



MINUTES

SUPPORTING NEW EDUCATORS EAC WORKGROUP

Friday, July 13, 2018

11:00 AM – 1:00 PM

Conference call-in: 1-888-557-8511, Access code 5579138

Meeting Outcomes

- Review charge of Work Group and refine desired goal
- Review available resources and information
- Determine approach to work and prioritize desired recommendations
- Confirm meetings logistics
- Confirm next steps

11:00 1.0 Preliminary Business

- 1.1 Welcome Remarks--Ana welcomes EAC directors in attendance and noted materials that have been sent as Google Doc. Additional resources are in the Dropbox folder for this work group.
- 1.2 Roll Call--Ana Gomez, Melissa Wilk, Marvin Lynn, Ken Martinez, Tony Rosilez, Hilda Rosselli
- 1.3 Agenda Review/Today's Meeting Outcomes

11:45 2.0 Public Comment

Public testimony should be submitted in writing to debbie.green@state.or.us

11:55 3.0 Supporting New Educators Discussion

- 3.1 Review background and draft desired outcome or AIM statement

Initial Draft AIM Statement: Examine current best practices and develop recommendations for the EAC on how all Oregon educators new to the profession can have access to high quality and support that enables educators to employ culturally responsive practices (that includes mentoring) starting in the 2019-21 biennium.

Comments on the draft AIM Statement from WG Members:

Embed equity, ensure there are mentors who can support mentees of color. Does this include Pre-K educators?

- 3.2 Review of available resources and information in Dropbox file

3.3 <https://www.carnegiefoundation.org/in-action/previous-improvement-work/bten/> This link provides information about teacher retention.

3.4 Initial discussion of Advance Organizer Questions:

A. EQUITY LENS, CULTURALLY RESPONSIVE PRACTICE AND PEDAGOGY

What should Oregon do to support our small and growing number of new educators who are ethnically, racially or linguistically diverse in order to support and retain them in the profession?

The need for culturally responsive teaching and pedagogy continues after graduate school. How are mentors prepared to help new teachers and what resources are used in this support?

What are the implications for selecting and preparing mentors?

Discussion regarding developing a system within the state to provide equitable resources for all mentors/mentees.

What do all new educators need to know or be able to do in their school environments relative to Culturally Responsive Practices and Pedagogy?

Critical self-reflection is central in using tools and resources that allow new educators to see their students and how they reach each of their students.

Provide uniformity in language around supports and systems and a seamless continuity across preparation and across districts. Currently, levels of support vary greatly across districts. Discussion about types of supports beyond linguistic diversity – racially specific training.

B. ADMINISTRATOR SUPPORTS **What should Oregon do to evaluate and enhance mentoring for new administrators?**

Currently there is a discrepancy between districts in how mentoring is provided.

Another concern is the high turnover of principals. How do we support administrators prior to their assignment? Seek out perspective of administrators and learn about services provided in preparation of their jobs.

C. ACCESS **What should Oregon do to provide more equitable access to high quality mentoring without relying on competitive grants that are inequitably distributed across the state due to funding levels? How will the EAC describe a statewide educator mentoring system that is equitable and accessible?**

Mentoring should include supports. How do we provide access to all – what does that mean?

D. PRE-K ALIGNMENT **What are the opportunities for enhancing and aligning mentoring for pre-k educators within this work?**

ALL: Beyond this list, what one critical question do you still have based on your perspectives on mentoring?

ALL: How should the Work Group organize around these key questions?

3.5 Chart activity:

- **What we've learned from the resources and our personal perspectives?**
- **What we need to know? Who do we think might be able to share?**
- **What we still wonder about?**

3.6 Discuss proposal for a Face To Face Meeting in August

3.6.1 Purpose, suggested date, time, presenters, and location,

The group consensus was to meet again in August with additional stakeholders.

3.7 Planning group can finalize an agenda.

12:45 4.0 Work Group Meeting Logistics

4.1 Work Group Calendar, meeting mode

12:50 5.0 Wrap Up and Review of Next Steps

5.1 Process question: What we have learned after our discussion today?

Challenges: technology, not seeing Work Group members face to face.

Next meeting: Melissa to serve as Chair.

5.2 Staff to review requests

5.3 Other

1:00 Adjourn

Unanticipated agenda items may or may not be included. All Educator Advancement Council meetings are open to the public and conform to Oregon public meetings laws. Accommodations requests should be submitted to EACinfo@OregonLearning.org 503)373-1283 at least 48 hours in advance. To subscribe to meeting notices please register [here](#) or www.education.oregon.gov to also find upcoming meetings and prior meeting materials.