

February 9th, 2023

COREN Coordinating Body

*Please grab some food, find your name plate,
and be ready to start by 4:40*



Agenda

- 1) Welcome Activity
- 2) Land Acknowledgement
- 3) Work Session: REN Plan/Driver Diagram (90 min)
- 4) Proposal After Action Review (15 min)
- 5) Wrap Up



Revised Norms

- Be accountable for your role in the larger group by knowing and actively contributing to COREN objectives.
- Actively ensure that everyone has voice by taking and sharing space.
- Actively engage with an open heart, mind, and perspective.
- Open to others' truth, and courageous with my own.



Introductions and Norms

Please make sure to find your name tent and introduce yourself:

- Name & pronouns and your organization
- Shawn, you're up!



Welcome Brandi Dancan:
COREN Project Manager

Welcome back Carson!



Land Acknowledgement

We would like to acknowledge that these beautiful lands are the original homelands of the Wasq'u (Wasco) and Wana Łama (Warm Springs) people. The Wasq'u (Wasco) and Wana Łama (Warm Springs) people ceded nearly 10 million acres of this land in the treaty of middle Oregon in 1855 while retaining regular and customary hunting, fishing, and gathering rights. The Tribes inhabited this area seasonally and clearly established their presence here. As a result of the treaty of 1855, the Warm Springs Indian Reservation was created. In 1879 the Northern Paiute people were moved to the Warm Springs Reservation. The three distinct tribes became known as the Confederated Tribes of Warm Springs. It is also important to note that although the Klamath Tribes did not inhabit this area, the Klamath Trail ran north and south through this region to the great Celilo Falls trading grounds. We acknowledge and thank the original stewards of this land. It is our hope that our guests continue to honor and care for the land that we hold dear to us.



Visit: <https://native-land.ca/>



Driver Diagram Update

Process for Update

- Review feedback from Coordinating Body team members
- Review themes from the VOICES data
- Incorporate into update of Driver Diagram
- Compare to anchors from the EAC
- *Send surveys to teachers and district leaders*
- *Compare survey results to updated diagram and modify as needed*





Aim

Increase the diversity of our certified teacher workforce, both regionally and in each engaged district, to better match the faces of our students, as measured by a 2-year rolling average from our [baseline in 2019](#).

Primary Drivers (the what)

Equitable recruitment and hiring practices and policies

Retain teachers through sustained learning and support for diverse educators

Retain diverse educators through a supportive teaching and learning environment

Recruit and retain through mutually beneficial and intentional partnerships with community orgs and P-20 Network

Secondary Drivers (the where)

HR advertising, screening, and hiring practices and policies that are equity centered

Regionally agreed upon, culturally responsive, and equity centered common skill set/standards introduced in induction, measured by relevant common metrics

Use teacher feedback to improve and extend teacher induction, including intentional relational connections

Improve intentional, regular, 2-way communication and cooperation between orgs and ed as it pertains to a diverse teacher workforce

Develop partnerships between districts, orgs, and higher ed to develop grow your own teacher prep programs

Develop partnerships with BIPOC community orgs to create pathways to educator careers -- must be mutually beneficial

Intentionally support a sense of belonging of BIPOC educators through relationships with other educators, admin, classified staff, and community

Intentionally support White educators and staff to improve their cultural competency through diverse community events, PD, and policy/protocols

Example Change Ideas

Blind application screening to reduce unconscious bias

Regional team reviews various district induction standards using equity lens

Job-alike PLCs for new staff with a coach/experienced teacher for support

Exchange newsletters and hold monthly connection/update meetings to increase collab.

Diverse org. Members recruit for teacher prep programs, district personnel mentor through process

Use HS pathways and internships designed and produced with comm. orgs.

Implement regional or district racial affinity groups

Provide access to professional learning where all staff can learn together to acquire 2-3 strategies /tools per quarter

If we want to improve **AIM**, then we need to focus on **PRIMARY**.

Feedback for the Coordinating Body

- Simplify language. Remove prepositions. Remove adjectives that are hard to measure.
- Strengthen and clarify language. Move from hope to action.
- All actions can be equity-centered through practices, policies, and partnerships.
- Can we combine primary drivers 2 and 3?
- Primary Driver #4: What does this really mean? Remove it? Refocus it?
- Make Secondary drivers more concrete
- Do we need all of the example change ideas? Maybe one. Reduce clutter.

What else?



Data from the Voices Report

In Central Oregon in 2021-2022

1 in 17 teachers is brand new. 1 in 2 teachers has > 10 years of experience.

1 in 4 students and 1 in 13 teachers identify as BIPOC.

There was a 60% increase in hiring first year teachers. (64 to 108)

- 25% of first year teachers previously held classified positions
 - 22% of those teachers identify as BIPOC



Data from the Voices Report

Retention in Central Oregon

Year over year retention hovers around 90% and is trending downward

Of those hired in 2016

- 50% of new teachers were retained for 5 years
- 64% of experienced teachers retained for 5 years

In 2021 only 5% of hires moved to another district within Central Oregon





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Regional Educator Network Policy Goals

- Provide open access to **high-quality and culturally responsive professional learning** and supports for educators in this state that reflects teacher voice, local contexts, and stages of an educator's career, maximizes collaborative leadership among teachers and administrators and reflects professional learning standards.
- **Enhance a culture of leadership and collaborative responsibility** that elevates and advances the teaching profession among professionals employed by early learning services, schools serving students in kindergarten through grade 12, education service districts, educator preparation providers, nonprofit organizations, professional associations, and community-based organizations.
- Strengthen and enhance existing **evidence-based practices** that **improve student achievement** and that reflect changing students needs and demographics.
- Improve the **recruitment, preparation, induction, and support** of educators at **each stage of the educators' careers**.
- Enhance **leadership and career advancement opportunities** for teachers and

Getting stakeholder feedback

[Teacher Survey](#)



[Building Administrators Survey](#)



[District Administrators Survey](#)



1. What/Why/How of our surveys
2. Let's test!
3. Feedback?
4. Next Steps



Proposal After Action Review

- Outcome
- COREN learnings
 - CB Processes
 - CB Empowerment
 - COREN Staff
- This is progress and the heart of the work. Where we are is exactly the right spot!



Wrap Up

THANK YOU!

Be sure to take food home!

Upcoming CB meetings:
3/2/23: HDESD Manzanita –
North Redmond

