Educator Advancement Council

March 1, 2023 Council Meeting

Staff Updates

April Council Meeting

The Dalles, OR

**Tuesday, April 4, 2023:
Columbia REN Site Visit**

12:00 - 4:00PM

Location: The Dalles, exact location to be determined

**Wednesday April 5, 2023:
EAC Council Meeting**

9:00AM - 3:00PM

Location: Columbia Gorge Community College, The Dalles (exact room to be determined)

Oregon Statewide Educator Survey Update

Recap: What's New

- First year of the re-launching the survey, working with the Center for Optimal Learning Environments (previous administrator of TELL Survey)
- Survey tool was refined using input and feedback from advisory groups from across the state

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Oregon Statewide Educator Survey Update

Changes this Year:

- **Shorter Survey:** Now about half the length of the prior survey
- **Relevance:** Gathered feedback from advisory groups; Prioritized questions based on relevance and through application of equity lens
- **Defined Purpose:** With the help of advisors, we defined the purpose and scope
- **Demographic Questions:** Added optional demographics questions about race/ethnicity and gender identity

Future Areas of Improvement:

- Expand & tailor survey tool(s) to **meet needs of all educator groups** (including district-level, classified staff, and substitutes)
- **Align survey administration timeline** to state, district, and school improvement planning
- Continue to **develop survey items that compliment** state, regional, and local data collection efforts
- **Strengthen partnerships** that inform survey design, implementation, and data use

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What's Happening Now

- **Survey Extended to March 24th**

- Weekly communications to district leaders, principals, & staff via multiple channels

- Coordinated communication campaigns with partners such as OEA

- Response rate tracking

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What's Happening Next

- Data analysis by vendor in May/June

- Planning sessions around data use & learning with advisory groups and partners

- Follow-up with districts, regions, & stakeholders

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Helpful Links

- **Survey Website:**

  eac.ode.state.or.us/page/osei

- **Survey Help Desk Email:**

  info@optimallearningenvironments.com

Budget Update

Governor's Recommended Budget

Fund Source	Program Area	2021-2023 Legislative Adopted Budget	2023-2025 Governor's Recommended Budget
Educator Advancement Fund; Statewide Education Initiatives Account (Student Success Act)	Operations	$6,769,998*	$8,456,669
Educator Advancement Fund (Grant-in-Aid)	Regional Educator Networks; Oregon Teacher Scholars Program	$41,277,028**	$40,507,750
	Tribal Nations Educator Collaborative	$10,000,000	$4,500,000
	Anti-Racism Initiative (ODE Director's Office)	$1,500,000	--
Statewide Education Initiatives Account (Student Success Act) (Grant-in-Aid)	Equity Centered Educator Pathways	$31,734,972	$32,008,984
	Total	**$84,582,000**	**$85,473,403**

Includes limited duration positions approved by Legislature in 2022 Session
**Includes one-time increase in REN Capacity Funds approved by Legislature in 2022 Session*

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Key Takeaways

- Core EAC budget remains consistent with core 2021-23 budget (with inflation increase)

- Budget requests included:

  - Continuation of 10 staff positions
  - Grant-in-Aid for Tribal Nations Educator Collaborative & 2 staff
  - Resources for Adult Professional Learning Platform

- Requests not included:

  - Additional REN Capacity Funds
  - Position transfers from HECC/TSPC

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Next Steps

- Exploring options for addressing additional needs to support REN Capacity Grants:

  - Fully fund Oregon Teacher Scholars Program with SSA resources; reassign EAF funds to REN Capacity Grants (currently OTSP funded $1.1M from EAF, $2.9M from SSA)

  - Create Capacity Grant formula to better meet variation in needs across regions

  - Explore regionally specific distribution (one grant total - regions allocate)

- Working with agency partners to make adjustments to Student Success Act Budget Plan (i.e. identifying needed resources for HECC and TSPC partnerships)

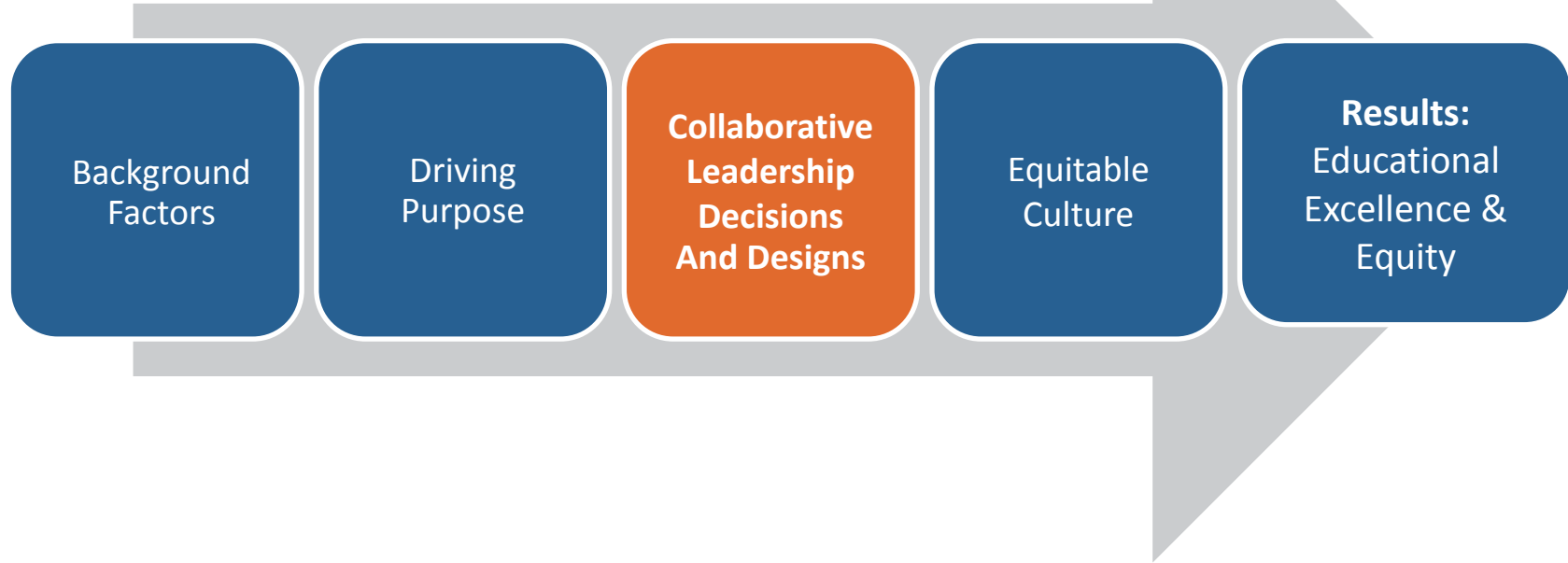- EAC Budget Presentation to Joint Ways & Means Subcommittee on Education in early March

Moving from Theory to Practice:

Cross-Agency Collaborative Leadership to Support Public University Equity Plan Work

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PARTNERSHIPS IN LEADERSHIP MATTERS

Background Factors → Driving Purpose → **Collaborative Leadership Decisions And Designs** → Equitable Culture → **Results:** Educational Excellence & Equity

Every system is perfectly designed to produce the results it is getting…

Edward Deming

HECC Background Factors

Oregon's 2015 Educator Equity Act (ORS 342.433 to 342.449) declares that "the goal of the state is that 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).

Educator education programs are recognized in our state as a critical link in achieving this goal.

Oregon's six public education schools and colleges are required on a biennial basis to prepare written plans that detail the recruitment, selection, retention, and graduation of diverse educators (HB 3375, Section 6, 2015). The six institutions providing plans are: Eastern Oregon University, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, and Western Oregon University. The 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 are made, shall adopt the plans."

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Cross Agency Background Factors

"The Department of Education and the Educator Advancement Council, in consultation with TSPC, and the HECC 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"

Supporting HB 3375 *with* HB 3427

2021-2023 EQUITY PLAN GOALS

Cross Agency
Background
Factors

- Develop evidence-based strategies for improving program quality
- Provide resources to support specific **strategies for improving program quality** that support candidate recruitment and retention
- Engage in Community of Practice with all six public EPP teams
- Consultation with Education Northwest on the development, implementation, and evaluation of Equity Plan goals and strategies

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EDUCATOR ADVANCEMENT CONTINUUM

EDUCATOR PREPARATION

PROFESSIONAL GROWTH & DEVELOPMENT

EDUCATOR RECRUITMENT PATHWAYS

SUPPORT FOR NOVICE EDUCATORS

CAREER ADVANCEMENT
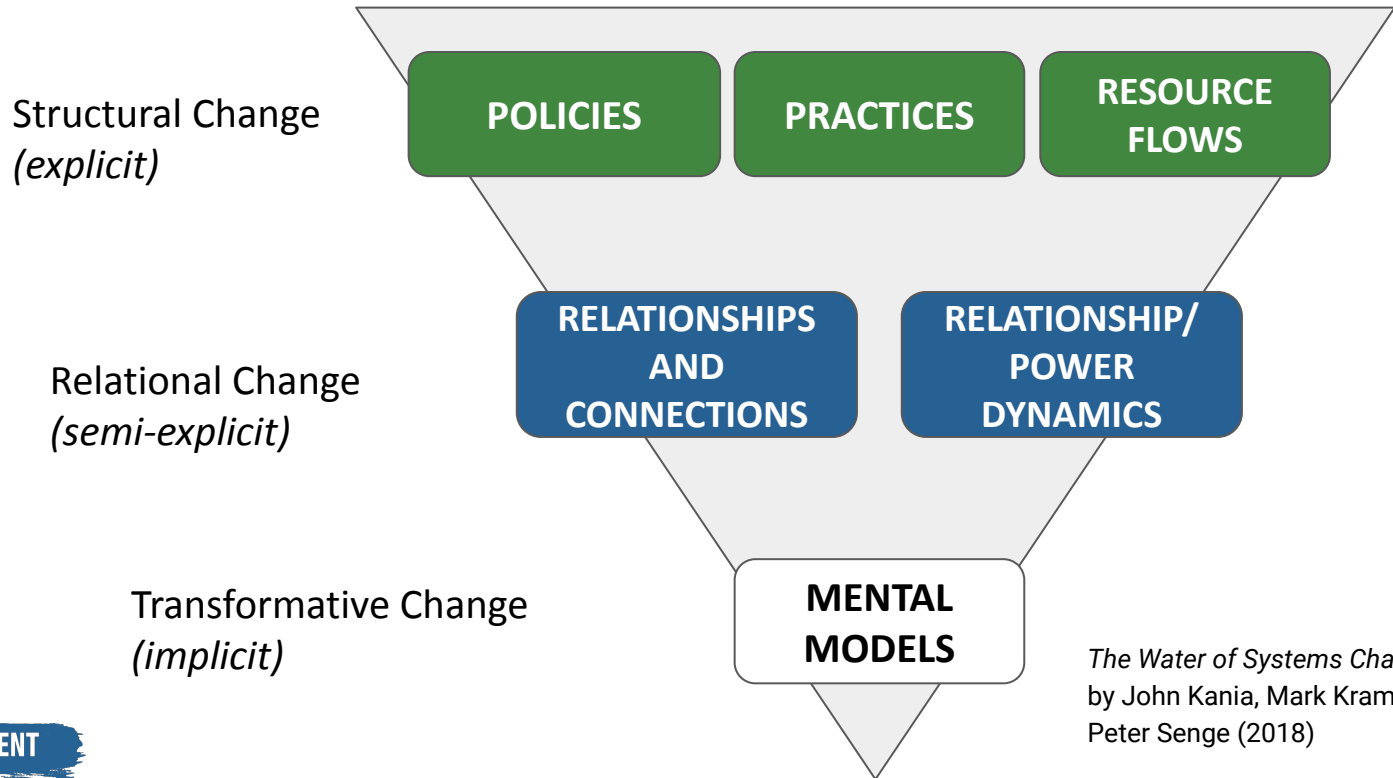
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Policy Problem of Practice: Unintended Consequences

Driving Purpose

1. Outcomes have been shifting, with little substantial success.
2. The process was limited to each individual EPP without greater connection across institutions (shared a common problem, but not collectively).
3. Timeline for equity plans is misaligned with other required reporting (Education Equity Report, Annual Report and Program Review to TSPC, and national accreditation reports, etc.).
4. Celebrating small, incremental gains (e.g. an increase numbers) is a distraction from doing the hard work of collectively investigating where greater progress can be made and pushing for that progress.

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Developing the organizational capacity for facilitating improvement in areas less visible, less tangible

Structural Change
(explicit)

POLICIES

PRACTICES

RESOURCE FLOWS

Relational Change
(semi-explicit)

RELATIONSHIPS AND CONNECTIONS

RELATIONSHIP/ POWER DYNAMICS

Transformative Change
(implicit)

MENTAL MODELS

The Water of Systems Change
by John Kania, Mark Kramer, and
Peter Senge (2018)

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Relational Change -
semi-explicit

PROMISE

RELATIONSHIPS AND CONNECTIONS

Quality of connections and communication occurring among actors in the system, especially among those with differing histories and viewpoints

TENSION

POWER DYNAMICS

The distribution of decision-making power, authority, and both formal and informal influence among individuals and organizations.

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Problems are Complex

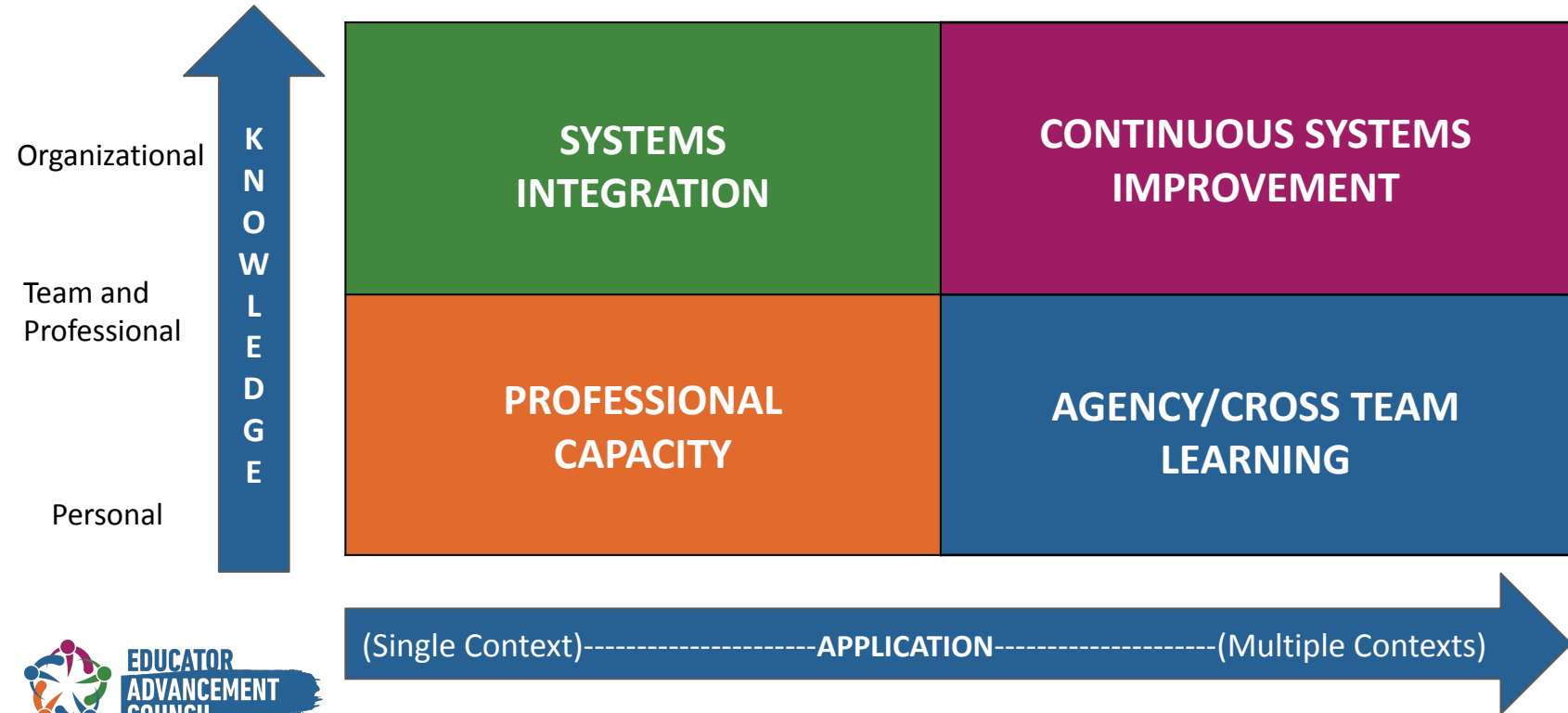**Collaborative Leadership Decisions And Designs**

Technical Change

Technical changes are changes made in response **to clearly defined issues or challenges**. These solutions are relatively straightforward, and the leaders or experts within an organization can usually address them without consulting the rest of the organization.

Adaptive Change

Adaptive changes typically **require a collective effort and a cultural shift** in values, beliefs, attitudes and approaches.

EAC Capacity Building Framework

Organizational

Team and Professional

Personal

KNOWLEDGE

SYSTEMS INTEGRATION	CONTINUOUS SYSTEMS IMPROVEMENT
PROFESSIONAL CAPACITY	AGENCY/CROSS TEAM LEARNING

(Single Context)----------------------**APPLICATION**--------------------(Multiple Contexts)

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Professional Capacity

Developing the knowledge, skills, and dispositions needed in order to act and behave as a team.

- Understanding the policy goals in relation to the equity plans

- Acknowledging the missing partners and inviting TSPC in order to develop collaborative, cross-agency work

- Understanding individual agency roles and responsibilities

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Moving into the Adaptive Space

➔ Making time and space to understand each agency's role and responsibilities to improve cross-agency collaboration

➔ Analyzing outcomes from the equity plans since 2015 for root causes of DDP

➔ Articulating the purpose of our work aligned with EPP program quality, candidate experiences, and understanding DDP

Cross Team Learning

*The **integration** of knowledge, skills and dispositions to extend into multiple areas of other learning; engagement in relationship building and developing/applying systems thinking.*

- Creating a process to capture agency input/misunderstandings

- Reviewing goals of the equity plans to determine misalignment

Moving into the Adaptive Space

➔ Identifying the gaps to better understand areas of misalignment

➔ Figuring out what might be working against us to make improvements to the process

➔ Identifying and understanding each agency's roles and responsibilities to support EPP equity plans

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Agency's Responsibilities

HECC	EAC	TSPC
Issue Equity Plan guidance aligned to EAC policy goals to EPPs	Provide direction to HECC about the Equity Plan guidance	Review HECC guidance document for alignment to program practice standards
Review and provide feedback to EPPs on Educator Equity Plans	Fiscal responsibility to award and monitor funds – stewards of the grant funds	Analyze the Equity Plans to identify licensure and programming barriers
Only approve Equity Plans with evidence of progress towards identified goals and/or planning to implement changes to improve program effectiveness; engage contractor to provide support through community of practice for EPPs	Report on the progress of the EPPs to the Governor's Cabinet, the EAC Council	Ensure approved programs are meeting state standards for equity
To communicate to the Deans and their teams and to set agenda and expectations for quarterly Deans meetings	Convene and facilitate conversations with HECC and TSPC and any approved vendor related to improving educator equity plan outcomes	Setting and communicating program/licensure rules and standards for equity and reducing barriers in these areas

	HECC	EAC	TSPC	EPPs
Equity Plan Implementation	Align the requirements of the Equity Plans with what is already collected through state level data and reporting	Convenes and coordinates cross-agency leadership, through Council guidance for educator workforce and preparation	Seeks to understand the barriers to and systems that support diversifying the educator pool, from recruitment through program completion	Prepares high-quality educators to meet the needs of students
Allocation of Resources to Improve Program Quality	Administer the grant funding for approved Equity Plans to the Public University	Provides funding for the grant for approved Equity Plans by continuously assessing needs and coordinating resources in an area of focus to see change and transformation	Oversees the approval of preparation programs and provides ongoing review of programs	Improves the effectiveness of preparation programs to address Disparity, Disproportionality and Predictability in outcomes, such as candidate experiences and competencies
In Service to Educator Candidates	Student Success and Completion Model – administers state funding to public universities	Supports capacity building and professional learning opportunities informed by the standards and requirements set by TSPC and accreditors (NWCCU and AAQEP/CAEP)	Sets the rules/standards for programming, licensure, and the education profession, including professional development requirements for in-service educators	Delivers high-quality programs that meet the needs of educator candidates
State Reporting Requirements	Approval of the 2-year Equity Plans	Reports on EPP Educator Equity Plan longitudinal progress in Educator Equity Report every 2 years	Reviews the requirements of the Equity Reports/Plans and state standards to reduce barriers to meet equity goals	Engages in planning and self evaluation to continuously improve high-quality programs to enhance the learning experiences of teacher candidates. Report to University Boards and HECC.
Recommendations	Refines and makes recommendations to Commissioners, Legislature, and Governor on state educator equity goals	Refines and makes recommendations to Council Directors, Legislature, and Governor on state educator equity goals	Refines and makes recommendations to Commissioners, Legislature, and Governor on state educator equity goals	Contributes to recommendations to Commissioners, Legislature, and Governor on state educator equity goals

System Integration

Creating institutional habits to predictable equity problems of practice by applying evidence-based solutions for effective implementation of policy goals.

- Envisioning the future of EPP equity plans

- Update and review new EPP equity plan guidance

Moving into the Adaptive Space

➔ Identifying evidence-based practices to help us move towards cross-agency integration *(Developing)*

➔ Exploring/experimenting with new approaches to develop a working protocol towards continuous improvement *(Developing)*

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Communities of Practice (CoP) Focus Areas

Session	Topic	Outcomes
October 27, 2022 10 am to 12 pm PST	Building Strong Foundations: Aligning Equity Plans with Research and Standards	• EPPs can describe how their instructional model helps promote equitable outcomes in student achievement and wellbeing • EPPs describe how their program of study prioritizes strategies for addressing disparity, disproportionality and predictability in student outcomes.
January 25, 2023 9-11 am PST	Building Strong Partnerships: Shared Vision and Planning with Districts	• EPPs partner with districts to design a high-quality professional development program to identify and select teaching/coaching candidates • EPPs and partner district staff have shared process for screening the effectiveness of knowledge, skills, and dispositions for teaching/coaching candidates (cooperating teachers)
March 15, 2023 9-11 am PST	Building Strong Evidence: Monitoring and Analyzing Data	• EPPs use candidates' clinical experience and disaggregated student outcomes data to evaluate program quality/effectiveness • EPPs use multiple forms (**naming the forms of evidence**) of evidence to inform and improve their practices
May 24, 2023 9-11 am PST	Building Strong Futures: Next Steps Based on Data	• EAC, HECC, and TSPC have shared understanding and criteria for evaluating EPP educator equity plans and EPP progress towards state goals • EPP Educator Equity Plans inform state goals that drive policy and practice, including TSPC standards development

Key Takeaways for Cross-Agency Collaboration

- The quality of our relationships helped us to move into adaptive spaces and work through areas of tension.

- Figuring out what was working against us to improve our process.

- Cross-agency integration and evidence-based solutions must inform our work.

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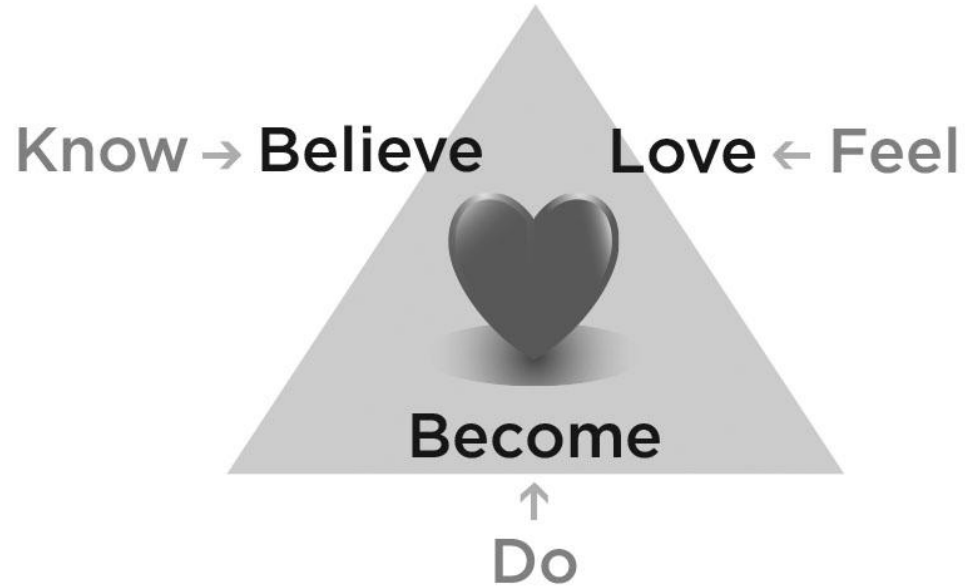
Regional Educator Networks Impact Framework Introduction

Developing the Impact Framework

- Review of REN evaluations
- Interviews with EAC staff
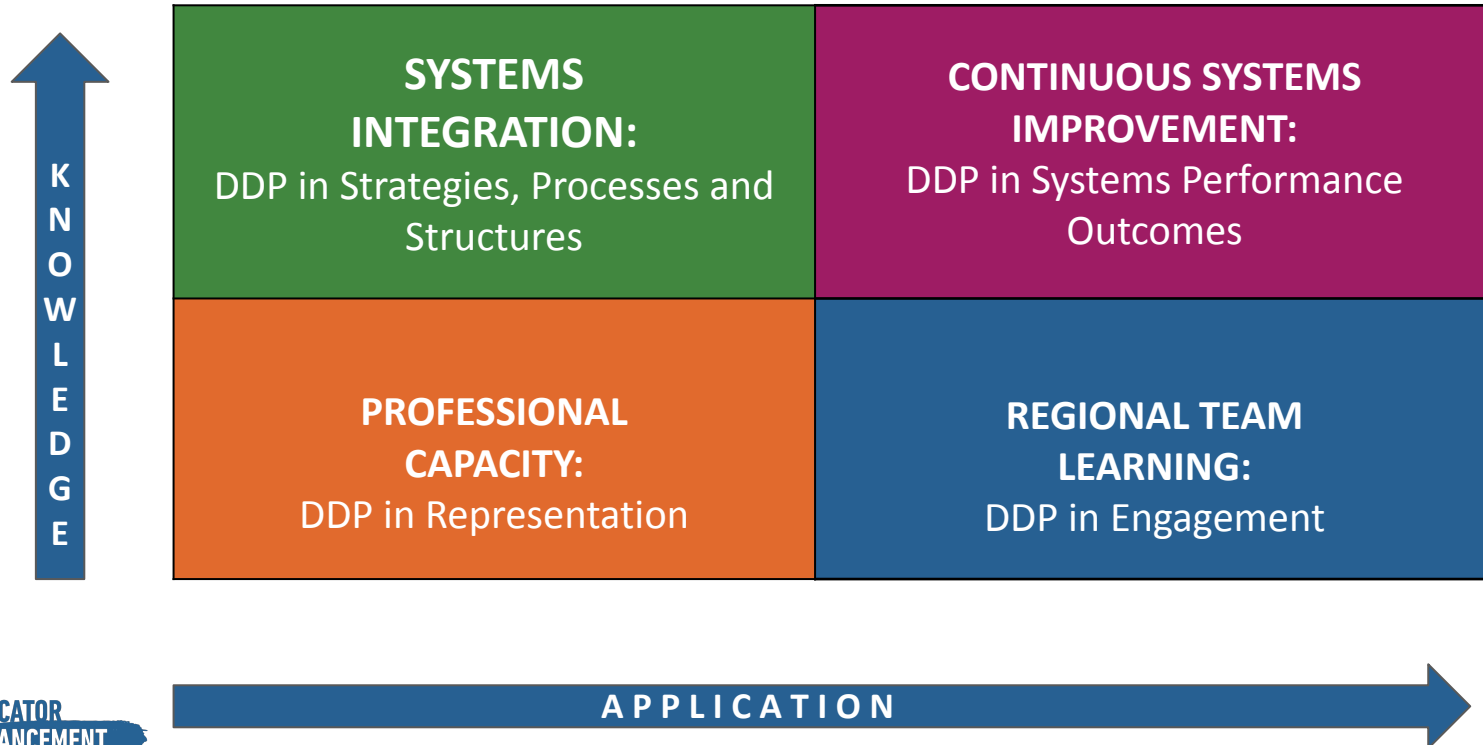- Interviews with REN coordinators

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Model for Change - The Impact Triangle

Model for Change - The Impact Triangle

Know → **Believe**   **Love** ← Feel

Become

↑

Do

Reflection questions

1. What resonates with you?

2. How does this framework spark your curiosity?

3. Why might it be important to illuminate consciousness around these behaviors?

EAC Capacity Building *Impact* Framework

KNOWLEDGE (vertical arrow, bottom to top)

SYSTEMS INTEGRATION: DDP in Strategies, Processes and Structures	**CONTINUOUS SYSTEMS IMPROVEMENT:** DDP in Systems Performance Outcomes
PROFESSIONAL CAPACITY: DDP in Representation	**REGIONAL TEAM LEARNING:** DDP in Engagement

APPLICATION (horizontal arrow, left to right)

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PROFESSIONAL CAPACITY

DEPTH OF KNOWLEDGE (DOK 1)
Personal Skill Development
Learning focuses on building individual, professional responsibility around developing an understanding of conditions needed for successful change/improvement

Personal Skill Development
Learning focuses on building individual, professional responsibility around developing an understanding of background (historical reference, local context, lived experiences, etc.)

APPLICATION OF KNOWLEDGE
Apply in Isolation –
Learning focuses on specific strengths-based context in which concepts and skills are taught to challenge mental models that lead to patterns of system inequities; personal bias, professional decision making and organizational policies

Apply Across
Contexts –
Learning integrates knowledge and skills from teaching and learning into multiple areas of other learning; mental models, intercultural relationship building, systems thinking

PROFESSIONAL CAPACITY
IMPACT

Impact focus: Develop critical consciousness

Synergy: Momentum that is grounded in motivation

Resistance: Defensiveness, Stagnation, Refusal for self-awareness

Factors:

- **Awareness** – Gaining comprehension and understanding of DDP
- **Reflection** – Deep, authentic self-awareness of DDP
- **Identification** – Locating oneself in the principles and priorities of DDP
- **Exploration** – Taking steps to discover personal application of DDP in decision-making
- **Consistency** – Seeing, diagnosing, interpreting with reliability DDP in context(s)

DDP focus: DDP in representation

REGIONAL TEAM LEARNING

DEPTH OF KNOWLEDGE (DOK 2)

Personal Skill Development
Learning focuses on building individual, professional responsibility around developing an understanding of conditions needed for successful change/improvement (same as professional capacity)

Personal Skill Development
Learning focuses on building individual, professional responsibility around developing an understanding of background - historical reference, local context, lived experiences, etc. (same as professional capacity)

Personal Skill Development
Learning focuses on starting to make conceptual connections to tangible professional practice (i.e. fishbone diagram)

APPLICATION OF KNOWLEDGE

Apply in Authentic, Structured Challenges – Learning tasks simulate application of structured solutions to predictable equity problems of practice and research has identified proven strategies of effectiveness (case study)

Apply in Unpredictable Challenges – Learning tasks are complex problems requiring real solutions with no predictable or know solution for creating equitable outcomes and requires ongoing reflection and evidence-based decision making for cultural transformation and sustainability. (case study)

REGIONAL TEAM LEARNING
IMPACT

Impact focus: Healthy functioning network/partnerships

Synergy: Authenticity and Acceleration, diligent

Resistance: Paralysis, regression, or oppression

Factors:

- **Application** – Finding points of practice to reduce DDP in novel contexts
- **Initiation** – Designing collective and cooperative expressions for how to reduce DDP in new and fitting ways
- **Coordination** – Facilitating the adoption of practices to reduce DDP among a group or groups
- **Reciprocity** – Exchange of learning and practice to address DDP
- **Complementarity** – Growing and developing in accord and congruent with others to reduce DDP

DDP focus: DDP in engagement

SYSTEMS INTEGRATION

DEPTH OF KNOWLEDGE (DOK 3)

Organizational/Systems Knowledge
Learning focuses on developing operations, structures and processes designed to reduce/eliminate disparity, disproportionality, and predictability in outcomes

Organizational/Systems Knowledge
Learning focuses on using assessment or data driven outcomes to identify priorities for shifting organizational culture where every education stakeholder/partner feels valued and engaged.

Professional/Team Knowledge
Learning focuses on using multiple perspectives across organizational teams to identify where there is positive and/or negative variances that promote shared team learning of culture

APPLICATION OF KNOWLEDGE

Apply in Isolation –
Learning focuses on specific strengths-based context in which concepts and skills are taught to challenge mental models that lead to patterns of system inequities; personal bias, professional decision making and organizational policies that lead to DDP

Apply Across Contexts –
Learning integrates knowledge and skills from teaching and learning into multiple areas of other learning; mental models, intercultural relationship building, systems thinking

SYSTEMS INTEGRATION
IMPACT

Impact focus: Systemic Adoption

Synergy: syncopated, insightful, attentive/responsive, fluent, energetic

Resistance: Compartmentalization, performative, robotic

Factors:

- **Analysis** – Examining the systemic elements, interactions, and contingencies that affect DDP
- **Synthesis** – Seeing how the parts of the system work together in the whole of the system to disrupt and sustain DDP
- **Integration** – Building core ideas and principles into a new way of thinking about DDP
- **Internalizing** – Embedding within people and systems of people principles and practices to reduce DDP
- **Being** – Becoming a part of people and systems to reduce DDP instead of practices of doing

DDP focus: DDP in strategies, processes, and structures

CONTINUOUS SYSTEMS IMPROVEMENT

DEPTH OF KNOWLEDGE (DOK 4)

Organizational/Systems Knowledge
Learning focuses on the continuous improvement of operations, structures and processes designed to reduce/eliminate disparity, disproportionality, and predictability

Organizational/Systems Knowledge
Learning focuses on using assessment or data driven outcomes to continuously refine priorities for shifting organizational culture where every education stakeholder/partner feels valued and involved.

Professional/Team Knowledge
Learning focuses on using multiple perspectives across organizational teams to monitor for improvement where there are negative variances that are hindering sustained learning for effective implementation

APPLICATION OF KNOWLEDGE

Apply in Authentic, Structured Challenges – Learning tasks simulate application of structured solutions to predictable equity problems of practice and research has identified proven strategies of effectiveness (application in real-time)

Apply in Unpredictable Challenges – Learning tasks are complex problems requiring real solutions with no predictable or know solution for creating equitable outcomes and requires ongoing reflection and evidence-based decision making for cultural transformation and sustainability (application in real-time)

CONTINUOUS SYSTEMS IMPROVEMENT
IMPACT

Impact focus: Improving and Scaling (Adaptation and Evolution)

Synergy: creative, generative, abundance, harmony

Resistance: Stasis, discouragement

Factors:

- **Extending** – Increasing the reach, scale, and scope of efforts to reduce DDP
- **Creating** – Developing new and rigorous approaches to accelerate the reduction of DDP
- **Evolving** – Improving efforts to reduce DDP through adaptation in complex contexts
- I**nnovating** – Continually in a growth mindset seeking new and fresh expressions of practices to reduce DDP
- **Transforming** – Fundamental and ongoing change in DDP (no going back)

DDP focus: DDP in systems performance outcomes

Reflection questions

1. What resonates with you?

2. How does this framework spark your curiosity?

3. Why might it be important to illuminate consciousness around these behaviors?

What's next?

- Developing behavioral indicators to show progress
- Vetting this model with local and national leaders and refining
- Adapting model to other EAC programs (GYO)
- Designing and testing evaluation instruments
- Piloting the evaluation process to develop regional profiles for RENs