



AGENDA

Wednesday, June 27, 2018

9:00am - 3:00pm

Broadway Commons – 1300 Broadway Street - Salem, Oregon 97301

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

Meeting Protocols

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

Meeting Outcomes

- Appoint additional directors
- Review activities undertaken by Administrative Agent
- Review EAC Workplan and near-term EAC responsibilities and affirm timelines.
- Establish Subcommittees/Work Groups; review Foundational documents

9:00	1.0 Preliminary Business	
	1.1 Welcome Remarks, Introductions, and Agenda Review/Outcomes	Chair Oakes
	1.2 Roll Call	Debbie Green
	1.3 ACTION ITEM: Approve meeting minutes for 5.2.18 and 5.23.18	
9:15	2.0 EAC Ex-officio Director Appointments	Chair Oakes
	2.1 Review and Discussion: Ex-officio Directors	All
	2.2 ACTION ITEM: Appoint Ex-officio Directors	Standing Directors
9:25	3.0 Administrative Agent Updates	
	3.1 Procedural Subcommittee	Subcommittee Chair
	3.2 2018 Educator Equity Report	Hilda Rosselli
	3.3 Communication Update; “Newsworthy”, Staff Engagement	
	3.4 EAC Logistics	Debbie Green
9:45	4.0 Public Comment	Chair Oakes
	<ul style="list-style-type: none">• <i>Public members wishing to provide public testimony must sign in at the meeting.</i>• <i>There will only be one speaker from each group.</i>• <i>Each individual speaker or group spokesperson will have three (3) minutes.</i>• <i>The Council welcomes and appreciates public input, but due to time constraints is unable to respond directly to testimony during the meeting.</i>	

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 [Debbie Green](#) (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.

9:55	5.0	Preparing for Legislative Session	
	5.1	Draft Policy Option Package	Cheryl Myers
	5.2	Legislative Days	
10:15		Break	
10:30	6.0	Setting the Course	Hilda Rosselli
	6.1	EAC Workplan Draft	
	6.3	Process Activity	Angela Sandino
12:00	7.0	Council Networking, Working Lunch, Photos	
1:00	8.0	EAC Small Group Discussion	Chair Oakes
	8.1	ACTION ITEM: Determine Small Groups	
	8.2	Review Director Preferences	Hilda Rosselli
	8.3	Overview Draft Foundational Documents	
	8.4	Group Breakouts	All
	8.5	Report Out	
2:45	9.0	Next steps	
3:00	10.0	Adjourn	



COUNCIL MEETING MINUTES

Wednesday, May 2, 2018
9:00am – 2:00pm
H301, Public Service Building 3rd floor
255 Capitol Street NE, Salem, Oregon

Directors Present: Director Andrews, Director Calderon, Director Capps, Director Gill, Director Gomez, Chair Oakes, Director Richards, Director Rosilez, Director Schadler, Director Scruggs and Director Yoshioka.

Directors Excused: Vice-Chair Grotting

Staff present: Cheryl Myers, EAC Transition Director (CEdO), Hilda Rosselli, College & Career Readiness and Educator Advancement Director (CEdO), Angela Bluhm, Executive Support (CEdO)

Agenda and meeting materials [Part 1](#) & [Part 2](#)

1.0 Preliminary Business

The meeting was called to order by Chair Oakes at 9:06am.

1.1 Welcome Remarks, Introductions, Roll Call and Agenda Review

Chair Oakes welcomed council and audience and made opening comments. Brief director comments: each Director introduced themselves. No agenda alterations were made.

Angela Bluhm took roll call; a temporary quorum was established.

1.2 ACTION ITEM: Approve meeting minutes

Director Scruggs moved approval of the 4.11.2018 meeting minutes, Director Gill seconded the motion; minutes were unanimously approved.

2.0 Rotating Directors – Phase II Appointments

2.1 Review and Discussion

Chair Oakes noted the directors previously received and reviewed Phase 2 applications. The process was conducted seat-by-seat.

2.2 ACTION ITEM: Appoint Phase II Rotating Directors

- Seat 5, Elementary School Teacher
Director Rosilez nominated Melissa Wilk
Standing Director Calderon –stepped out
aye Standing Director Capps
aye Standing Director Gill
aye Standing Director Rosilez
Melissa Wilk appointed.
- Seat 7, High School Teacher
Director Yoshioka nominated Belle Koskella
aye Standing Director Calderon
aye Standing Director Capps
aye Standing Director Gill
aye Standing Director Rosilez
Belle Koskella appointed.
- Seat 10, K12 Practicing Educator
Director Rosilez nominated Erika Bare
Director Andrews nominated Ken Martinez
Motion to appoint Erika Bare:



aye Standing Director Rosilez aye

Motion to appoint Ken Martinez:

aye Standing Director Gill

Voting was paused until Director Calderon returned; informal deliberation ensued.

Second Round voting:

Motion to appoint Erika Bare:

aye Standing Director Rosilez

Motion to appoint Ken Martinez:

aye Standing Director Gill

aye Standing Director Calderon

aye Standing Director Capps

Ken Martinez appointed.

- Seat 14, School Board Member
Director Rosilez nominated Bill Graupp
Director Richards nominated Anthony Medina
Informal deliberations ensued.
Motion to appoint Bill Graupp:
aye Standing Director Gill
aye Standing Director Calderon
aye Standing Director Capps
aye Standing Director Rosilez
Additional motion unneeded; Bill Graupp appointed.
- Seat 15, Early Learning
Director Calderon nominated Michelle Homer-Anderson
Informal discussion
Motion to appoint Michelle Homer-Anderson:
aye Standing Director Gill
aye Standing Director Calderon
aye Standing Director Capps
aye Standing Director Rosilez
Michelle Homer-Anderson appointed.
- Seat 16, Professional Education Association
Director Rosilez nominated Mark Girod
Motion to appoint Mark Girod:
aye Standing Director Gill
aye Standing Director Calderon
aye Standing Director Capps
aye Standing Director Rosilez
Mark Girod appointed
- Seat 17, Educator Preparation Program
Director Richards nominated Marvin Lynn
Director Scruggs nominated Mark Girod
Discussion ensued.
Motion to appoint Marvin Lynn:
aye Standing Director Gill
No vote Standing Director Calderon
aye Standing Director Capps
aye Standing Director Rosilez
Additional motion unneeded; Marvin Lynn appointed.
- Seat 18, Nonprofit Organization
Director Richards nominated Christy Cox
Director Scruggs nominated Matt Ruddy

Request to reopen nominations; Director Schadler nominated Erica Marson

Informal discussion

Motion to appoint Christy Cox

aye Standing Director Gill

aye Standing Director Calderon

aye Standing Director Capps

aye Standing Director Rosilez

Additional motions unneeded; Christy Cox appointed.

- Seat 20, Federally-Recognized Tribe – interest expressed, no applications consider at this time

2.3 Roll Call

Angela Bluhm (CEdO) took roll call of new directors:

Director Wilk present via phone absent

Director Koskella present via phone absent

Director Martinez present via phone absent

Director Graupp present via phone absent

Director Homer-Anderson present via phone absent

Director Girod present via phone absent

Director Lynn present via phone absent

Director Cox present via phone absent

A voting quorum was established.

3.0 Organizational Business

3.1 Long-Range Meeting Schedule, Retreat Date

Council directors reviewed the conflicting meeting grid and considered setting a long-range meeting schedule and retreat date. Suggested days, times likely 9am-2pm:

June 27th

July 25th – comment: unlikely for strong teacher attendance; hold for possible small group work

August 23rd – by phone 9-10:30am

September 26

Retreat: October 10/23 late afternoon through evening, 10/24 early to 2pm

November 28th

December 19th

January 23rd, 2019

February 27th

March 20th

April 24th

May 22nd

June 19th (maybe if we work with COSA)

-or- June 26th

3.2 ACTION ITEM: Adopt Meeting Schedule

Director Rosilez, seconded by Richards moved to adopt

No discussion

Unanimously approved

3.3 Notebook Review, Ethics Training, Council email addresses

Cheryl Myers (CEdO) walked the Council through notebooks, reviewed Ethics Training, and provided an overview of email protocols for public bodies and the option to use @oregonlearns.org. Director Gill opined any directors with public emails (already discoverable) may wish to continue using their existing rather than being issued a new email.

3.4 Equity Lens [link](#)

Cheryl Myers (CEdO) reinforced the Equity Lens priority and indicated CEdO and the Education Cabinet will be reviewing a reformat of the lens in the near future.



- 3.5 Schedule Photos, Webpage Bio Template
Lisa Morawski, CEEdO Communications Director, will be drafting bios for each director; Council discussed next steps.
- 3.6 IGA Amendment Discussion
- 3.7 ACTION ITEM: Amend IGA
Director Schadler moved to adopt the IGA amendments, Director Andrews seconded. Motion passed unanimously
Participating Entity Agreements
Director Schadler moved to adopt the updated agreements, Director Andrews seconded. Motion passed unanimously.
- Director Cox stepped off the call for 5 minutes.
- 4.0 Procedural Subcommittee**
Chair Oakes referenced the docket item description and opened nominations.
- 4.1 Nominations (self-nominations)
- 4.2 ACTION ITEM: Select Subcommittee Members
(3) Standing Directors: Capps nominates Rosilez, Rosilez nominates Capps, Calderon nominates Gill
Vote called to appoint Directors Capps, Rosilez, and Gill. Motion passes unanimously.
(3) Rotating Directors: Director Andrews nominates Director Schadler, Director Oakes self nominates, Director Scruggs self nominates; no discussion; Vote called to appoint Directors Schadler, Oakes, and Scruggs. Motion passes unanimously.
- 4.3 Informational: Policy/Procedures Working Draft
- 5.0 Administrative Agent**
- 5.1 ACTION ITEM: Appoint Administrative Agent. It was noted that the Chief Education Office has already been serving in this capacity.
Chair Oakes moves to appoint Chief Education Office, Director Gill seconds. Verbal vote called to approve the Chief Education Office as the Administrative Agent. Motion passed unanimously.
- 5.2 Council Authority Discussion
Oakes nominates Chief Education Office, Gill seconds
Motion passed unanimously.
It was noted the funds have been allocated for reports, reimbursements, etc with Chief Fiscal officer and Deputy Super of ODE; rulemaking authority, ensuring Council process moves forward; CEEdO was noted in SB 182; There will be an opportunity to make recommendations for budget and staffing going forward.
Vote called; unanimously approved
- 5.3 ACTION ITEM: Delegation of Authority Approval
Director Richards moves; Director Scruggs seconds; unanimous
- 6.0 Public Comment – no one signed up for public comment**
Break
- 7.0 The Road Thus Far**
- 7.1 Presentation
Hilda Rosselli (CEEdO) reviewed historical context for the Council
- 7.2 Activity
Angela Sandino, facilitator, led the Council through an activity focused on the Governor’s Council on Educator Advancement’s 10 recommendations.
- 8.0 Educator Network Prototyping/Characteristics Report**
- 8.1 Presentation
Julie Smith, Foundations for a Better Oregon, presented the results of the prototyping study.



8.2 Next Steps Discussion
Chair Oakes requested Hilda Rosselli (CEdO) lead a discussion with the Council on next steps.

Council Networking, Working Lunch

Council directors utilized this time to consider the significant information received during the morning session and to become acquainted with the newest directors.

9.0 Network Visioning

9.1 Overview
Hilda Rosselli (CEdO)

9.2 Activity
Angela Sandino, facilitator, led the Council through a group activity; it was concluded directors would email further thoughts to Hilda.

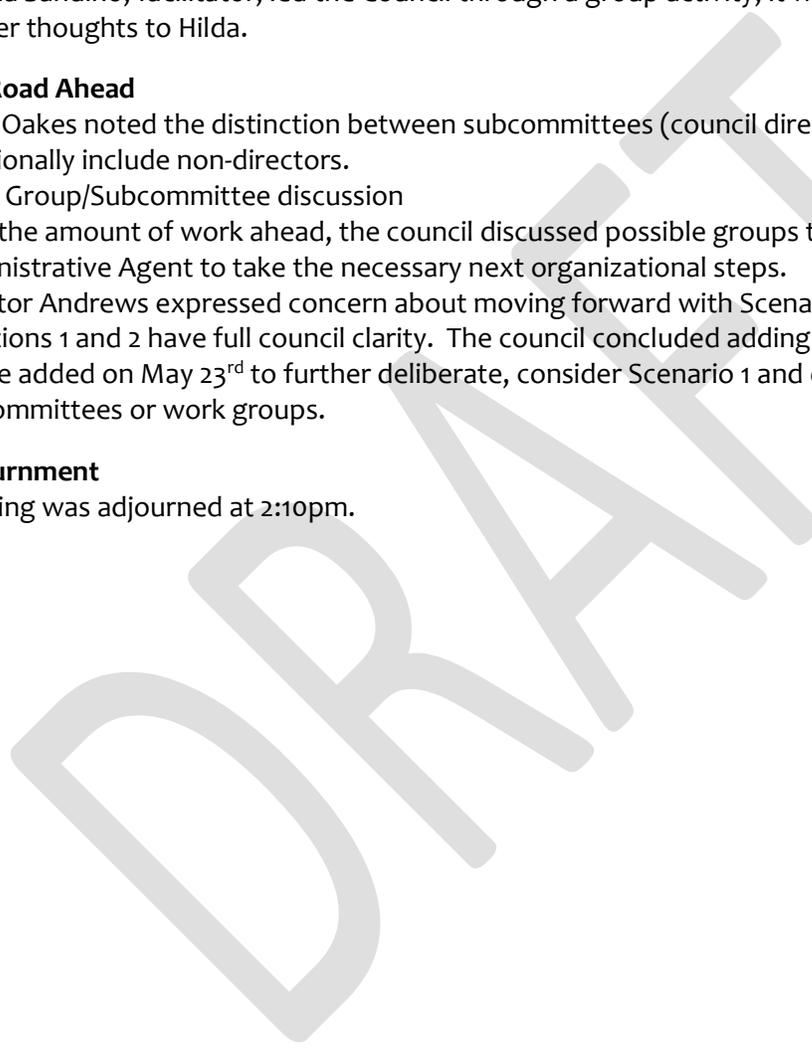
10.0 The Road Ahead

Chair Oakes noted the distinction between subcommittees (council directors only) and work groups, which additionally include non-directors.

10.1 Work Group/Subcommittee discussion
With the amount of work ahead, the council discussed possible groups to form and directed the Administrative Agent to take the necessary next organizational steps.
Director Andrews expressed concern about moving forward with Scenario 1 commentary until initial questions 1 and 2 have full council clarity. The council concluded adding an additional, virtual public meeting will be added on May 23rd to further deliberate, consider Scenario 1 and determine forming initial subcommittees or work groups.

Adjournment

Meeting was adjourned at 2:10pm.





EAC VIRTUAL MEETING MINUTES

Wednesday, May 23, 2018

4:00-5:30pm

Via GoToMeeting: <https://global.gotomeeting.com/join/455845789>

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

Directors Present: Chair Oakes, Vice-Chair Grotting, Director Andrews, Director Capps, Director Cox, Director Girod, Director Gomez, Director Graupp, Director Homer-Anderson, Director Koskela, Director Lynn, Director Martinez, Director Richards, Director Rosilez, Director Scruggs, Director Wilk, Director Yoshioka, and Sara Mickelson for Director Calderon

Directors Not Present: Director Gill, Director Schadler

Non-EAC members present with roles: Cheryl Myers, EAC Transition Director; Hilda Rosselli, College & Career Readiness and Educator Advancement Director (CEdO); Angela Bluhm, Executive Support (CEdO); Julie Smith, Prototyping Contractor

Agenda and meeting materials [here](#)

1.0 Welcome Remarks, Agenda Review

- 1.1 Context, Outcomes - Chair Oakes called the meeting to order at 4:07pm and indicated outcome goals as: develop a shared understanding of what educator networks are, how we want them to run, and determine subcommittees/work groups.
- 1.2 Roll Call - Angela Bluhm conducted a verbal roll call; a quorum was established. Chair Oakes reviewed technology details for directors.

2.0 Homework Questions - Chair Oakes requested Hilda Rosselli to facilitate this discussion. Directors engaged in a robust discussion of the network questions. Many indicated a preference to first focus on local priorities, and to then consider providers. Questions were posed about the reality of achieving bill language “by which every educator has access to ...” especially for those who aren’t aware of the EAC. Additional conversation included being mindful of small and rural districts, early learning considerations, geographic reach, and ensuring the networks have adequate support for a successful launch. Hilda Rosselli remarked if networks are identified fairly soon, there is still time in the 2018-19 year to support their preparedness to receive EAC funding in 2019-20.

POLL: Question “I am ready to reach consensus on question of one network or two.” 60% answered “I feel comfortable different perspectives raised by EAC members have been considered adequately and it does not prevent us from moving forward. 40% answered “I don’t yet feel comfortable that different perspectives raised by EAC members have been considered enough and would like more discussion.” 15 out of 17 Directors responded; Directors chose to review the next item before making a definitive decision.

3.0 Scenarios 1 and 2 - Hilda Rosselli reviewed Scenario 1, shared at the last meeting, drafted last Fall and providing an initial idea to provoke better ideas and discussion. Scenario 1 tilts toward ESDs receiving the funding to support local identified needs. Process would include review of current work underway in a region, results of teacher focus groups, TELL survey results, title plans, and a potential menu of areas to stimulate thinking of the local group. The network would be expected to leverage/braiding additional funds and resources. Possible general outcome metrics: retention,

increased mentoring, diversity, filled positions, types of professional learning. Local plans would align with equity focus, embracing high-leverage practices, lessons learned from prior network investments. Council would review, finalize plans, then have the responsibility of determining fund allocation. EAC would make their requests to the Legislature with priority recommendations.

Julie Smith introduced Scenario 2, considering the GC Recommendations and Characteristics. Prototyping learning: flexibility! Definition stemming from effective network characteristics were around “local need” rather than priority. In her experience across many school districts, they have similar local needs, but the **reasons why** those needs exist are unique to that local need. If a Community of Practices organizes around a priority (see Quality Network of Practice visual) ... focus area shared, key drivers shared, but root cause analysis showed *different* primary drivers. Ability to move faster, to meet their goals they'll need to eventually work on all the areas, but each may begin at a different place. SB182 notes a central sponsoring organization like an OEA, can focus on a shared priority, local context and leverage each other's resources ... Julie highlighted the flexibility to address root causes, yet leverage a network as a whole.

Query: this seems to fall into the 2nd category of communities of practice. If this was our sole model, how would we ensure every educator is impacted? Julie responded: Effective networks centered around the users BEFORE they focused on priorities. Historically, we have a vacuum of decision-makers who set priorities, but when you elevate barriers of students, parents, communities. Meeting educators/students where they are, when understood, then organize in the community of practice. Some networks are working very hard on career continuum initiatives and wouldn't start from scratch, but some are not this far along and would still receive support.

Query: seems like this began as the first type of network then moved into 2nd? Julie responded: the NWRESD project began with “What do you want our services to be?” and topics naturally developed from this question. For example, a similarly structured network could be sponsored by higher education, early learning, or other organizations as specified in SB182, organically through a region.

Query: helpful to view scenario and focus on user before priority. If a district wants to focus on multiple topics, what would you recommend? Julie responded: through prototyping/collaborative grants, part of this work teaches the participants a model for improvement they carry with them in their work, not tied to the specific initiative. For instance, North Clackamas currently has six networks operating simultaneously and are approaching each with a similar process.

Comment: still advocate for first scenario, want to assure power dynamics is really based on the local perspective. Might a vacuum still exist? Might some voices be louder? Want to err on side of caution and lean toward local. Julie responded: before you can get to #2, ensure #1 was done and done well, not a symbolic box check. When understanding system barriers, users must be heard.

Query: does #2 seem too far removed from ‘every’ educator by affecting only the team member? How does this reach all? Julie responded: to clarify - definitely a design theme, in characteristics you're testing system changes: teachers/administrators are testing changes to classroom assessment practices, as they test/collect data they begin scaling, testing wider. Even in Medford, in each of 10 schools, micro-changes occur to fit that distinct culture. Goal is to spread throughout district, adapted to each unique classroom.

Hilda query: would it be useful to design a 1 pager displaying each stage of the continuum, where work is occurring, if a need is identified 'locally', they could be a part of a network focused on this need (mapping). Consensus: yes ; Hilda will send out follow up.

Comment: appreciated the clarification that #2 is contingent upon the notion that local is defined first, completely support the power dynamics/local perspective priority. Many school districts who don't have capacity to identify. Love the idea of resources, OEA, Chalkboard, others, who could help us work on these issues. Need to identify needs first. Questions whether 19 ESDs is too many, perhaps consider other, existing hub configurations. Define regions, then approach Scenario 2-style; those educators choose. Follow by connecting different regions across common needs.

Comment: concur with previous comment, Scenario 2 has strong potential. Whether an ESD or another type of hub. Our responsibility to ensure local needs are met. Flexibility and variation, need to be learners and see what's working-variation that outperforms. Want to see thought leaders. Build capacity in network members, improvement science carries on.

Comment: As we define 'local' avoid the definition of a single district being a network; would prove challenging for our smallest districts to function by themselves.

Query: have any costing considerations for implementation been conducted, recognize desire for flexibility? Hilda responded: not as yet

Comment: insight on how program administration would occur. More clear line of allocating line of resources to ESDs. Some history of ESDs as conveners with regional or collective impact models. Could help this be implemented with more fidelity. ESDs sit a little distant from classrooms.

Chair Oakes: Hearing consistently from the group step one, local – work begins first, regions define their need and priorities; then get to the bigger picture with a follow-up phase. Subcommittees and work groups can begin defining.

Julie: could design a process with what we've learned with characteristics, how they elevated teacher voice, identified systemic barriers, bring back to council. Maybe in partnership with ESDs.

Chair Oakes reminded group the EAC is the final approval for all ideas generated.

- 3.1 POLL: Phase One of the networks starting locally as they identify local users and local priorities: Poll question "I feel comfortable with networks being responsible for identifying local users and priorities." 71% indicated "yes", 7% "no", and 21% "I need more information". 14 out of 16 Directors responded.
- 4.0 Chair Oakes reviewed context for work groups and subcommittees. This item will be brought forward in the next agenda.
- 4.1 At this point in the meeting, a Standing Director departed and a quorum was no longer in effect. Instead of taking action to identify the types of groups, Director Capps suggested a consensus to direct CEo staff to develop brief foundational documents for each potential group and further summarize notes from today's meeting for council review. Directors indicated consensus to move in this direction and will forward their top three choices for participation on groups by 5/30/18 to

Cheryl. Final details regarding subcommittees/work groups will be determined at the 6/27/18 EAC meeting.

- 5.0 **EAC Informational Materials** - Cheryl reviewed the draft informational one pager, intended for directors and staff to share with audiences/interested stakeholders, and drawn from materials previously shared with EAC. Directors and others to share with audiences and interested stakeholders. Directors discussed nuances and made suggestions which CEdO will update; Directors provided consensus to use the document as adjusted.
- 6.0 **Meeting Debrief** - Due to time constraints, this item was not discussed.
- 7.0 **Public Comment** – for the record, Angela Bluhm noted no public testimony was received.
- 8.0 **Adjourn** - Meeting was adjourned at 5:45pm

DRAFT



Docket Item: Review Ex-officio Director Applications

Summary: At the May 3, 2018 EAC meeting, the Council took action under Docket Item 3.7 to approve amendment of the Intergovernmental Agreement, which included creation of ex-officio directors. The two attached applications for Council consideration are Oregon legislators who previously served in a similar capacity on the Governor's Council on Educator Advancement.

- Senator Roblan
- Representative McLain



EDUCATOR ADVANCEMENT COUNCIL INTEREST FORM
DEADLINE FOR SUBMISSION: April 15, 2018

Thank you for your interest in serving! Senate Bill 182 (2017) established the Educator Advancement Council (EAC) and Educator Networks; the council will provide direction and resource allocation related to implementing innovative, nimble and equity-focused support to Oregon public educators.

The EAC seeks a broad range of stakeholder voice; this application submits your interest in becoming an initial Rotating Director – please indicate all categories for which you may be eligible:

- 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 (1 available, 2 seats*)
* 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 coach

Representative of a:

- 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

*Possible Governor's Council transition member

Please keep in mind 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

Arnie

Roblan

First

Preferred

Middle

Last

900 Court Street

Salem, Oregon 97301

Business address

Residence address

City/State/zipcode

Secondary phone (503) 986-1705

cell work other

Email sen.arnieroblan@oregonlegislature.gov

County of residence

Employer Oregon Legislative Assembly

Title/Role Senator

Have you ever held a teaching license? yes no

signature

Arnold S. Roblan

4/18/2018

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 http://education.oregon.gov/eac/, then printed for submission

submittal instructions - **DEADLINE FOR SUBMISSION: April 15, 2018**

Paper copy: Chief Education Office
255 Capitol Street NE
Salem, OR 97310

Electronically: or.education@state.or.us
subject line: "EAC Interest Form"
Fax: (503) 378-8395

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

Personal Statement

please print

Arnie

Roblan

First

Last

Board Seat Description

I have received support to represent my organization and am interested to serve as an EAC board member (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).

For the last 12 years, g have represented the scenic and rugged Oregon coast. gn 2012, g was elected to the 5th Senate District, which includes a 200 mile stretch of the Oregon coast.

Currently, g serve as Chair of the Senate Education Committee, as well as member of the Senate Environment and Natural Resources Committee, Senate Rules Committee, Joint Ways and Means Committee and Education Subcommittee. Recently, g was named Co-Chair of the bipartisan, bicameral Joint Committee on Student Success to explore best practices to address the gaps that are limiting student success in other schools.

g bring 34 years as a math teacher, Dean of Students, and principal at Marshfield High School. gn addition to serving four terms as a state representative, two terms as Co-Speaker, g received the Milken Education Award and recognition as a Distinguished Alumnus by the UO. The Oregon Business Association named me the Statesman of the Year in 2011in recognition of public service, consensus building and collaborative solutions to issues facing Oregon.

g am also member of the Coastal Caucus, a bicameral bipartisan group of legislators that address issues on behalf of coastal and rural Oregonians. Recently became President of the Pacific NorthWest Economic Region working to the economic well-being and quality of life for all citizens of the region.

The totality of my experience with respect to Council makes me an ideal candidate to both learn and share innovative equity focused support for our teachers and students.

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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EDUCATOR ADVANCEMENT COUNCIL INTEREST FORM
DEADLINE FOR SUBMISSION: April 10, 2018

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*Possible Governor’s Council transition member

Please keep in mind 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

First	Preferred	Middle	Last
<input type="checkbox"/> Business address <input type="checkbox"/> Residence address		City/State/zipcode	
Primary phone [REDACTED]		<input type="checkbox"/> cell <input type="checkbox"/> work <input type="checkbox"/> other	
Secondary phone ()		<input type="checkbox"/> cell <input type="checkbox"/> work <input type="checkbox"/> other	
Email		County of residence	
Employer		Title/Role	
Do you identify as LGBT? [REDACTED]		Have you ever held a teaching license? <input type="checkbox"/> yes <input type="checkbox"/> no	
What is your gender? [REDACTED]		Race/Ethnicity (indicate all that apply) [REDACTED] [REDACTED] [REDACTED] [REDACTED]	
[REDACTED]		[REDACTED]	
[REDACTED]		_____/_____/2018	

signature

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 <http://education.oregon.gov/eac/>, then printed for submission

submittal instructions - **DEADLINE FOR SUBMISSION: April 10, 2018**

Paper copy: Chief Education Office
255 Capitol Street NE
Salem, OR 97310

Electronically: or.education@state.or.us
subject line: "EAC Interest Form"
Fax: (503) 378-8395

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 - professional/personal (including as parent/guardian)/community experience related to education,
 - insights regarding your desire to serve and,
2. **Organization Statement of support** (see attached),
3. **Recommendation statements** (see attached).

Personal Statement

please print

First

Last

Board Seat Description

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Educator Advancement Council

June 27, 2018
Docket Item #3.3

Docket Item: EAC Administrative Agent Update

Date	Event Attended	Sponsoring Organization	EAC Staff Attending	Directors Attending
6/4/18	Government to Government	Governor's Office	Cheryl Myers	Lindsey Capps
6/7/18	ESD Superintendent's Meeting	OAESD	Hilda Rosselli	Paul Andrews Lindsey Capps
6/14/18	HECC	HECC	Hilda Rosselli Cheryl Myers	Lindsey Capps
6/14/18	EAC Orientation	Chief Education Office	Hilda Rosselli Cheryl Myers Debbie Green	Lindsey Capps Colt Gill Anthony Rosilez
6/19/18	Oregon TSPC Summer Retreat – provide an update from the Chief Education Office	TSPC	Hilda Rosselli	
6/19/18	COSA Workforce Development	COSA	Hilda Rosselli	
6/21/18	EAC Information Session	COSA	Hilda Rosselli	
6/25/18	Education Workforce Development/Educator Effectiveness Coalition Meeting		Hilda Rosselli Lindsey Capps	

Upcoming Events

Date	Event Scheduled	Sponsoring Organization	EAC Staff Attending	Directors Attending
7/21-22/18	OSBA Summer Conference	OSBA	Hilda Rosselli	
8/15/18	Children's Cabinet	Governor's Office	Cheryl Myers Hilda Rosselli	Miriam Calderon Lindsey Capps
11/10-11/18	OSBA Annual Conference	OSBA	Hilda Rosselli Julie Smith	Paul Andrews Lindsey Capps Bill Graupp



Docket Item: Review Meeting Schedule for 2018-19

Month	Building/Room	Address	Meeting Time 9 – 3 p.m. unless otherwise noted
June 27	Broadway Commons Peru Room #306	1300 Broadway St. NE, Salem, OR	
July 25			Tentative
August 23	Early Learning Council Conference Room, 3 rd floor	Veterans Building 700 Summer St. NE, Salem	9 – 10:30 a.m.
September 26	Broadway Commons	1300 Broadway St. NE, Salem, OR	
October 23-24	Early Learning Council Conference Room, 3 rd floor	Veterans Building 700 Summer St. NE, Salem	Retreat – TBD
November 28	Early Learning Council Conference Room, 3 rd floor	Veterans Building 700 Summer St. NE, Salem	
December 19	Early Learning Council Conference Room, 3 rd floor	Veterans Building 700 Summer St. NE, Salem	
January 23	TBD		
February 27	TBD		
March 20	TBD		
April 24	TBD		
May 22	TBD		
June 19	TBD		



POLICY PACKAGE XXX
2019-21 Budget
Educator Advancement Council - Staffing

PURPOSE

Senate Bill 182 (2017) created the Educator Advancement Council (EAC) with the responsibility to provide resources related to educator professional learning and other educator supports. The EAC is charged with establishing a system of educator networks, by which every public educator has access to professional learning opportunities to improve teaching and learning. This request is to establish identified essential staffing positions to provide ongoing support for the EAC.

HOW ACHIEVED

Staffing positions were not included in the initial legislation and to-date, the Chief Education Office and Department of Education have provided support to the initial efforts. With the formation of the council and the necessary work ahead, the EAC seeks position authority in this package, requesting:

- (1) PEM G; a 1.0 FTE position to provide Administrative Agent support to the EAC
- (2) ESS 2; a 1.0 FTE position to provide administrative Council support to the EAC

STAFFING IMPACT

This package requests the following EAC staffing positions:

- 1.0 FTE PEM G (Administrative Agent)
- 1.0 FTE Executive Support Specialist 2 (support for the Council and Administrative Agent)

QUANTIFYING RESULTS

This package will primarily address administrative needs within the entity. Success will be measured by administrative efficiency and effectiveness. Areas measured will be timely and appropriate.

REVENUE SOURCE

\$xxx,xxx General Fund
(PEM G, ESS2)

Docket Item: Draft EAC Work Plan for Discussion

This table represents an initial start of an EAC Work Plan distinguishing work for the EAC Staff, whole EAC, and EAC Groups. You can anticipate updates and revisions as the EAC moves forward and as the work of the EAC groups evolve. We will provide updated copies at each EAC meeting.

June	Areas of Work: Determine EAC Messaging, Initiate Outreach, Procedural Subcommittee, Plan/host EAC June mtg, and Launch EAC Small Groups	Staff	EAC	Group Work
Key EAC Staff Activities:	<ul style="list-style-type: none"> • Host Procedural Subcommittee mtg <ul style="list-style-type: none"> ○ Identify priority areas for Procedural Manual development • Plan for EAC June mtg <ul style="list-style-type: none"> ○ Plan agenda w/Chair, ○ Post public mtg notices, ○ Develop docket items, ○ Complete event planning ○ Establish new email addresses ○ Update mtg calendars ○ Draft Foundation documents for groups to review ○ Draft Policy Option Package for EAC staffing • Host EAC June mtg <ul style="list-style-type: none"> ○ Appoint ex-officio members ○ Determine first work groups • Refine EAC messaging for partners and outreach efforts • Prioritize key leaders to engage in outreach strategy <ul style="list-style-type: none"> ○ In conversations around policy ○ In conversations around practice ○ In conversations around partnerships (Potential network sponsor organizations) • Refine Outreach & Engagement plan and track efforts (ESDs, ODE, COSA, Gov2Gov, TSPC, etc. • Schedule ESD leaders for outreach meetings • Begin research of funding models • Build Educator Network model examples that show flexibility within the structure • Flesh out Develop work plans for EAC (Full EAC & work groups) 	<ul style="list-style-type: none"> X 	<ul style="list-style-type: none"> X X 	<ul style="list-style-type: none"> X

<p>EAC Group Work</p> <ul style="list-style-type: none"> • Launching Educator Networks: <ul style="list-style-type: none"> ○ Review Foundational Document ○ Discuss Request For Qualifications (RFI/RFQ) timeline ○ Draft initial AIM statement for 2018-19 & 2019-20 ○ Determine next meeting dates and complete Foundational Document • Fiscal Model: <ul style="list-style-type: none"> ○ Review Foundational Document ○ Draft an AIM statement for 2018-19 & 2019-20 ○ Determine next meeting dates and complete Foundational Document • EAC Use of Funds: NOT MEETING YET • Supporting New Educators: <ul style="list-style-type: none"> ○ Review Foundational Document ○ Draft an AIM statement for 2018-19 & 2019-20 ○ Refine draft timeline for gathering data and engagement from stakeholders ○ Determine next meeting dates and complete Foundational Document 			<p>X X X X X X X X X X X X</p>
<p>June EAC Role:</p> <ul style="list-style-type: none"> • Approve ex-officio members • Review and consensus of draft work plan (EAC) • Approval and designation of small groups (EAC) • Review initial staffing policy option package draft recommendations • Discussion of 2018-2020 focus areas (along ed continuum) 		<p>X X X X X</p>	

July	Areas of Work: EAC groups meet	Staff	EAC	Group Work
	<p>Key EAC Staff Activities:</p> <ul style="list-style-type: none"> • Build an RFI/RFQ to invite interest from first round of organizations for new educator network sponsorship. Key decisions include; <ul style="list-style-type: none"> ○ Target recruitment by region, organization <ul style="list-style-type: none"> ▪ Develop overlap map with various groupings ○ Potential limits on the focus area of first round of educator networks ○ Build criteria and align criteria to AIM statement • Develop scope and sequence of potential Coaching Academy for sponsor organization staff to prepare them for supporting a future Ed Network • Build coaching support for Sponsoring Organizations • Outreach & Engagement (per plan) • Refine, expand policy option packages recommendations 	<p>X X X X X</p>		

<p>EAC Group Work</p> <ul style="list-style-type: none"> • Educator Networks: <ul style="list-style-type: none"> ○ Outline the initial responsibilities and activities for the sponsoring organizations to engage potential network participants in data collection/needs assessment. Key decisions include: ○ Refine timeline and scope of work for sponsoring organization to stand up an educator network (including draft budget) ○ Review draft RFI/RFQ and approve to take to EAC • Fiscal Model: <ul style="list-style-type: none"> ○ Finalize resource allocation principles / values; ○ Review initial research on funding models • EAC Use of Funds: NOT MEETING YET • Supporting New Educators <ul style="list-style-type: none"> ○ Review and provide feedback to EAC Staff on Draft Agenda, time, location for EAC hosted meeting with presentations from ODE, selected school districts, NTC, and others 			<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>
<p>July EAC Role:</p> <ul style="list-style-type: none"> • Share and review AIM statement from small groups • Review any communications plan & messaging updates • Review and refine any policy option packages updates 		<p>X</p> <p>X</p> <p>X</p>	

August	Areas of Work: Release of RFI/RFQ & Initial State Data Collection, Identification of Fiscal Models	Staff	EAC	Group Work
	<p>Key EAC Staff Activities:</p> <ul style="list-style-type: none"> • Continue with outreach plan • Convene Procedural Subcommittee to finalize EAC Procedural/Policies Manual • Recruit support/outreach for collection of regional work that is “networked” • Scan of districts who haven’t participated in NQTL funds to see how they are “networked” • Draft potential legislatives changes needed to SB 182 • Release RFI/RFQ including informational webinars 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>		
	<p>EAC Group Work</p> <ul style="list-style-type: none"> • Educator Networks: <ul style="list-style-type: none"> ○ Draft and fiinalize RFI/RFQ ○ Other • Fiscal Model: <ul style="list-style-type: none"> ○ Develop initial funding models ○ Other • EAC Use of Funds: If ready to meet <ul style="list-style-type: none"> ○ Review Foundational Document ○ Draft an AIM statement for 2018-19 & 2019-20 			<p>X</p> <p>X</p> <p>X</p> <p>X</p>

<ul style="list-style-type: none"> ○ Refine draft timeline for gathering data and engagement from stakeholders ○ Determine next meeting dates and complete Foundational Document ● Supporting New Educators: <ul style="list-style-type: none"> ○ Finalize larger group meeting ○ Other 			X
			X
			X
August EAC Role: <ul style="list-style-type: none"> ● Approve Tribal Representative EAC Director ● Review any updates on EAC Procedural/Policy Manual ● Approve any potential legislative changes to SB 182 ● Discuss possible resource allocation principles ● Review and provide feedback on Small Group Work Plans ● Adopt final RFQ 		X	
		X	
		X	
		X	
		X	
		X	
		X	

September	Areas of Work: Selection of sponsoring organizations	Staff	EAC	Group Work
Key EAC Staff Activities: <ul style="list-style-type: none"> ● Refine EAC Procedural Manual ● Receive and organize responses to RFI/RFQ ● Recruit for <i>Sponsoring Organization Design Institute</i> ● Review initial plans for New Educator Supports convening 		X		
		X		
		X		
		X		
EAC Group Work <ul style="list-style-type: none"> ● Educator Networks: <ul style="list-style-type: none"> ○ Review Proposals and recommend initial sponsoring organizations ○ Provide feedback on Legislative Days update related to use of funds for Supporting New Educators ● Fiscal Model: <ul style="list-style-type: none"> ○ Provide feedback on Legislative Days update related to use of funds for Supporting New Educators ● EAC Use of Funds: <ul style="list-style-type: none"> ○ TBA ● Supporting New Educators: <ul style="list-style-type: none"> ○ Participate in Convening on New Educator Supports (draft name) ○ Provide feedback on Legislative Days update related to use of funds for Supporting New Educators 				X
				X
				X
September EAC Decisions: <ul style="list-style-type: none"> ● Select initial Sponsoring Organizations (Sept. 26) ● Other 			X	



Docket Item: EAC Small Group Discussion

Summary: At the May 23, 2018 EAC meeting, the Council discussed potential subcommittees and work groups to be formed. This time is set aside to confirm the intention to further discuss formation of small groups. Each breakout will determine whether their group will function as a subcommittee (solely Council directors) or as a work group.

Launching New Educator Networks

- Draft Educator Network RFI (Request for Information) or RFP (Qualification)
- Bring back to full EAC for review, refinement and subsequent approval
- Appoint new Educator Networks
- Approve technical assistance for Educator Networks in 2018-19

Fiscal Model for 2019-21

- Draft potential fiscal allocation models and leveraging guidelines
- Bring back to full EAC for initial review and implementation timeline
- Engage stakeholders for further refinement
- Bring back for EAC approval
- Develop funding approval guidelines for EAC discussion and subsequent approval

EAC Use of Funds

- Draft side rails for approved use of EAC funds
- Bring back to full EAC for review and refinement and subsequent approval
- Identify providers and technical assistance needs
- Approve final provider list for 2019-21

EAC Supporting New Educators

- Examine current model and impact
- Review current research
- Provide recommendations to EAC for 2019 session considerations



Docket Item: EAC Director Group Preferences

Summary: At the May 23, 2018 EAC meeting, the Council discussed potential subcommittees and work groups to be formed. The directors provided feedback on their first through third choices.

Director Name	Local Networks	Fund Menus	Fiscal Models	Mentoring
Andrews, Paul	1		2	
Calderon, Miriam				
Capps, Lindsey			1	
Cox, Christy	3	1	2	
Gill, Colt	3	2	1	
Girod, Mark	1	2	3	
Gomez, Ana				1
Graupp, Bill		3	1	2
Grotting, Don	1	3	2	4
Homer-Anderson, Michelle	1			2
Koskela, Belle	2			1
Lynn, Marvin			2	1
Martinez, Ken	2	3	4	1
Oakes, Michele	2	3	4	1
Richards, Martha	1		2	
Rosilez, Anthony				
Schadler, Jenna	1	3	4	2
Scruggs, Laura	1	3		2
Wilk, Melissa	2		3	1
Yoshioka, Matt	1		2	3



Docket Item: Overview Draft Foundational Documents

Summary: At the May 23, 2018 EAC meeting, there was Council consensus for staff to draft the attached foundational documents for each potential group.



Launching New Educator Networks

EAC Foundational Document

Date: June 27, 2018

Background: The EAC is responsible for establishing a system of networks by which every educator in the state has access to professional learning opportunities, prescribing characteristics of educator networks and selecting the entities to serve as educator networks.

Potential Deliverables: (all dates are estimated)

- 6/27--Review and provide feedback on timeline for standing up the Networks
- 6/27--Advise on elements of the Request for Information (RFI) or Request for Qualifications (RFQ)¹
- 7/11--Review and provide feedback on drafts of the RFI/RFQ between EAC meetings
- 7/11--Review and approve a rubric for use in reviewing RFI/RFQ submittals
- 7/25--Facilitate full EAC discussion and decisions regarding draft RFI/RFQ sharing group's perspectives and discussing recommendations
- Aug webinar-- Review and advise on proposed coaching for local networks in 2018-19
- 9/11--Provide feedback on Legislative Days update related to Network launch
- 9/19-23--Serve on teams to read and electronically review RFI/RFQ submittals
- 9/24 phone mtg--Advise on recommendations to bring to full EAC
- 9/26--Facilitate full EAC discussion and decisions regarding first phase of network selection, sharing group's perspectives and discussing recommendations
- As needed basis--Provide guidance on communication and engagement related to network launch
- Other

Membership:

EAC members who indicated top priority: Paul Andrews, Mark Girod, Michelle Homer-Anderson, Martha Richards, Jenna Schadler, Laura Scruggs, Matt Yoshioka

If it is a work group, who else should be involved?

¹ **Request for Proposal (RFP)** - a written competitive solicitation process where price and specification are not the only consideration in determining award criteria. This solicitation process is intended to result in a contract.

Request for Information (RFI) - a process used to solicit information and aid in decision making. The RFI will not result in a contract, but is intended to gather information for future decision making.

Request for Qualification (RFQ) - a written document describing the Agency's qualification requirements of Contractors and the type of services desired. The RFQ will not result in a contract but is intended to establish a list of pre-qualified Contractors allowed to submit proposals on a future RFP.

Structure: Chair, co-chairs, other?

Decision making process: Consensus seeking or voting if needed

Requested Resource Documents: Materials or information you need from the EAC staff

- Related Oregon statutes
- Oregon map of districts, various networks and regions used in education
- Districts without funding from the Network
- District demographics, e.g. students served, number of educators, poverty levels
- EAC prototyping slides

Meeting timeframes: Best format and time frequency

Preferred means of communications inside and outside the team:

Requested staff support:

- Meeting notices,
- Tech support for go to meeting or in person support,
- Notetaking, research,
- Meeting facilitation,
- Formatting of documents for EAC review,
- Other

Questions you have for EAC staff:

Fiscal Model for 2019-21

EAC Foundational Document



Date: June 27, 2018

Background: The EAC is charged with coordinating the distribution of moneys to educator networks from the Educator Advancement Fund based on the needs of the educators identified by the networks and continuously assessing the needs of educators in this state and coordinating priorities based on the moneys available for distribution from the Educator Advancement Fund.

Potential Deliverables:

- 6/27--Provide feedback on EAC Group Template
- 6/27--Review and provide feedback on timeline for drafting potential fiscal models
- 6/27--Advise on elements for suggested leveraging guidelines needed by WG 1
- By 7/11--Review examples of how networks could be funded through an IGA
- 7/11 phone mtg--Discuss/provide feedback on potential equitable funding models to bring to full EAC
- 7/25--Facilitate full EAC discussion and decisions regarding potential funding models and timelines, sharing group's perspectives and discussing recommendations
- Aug-Jan--Provide guidance on communication and engagement plan
- Aug webinar--Review and provide feedback on draft fiscal model description
- 9/11--Provide feedback on Legislative Days update related to fiscal model
- 9/24 phone mtg--Advise on recommendations to bring to full EAC
- As needed basis--Provide guidance on communication relative to network funding model
- Other

Membership:

EAC members who indicated top priority: Lindsey Capps, Colt Gill, Bill Graupp, Don Grotting

If it is a work group, who else should be involved?

Structure: Chair, co-chairs, other?

Decision making process: Consensus seeking or voting if needed

Requested Resource Documents: Materials or information you need from the EAC staff

- Related Oregon statutes
- Oregon Solutions review of permissible network funding models

- Mapping of Network investments to date
- Draft EAC Policy Option Package
- External partners' legislative priorities related to educator supports

Meeting timeframes: Best format and time frequency

Preferred means of communications inside and outside the team:

Requested staff support:

- Meeting notices,
- Tech support for go to meeting or in person support,
- Notetaking, research,
- Meeting facilitation,
- Formatting of documents for EAC review,
- Other

Questions you have for EAC staff:

EAC Use of Funds

EAC Foundational Document



Date: June 27, 2018

Background: SB 182 defines expectations for enhancing access to high-quality professional learning that (A) Supports culturally responsive practices; (B) Is guided by the needs of educators served by the educator network; (C) Maximizes collaborative leadership among teachers and administrators; and (D) Reflects professional learning standards. The EAC Use of Funds group will develop side-rails and identify existing and emerging models of support and professional learning and guide the EAC's efforts to enhance leadership opportunities for educators

Potential Deliverables:

- 6/27--Provide feedback on EAC Group Template)
- 6/27--Review draft list of side-rails for approved use of EAC funds
- July—Aug--Discuss timeline for identifying existing content expertise in relationship to WG 1 and 2
- by 7/11--Review and provide feedback on drafts for a Request for Information (RFI) to identify potential examples of content expertise and promising culturally responsive resources
- 7/25--Facilitate full EAC discussion and decisions regarding draft side-rails and RFI, sharing group's perspectives and discussing recommendations
- Aug webinar--Review and advise on proposed coaching for local networks related to side-rails in 2018-19
- 9/11--Provide feedback on Legislative Days update related to use of funds
- 9/19-23--Serve on teams to read and electronically review Phase 1 RFI submittals
- 9/24 phone mtg--Advise on recommendations to bring to full EAC
- 9/26--Facilitate full EAC discussion and decisions regarding first phase of approved providers or innovation pockets for 2019-20, sharing group's perspectives and discussing recommendations
- As needed basis--Provide guidance on communication and engagement plan related to EAC Fund Menu
- Other

Membership: EAC members

EAC members who indicated top priority: Christy Cox

If it is a work group, who else should be involved?

Structure: Chair, co-chairs, other?

Decision making process: Consensus seeking or voting if needed

Requested Resource Documents: Materials or information you need from the EAC staff

- Oregon related statutes
- Findings from Chalkboard Development Evaluation Reports
- Current mapping of Network funding
- Rural Networks: findings from NW Rise
- Consider Oregon Educator Network, CANVAS, and other vehicles for supporting educators in rural and remote areas of Oregon
- Other

Meeting timeframes: Best format and time frequency

Preferred means of communications inside and outside the team:

Requested staff support:

- Meeting notices,
- Tech support for go to meeting or in person support,
- Notetaking, research,
- Meeting facilitation,
- Formatting of documents for EAC review,
- Other

Questions you have for EAC staff:

EAC Supporting New Educators

EAC Foundational Document



Date: June 27, 2018

Background: One of the most prominent and sizable investments of the Network for Quality Teaching and Learning has been focused on supporting educators new to the profession. Network funding has been available through competitive grants, serving less than 40% of Oregon’s estimated new teachers and less than 65 new administrators this year. Gleaning lessons from the field and the Oregon Mentor Project, this EAC group will advise EAC staff on steps needed to ensure that all teachers and administrators new to the profession receive high quality culturally responsive support (mentoring and induction¹) to start strong in their education careers.

Potential Deliverables:

- 6/27--Provide feedback on EAC Group Template
- 6/27--Review current Oregon Mentor Program statutes and outcomes and identify other models for staff to research
- 6/27--Refine draft timeline for gathering data and engagement from stakeholders and draft AIM statement to guide redesign
- by 7/11--Review and provide feedback to EAC Staff on Draft Agenda, time, location for larger group meeting with presentations from ODE, selected school districts, NTC, and others
- late Aug-early Sept--Attend Convening on New Educator Supports (draft name)
- 9/11--Provide feedback on Legislative Days update related to use of funds for Supporting New Educators
- 9/24--Meet with funding WG to discuss how to leverage funding and support induction statewide
- Oct phone mtg--Review and advise on proposed induction side-rails and redesign to bring to full EAC for implementation in 2019-21
- 10/23-24--Facilitate full EAC discussion and decisions regarding statute changes, new guidelines, and resourcing model
- As needed basis--Provide guidance on communication and engagement plan related to EAC Fund Menu
- Other

¹ Mentoring is considered a formal coaching relationship in which an experienced teachers give guidance, support and feedback to a new educator. Induction encompasses orientation to the workplace, socialization, mentoring, and guidance through beginning teacher practice.

Membership:

EAC members who indicated top priority: Ana Gomez, Belle Koskela, Marvin Lynn, Ken Martinez, Michele Oakes, Melissa Wilk

If it is a work group, who else should be involved?

Structure: Chair, co-chairs, other. Split out support for new teachers and new administrators?

Decision making process: Consensus seeking or voting if needed

Requested Resource Documents: Materials or information you need from the EAC staff

- ODE Mentor Program Evaluations and Fast Backs
- Related Oregon statutes
- National scan of research on most promising practices
- Other

Meeting timeframes: Best format and time frequency

Preferred means of communications inside and outside the team:

Requested staff support:

- Meeting notices,
- Tech support for go to meeting or in person support,
- Notetaking, research,
- Meeting facilitation,
- Formatting of documents for EAC review,
- Other

Questions you have for EAC staff: