue to update stakeholders & your community.

June 2020

Facilitate public review and board approval of final grant agreement.

July 2020

SIA plans go into action. ODE anticipates first payments of SIA funds for those with completed grant agreements to release on August 15¹.

Key Dates – Mark your Calendars

December 6, 2019: CIP submission window closes

January 23-25, 2020: Learn about SIA Plan & Application Process

March 2-April 15, 2020: SIA Application submission window

¹ More information and additional SIA Implementation Guidance will be released in November following temporary rules adoptions in October 2019.