

Joint Committee on Student Success

Recommendations provided by the Educator Advancement Council

September 25, 2018

It is clear that Oregon must make a significant, ongoing investment to:

- 1) grow and develop our educator workforce with attention to individuals who reflect the communities and students they serve and
- 2) support all educators in reaching students whom schools have historically marginalized (e.g. students of color, students with disabilities, students navigating poverty, emerging bilingual students, LGBT youth, tribal students and other student groups including civil rights protected classes).

The Educator Advancement Council was established by the Legislature in SB 182 as the entity charged with helping Oregon achieve high-quality, well-supported and culturally responsive public educators in every classroom. The EAC is actively working on the following areas to support educators throughout the continuum of a teacher's career, from recruitment to professional growth to developing future leaders.

- Establishing a system of local educator networks that prioritize and enhance educators' access to professional learning and support services from educator recruitment, through career advancement, combining state investment and other leveraged resources driven by educator need.
- Overseeing the [Oregon Teacher Scholars Program](#), including scholarships, mentoring, networking and other resources for racially or linguistically diverse teaching candidates.
- Better aligning early learning professional development efforts with K-12.
- Researching and addressing issues related to educator workforce supply and demand.



In addition to continuing to support the EAC implementation activities, we recommend the Joint Committee on Student Success engage the EAC to help guide its work in the following ways:

Coordination and Accountability

- Rely on the Educator Advancement Council (EAC) to coordinate the cross-sector areas needed to achieve a high-quality educator workforce that reflects the demographics of our students. This includes more than simply filling a leaky pipeline – the focus should also be on supporting and retaining current teachers to best serve Oregon students.
- Charge the EAC with providing progress and evaluation reports on the use of the Educator Advancement Fund in 2019-21 to achieve Goal 1 in coordination with partners including but not

limited to: educators, school districts, education service districts, professional associations, higher education, tribes, community groups, philanthropy and state agencies.

Research and Evaluation

- Employ the findings of HB 4044, which calls for a report due in 2019 on the results of a study on the recruitment, retention, mentoring and professional development of educators who serve students in public preschool through grade 12 in this state who are from student groups potentially at risk for experiencing an achievement gap when compared to other student groups.
- Charge the EAC with the development of biennial Oregon Supply and Demand Reports that clearly define hard to fill positions, educator mobility, 1-, 3-, and 5-year educator attrition rates in Oregon as compared to other parts of the nation, and development of future policies and practices that need to be strengthened to achieve Goal 1.
- Maximize the legislated mandated annual report known as the Oregon Educator Equity Report to track progress and advocate for needed policies and resources to achieve a more diverse educator workforce.

Direct Support to Teacher Candidates

- Support full funding of the recommended scholarship amount for the Oregon Teacher Scholars awarded through the Office of Student Access and Completion (from \$5,000 to \$10,000).

Governor's Council Recommendations Guiding the Work of the EAC:

1. Create and deepen partnerships between Pre-Kindergarten services, districts, community colleges and universities to promote interest in the teaching profession, and coordinate teacher and administrator preparation efforts and share data sets needed to achieve a high quality pool of licensed professionals.
2. Streamline career pathways into teaching and provide financial resources and supports to achieve an educator workforce in Oregon that is equity-driven and more reflective of Pre-K-12 student demographics.
3. Support all novice teachers with induction and mentoring supports during their first two years.
4. Provide all novice school administrators with induction and mentoring supports during their first two years.
5. Require network and federal funds for professional learning to be equity-driven, designed with practitioner involvement, and adhere to state adopted standards for professional learning.
6. Expand models statewide that engage teachers and administrators working together to design and implement professional learning to improve student outcomes.
7. Support a seamless system of professional learning linking Early Learning providers, including Early Learning Hubs, Head Start, Pre-K programs, childcare providers, home visitors and other early education services providers with the K-3 public school systems.
8. Ensure the voices of classroom teachers are included on a regular basis in decision-making regarding professional learning priorities, educator supports, and policies impacting teachers at school, district, region, and state levels.
9. Create opportunities to develop, enhance, and recognize teacher leadership.
10. Establish a statewide Intergovernmental Coalition to coordinate and connect regional networks in support of professional learning priorities, blending of funding sources and management of innovation funds.

For more Information on the Educator Advancement Council or to sign up for meeting materials or provide public testimony, please visit: <http://education.oregon.gov/council-on-educator-advancement/>