

March 2nd, 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) Equity Video & Land Acknowledgement
- 3) Work Session: REN Plan/Driver Diagram (90 min)
- 4) Change Project Updates
- 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
- Blob tree



Welcome back, Shawna!!



Blob Tree

At your table, talk about:

- Which blob do you most identify with right now?
- Which blob would you like to be for the rest of this meeting?



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/>



Clint Smith – The Danger of Silence

1. What resonated for you?
2. What should we keep in mind for our REN? For our CB?



Driver Diagram Update

Process for Update

- Review 5 Policy Goals from the EAC
- Evaluate revised Aim
- Walk through Driver #4
- Brainstorm revisions to Drivers #2 and #3
- Compare back to the 5 Policy Goals



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

Summary - Feedback from the Coordinating Body

- Simplify language.
- Strengthen and clarify language. Move from hope to action.
- Make Secondary drivers more concrete.
- Reduce clutter.
- Ensure each district will see itself in the final version.



Revised 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](#).



Recruit, support, and retain a racially diverse educator workforce that better matches the faces of our students. (as measured by a 2-year rolling average from our [baseline in 2019](#).)

Do we want to keep the measure on the diagram?





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

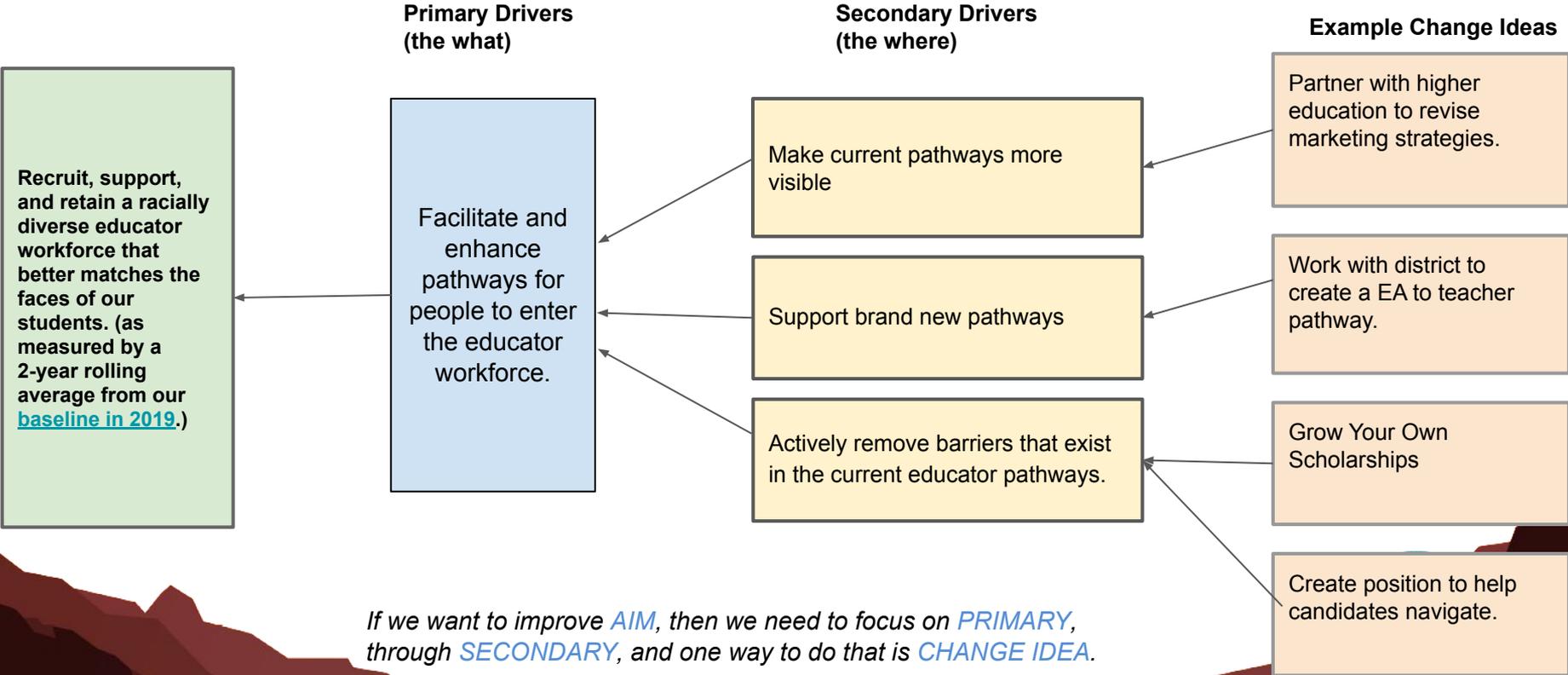
Use HS pathways and internships designed and produced with comm. orgs.

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**.

Driver Diagram - Driver #4



*If we want to improve **AIM**, then we need to focus on **PRIMARY**, through **SECONDARY**, and one way to do that is **CHANGE IDEA**.*



Driver Diagram - Driver #2 and Driver #3



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)

Retain teachers through sustained learning and support for diverse educators

Retain diverse educators through a supportive teaching and learning environment

Secondary Drivers (the where)

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

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

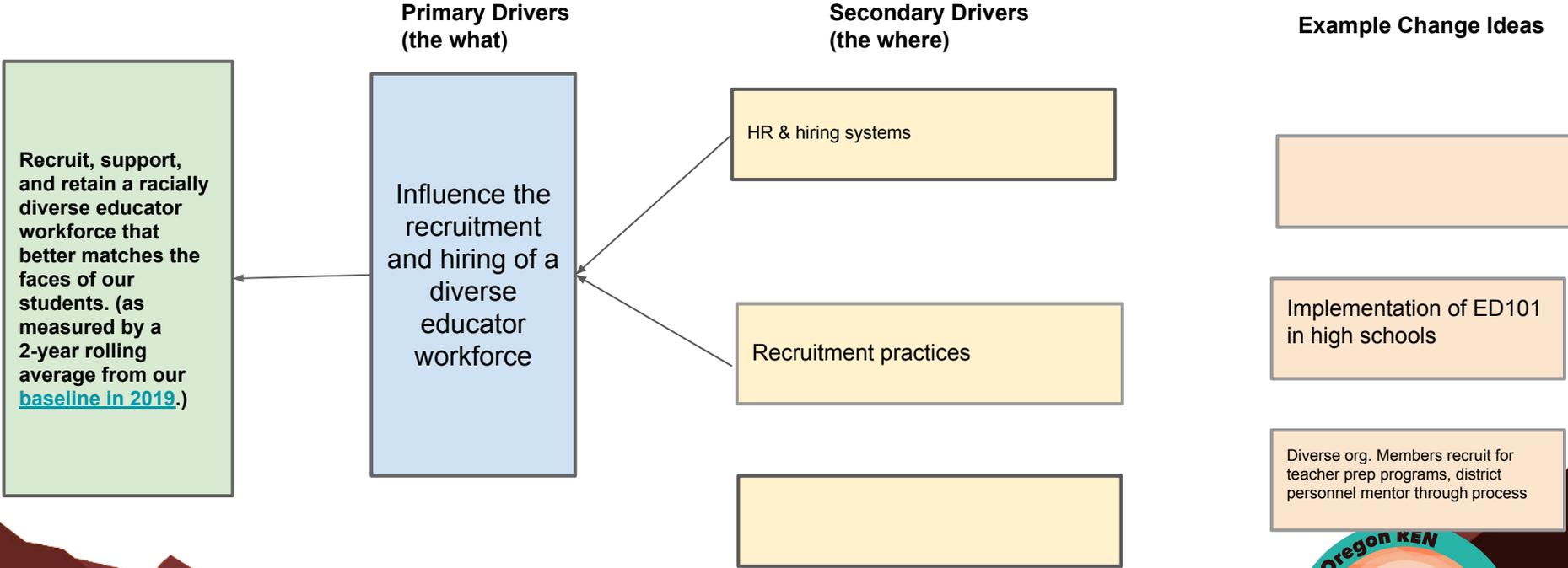
Intentionally support White educators and staff to improve their cultural competency through diverse community events, PD, and policy/protocols

Example Change Ideas

*If we want to improve **AIM**, then we need to focus on **PRIMARY**, through **SECONDARY**, and one way to do that is **CHANGE IDEA**.*



Driver Diagram - Driver #1



If we want to improve **AIM**, then we need to focus on **PRIMARY**, through **SECONDARY**, and one way to do that is **CHANGE IDEA**.



Getting stakeholder feedback

[Teacher Survey](#)

44 respondents

NEED: Small Districts

Newer teachers (0-3 yrs)

[Building Administrators Survey](#)

24 respondents

NEED: Only have RSD & BLS

[District Administrators Survey](#)

14 respondents

NEED: 11 are BLS



1. Who do you know who meets our current needs?
2. Who do you know who can find those who meet our needs?
3. SURVEY CLOSSES 3/7
 - a. (or does it?)



Sisters New Teacher Mentoring



ED101 Bend Senior High



ED101 Bend Senior High

You guys made sure to hear everyone's ideas and opinions. I feel like we all learned together

The class was overall very good. When things didn't work, whether it was technology or something else it was easy to talk about it and figure it out. Anita and Mrs. Evers made the class feel like a family.

That they help me connect with the students in the class and didn't judge us when we were still starting off fresh in the class

I loved how welcoming and comfortable the class environment felt

Overall, this class was very informative and insightful on the field of education. I feel like I've learned a lot of real life skills.

This class is one of the most ground breaking classes for me. Everyone involved is so patient, nice, and supportive. I don't think I've had a class so supportive in my life, so thank you.

This was the only class I looked forward coming to and I enjoyed being in this class with the teachers and the students. I learned a lot from this and feel more prepared going into 2nd semester. I think everything went well and was organized with the lessons.



Central Oregon Administrator Gathering

We are getting administrators together from across Central Oregon for food, fellowship, and focused professional development. Date is TBD in late April.

If you are interested in working with COREN to plan this gathering, or if you have thoughts about content that would be meaningful to building administrators, please reach out to Shawna.



Wrap Up

THANK YOU!

Be sure to take food home!

Upcoming CB meetings:
4/13/23: OSU-C (Melinda, what room?)

