

# Senate Bill 83

## Training for Cooperating Teachers



Cooperating teachers play a critical role in creating a successful clinical practice experience for student teachers; and student teachers report it is the most important element of their preparation. The experience bridges theory with classroom practice as cooperating teachers model exemplary practice, provide coaching and guidance and offer student teachers opportunities to provide effective instruction, assess student progress, analyze student performance data, practice successful classroom management strategies, and develop effective social interactions and relationships with their students.

In 2012, Chalkboard Project launched TeachOregon, a collaborative initiative to design and implement innovative approaches to help improve and support Oregon's teacher preparation programs. TeachOregon is funded by Chalkboard and the Network for Quality Teaching and Learning. Senate Bill 83 is a direct result of the ongoing work and lessons learned from TeachOregon and recommendations offered by the Distinguished Educators Council (DEC).

### Why are cooperating teachers a focus?

- A statewide survey of Oregon K-12 public education teachers shows 92 percent of teachers support purposeful placement of student teachers with high quality cooperating teachers (DHM, 2013).
- An Oregon Secretary of State 2013 audit shows that half of school district administrator respondents said Oregon's public teaching colleges do not sufficiently prepare their graduates.
- Distinguished Educators Council members cite poor experiences as former cooperating teachers highlighting unintentional selection, no training and minimal interaction with university supervisors, and few, if any, incentives. Six out of seven DEC respondents to an informal survey said their district:
  - Did not provide incentives for cooperating teachers.
  - Did not provide specialized professional development for cooperating teachers.

### Problem

- Oregon lacks coordination between school districts and universities in placing student teachers with the most competent and accomplished classroom teachers.
- Oregon lacks selection criteria and training for cooperating teachers, short-changing student teachers from meaningful clinical practice experiences.

### Solution in SB 83

- Requires supervised clinical practice experience (student teaching) with a trained cooperating teacher by the 2020-2021 school year.
- Requires TSPC to convene a workgroup to develop standards and guidelines for the training, including a plan for implementation and any identification of any possible funding needs. The plan must include:
  - Training for cohorts of 500 cooperating teachers beginning in the 2017-18 school year through the 2019-20 school year, providing a pool of at least 1,500 trained cooperating teachers by the 2020-21 school year.
  - Training for an additional 100 cooperating teachers that would occur in each subsequent year after 2021.

Work is already underway to develop potential training components through TeachOregon, and defers any additional cost until the 2017-19 biennium. Future cost will be determined by TSPC as part of the required plan produced by the proposed workgroup under this bill.

For more information about Chalkboard Project, Distinguished Educators Council, and TeachOregon, see back.

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## **Who is Chalkboard Project?**

Chalkboard Project is an independent education reform organization dedicated to making Oregon's K-12 public schools among the best in the country. Launched in 2004 and with a goal of transforming our public education system by focusing on educator and leader effectiveness to improve student achievement, Chalkboard Project serves as a nonpartisan advocate for best-practice and evidence-based education reform across the entire educator career pathway. We are funded by a consortium of Oregon's leading philanthropic foundations with a central belief that expert research is essential to identifying policies and practices that improve outcomes for students. The founding foundations are: Meyer Memorial Trust, The Oregon Community Foundation, The Collins Foundation, The Ford Family Foundation, JELD-WEN Foundation, and The James F. and Marion L. Miller Foundation.

## **Who is the Distinguished Educators Council (DEC)?**

In our search for advice on ways to support and strengthen teaching and learning in Oregon's K-12 classrooms, Chalkboard turns to experts in the field: teachers and education leaders themselves. In 2012, Chalkboard commissioned the Distinguished Educators Council. The council—a diverse body of teacher leaders who have been recognized by peers as exceptional educators—provides recommendations for state and local policymakers and educators on important reform efforts across the entire educator career pathway to ensure Oregon is a great place to teach.

## **What is TeachOregon?**

Funded by Chalkboard and the state's Network for Quality Teaching and Learning, TeachOregon pairs universities with their community colleges and school district partners to redesign teacher recruitment, clinical practice, mentoring, and hiring practices. Five project teams representing 13 districts and 11 higher education institutions, which together license 65 percent of the state's teachers, are:

- Recruiting and selecting teacher candidates who bring a high quality and culturally representative mix of Oregonians into the profession.
- Providing a rigorous clinical practice experience that includes a highly effective and trained cooperating teacher.
- Ensuring that new teachers are graduating with the skills they need to be hired, and are placed in schools which need the skills they offer.
- Aligning mentoring and induction support to ensure that new teachers are successful in the transition to their own classrooms and these teachers are retained in the districts in which they are hired.

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