



OREGON EDUCATION INVESTMENT BOARD

May 22, 2013

Representative Betty Komp,
Senator Rob Monroe,
Representative Lew Frederick,
Senator Mark Girod,
Representative Sherrie Sprenger,
Senator Chris Edwards

Dear Members of the Joint Committee on Ways and Means Subcommittee of Education,

For the record, my name is Hilda Rosselli and I serve as Deputy for College and Career Readiness with the Oregon Education Investment Board and I am here today on behalf of Dr. Rudy Crew and the OEIB staff to share our support for SB 271 as amended.

There is substantial agreement that our teachers and administrators will need resources and time to serve Oregon's P-12 students in ways that are responsive to changes in curriculum standards, classroom demographics, technology integration, college/career readiness skills, and student-centered approaches to learning.

There is agreement that current professional development in Oregon lacks coordinated alignment across the state. Although educators in some districts are provided embedded time and access to professional development resources, these practices are uneven across the state and are not consistently aligned with evidence of effectiveness and national standards for professional development.

In 2009, Senate Bill 443 proposed an **Oregon Educators Professional Development Commission** for the purpose of "providing statewide collaborative leadership for prekindergarten through post-secondary education in the areas of school improvement." As a result a state website was developed and launched in 2011 as a clearinghouse for information on educator professional development opportunities for Oregon educators, however, the website is not currently supported and to date the Commission has had no impact on professional development opportunities for Oregon educators.

Chief Education Officer Rudy Crew and the Oregon Education Investment Board believe that in order to transform Oregon's system to reach the 40-40-20 Goal, the state must create a culture of collaborative responsibility among colleges of education, early learning providers, educators at the K-12 level, Education Service Districts, and other post-secondary faculty that includes professional development and collaborative engagement that improves classroom learning. A culture of continuous learning and collaborative support is what will be needed to help all students succeed, particularly those who have typically been underserved or are under-performing.

Thus, in HB 3233 for which you heard testimony earlier this month, we have proposed a Network of Quality Teaching and Learning that builds upon the intent of SB 443 by providing access to professional development for educators. The Network will honor nationally established standards of professional development practice and support models that include professional learning communities, coaching, data teams, onsite observations, and consulting that support educator development and collaboration.

The HB 3233 Network of Quality Teaching and Learning will support results by targeting effective practices already closing the achievement gap and linking educators so that they can collaborate and grow professionally. Simultaneously, the Network will empower educators to help implement curriculum needed to help students succeed, document the impacts on results using agreed upon metrics and infuse current preparation programs with in-the-field practices that are working for Oregon's students.

Building upon the intent of SB 443, the Network will offer an interactive portal that enables users to not only locate and access resources and professional development opportunities but contribute to and provide feedback that is dynamic and establishes proven track records of impact.

The Network will connect communities of professional practice engaging local, regional, and state stakeholders including schools, school districts, professional associations, post-secondary institutions, ESDs, not-for-profit foundations, state agencies, and business and community partners.

As one example, the Network will support teachers' implementation of the Common Core State Standards by providing:

- Access to CCSS learning progressions and classroom activities by element and level
- Searchable access to classroom videos of teachers and students tagged to CCSS and effective instructional practices
- Choice of professional opportunities including online partnerships, webinars, lesson study groups, summer institutes, teacher residencies, and action research groups
- Resources in other languages to help teach CCSS standards and vocabulary
- Assistance in developing formative assessment and using results
- Updates when new resources are posted by Oregon educators
- Linkages to other existing CCSS resources from other states and national organizations

Other areas of identified focus include:


- best practices and evidenced best models for closing the achievement gap for students learning English as a second language,
- professional development of early learning providers,
- rural community professional development networks,

- educators' skills in using data to improve student learning
- implementation of proficiency based learning practices, and
- alignment of professional development with school improvement plans.

For these reasons we urge you to support passage of SB 271.

Sincerely,



Hilda Rosselli, Ph.D. 
Deputy Director
College and Career Readiness
Oregon Education Investment Board

"For teachers, going to school must be as much about learning as it is about teaching. They must have time each day to learn, plan lessons, critique student work and support improvement as members of learning teams. Schools must be learning communities where staff members establish common goals for student success. Staff development cannot be something educators do only on specified days during the school calendar. It must be part of every educator's daily work schedule." –

Stephanie Hirsh,
Deputy Executive Director,
National Staff Development Council

