



February 2017

Educator Professional Learning & Leadership Development

POLICY BRIEF / February 2017

THE STAKES

High quality educators are vital to student success. A teacher's influence on student achievement in the classroom is a full 20 times greater than any other factor including class size and poverty¹. Yet despite this profound role that educators play, Oregon's current approach to supporting them is often ad hoc, competitive grant based, and not coordinated across the span of an educator's career. Further, educator perspective and expertise often goes untapped when professional learning opportunities are developed. A staggering 57 percent of the educators who responded to the TELL survey², report having one hour or less each week to collaborate with peers. Oregon student demographics are changing rapidly and the educator workforce is not keeping pace. It is more important than ever that Oregon increase the number of teachers who reflect the students across the state, and that all educators are provided the support they need to be culturally responsive and relationship-centered in their interactions with students.

WHAT WE VALUE

High quality, well supported, and culturally responsive educators in every classroom who can unlock the potential of their students and help them succeed in school and beyond.

THE VISION

Imagine an educator support system that empowers educators as experts and peer leaders, one that leverages state, federal and other resources to sustainably support learning networks that span educator careers. What if the State could create a framework that sets the stage for local innovation and flexibility; one that creates space for educators

and education leaders to work hand in hand to develop strategies that meet students where they are and inspire them to fulfill their full potential? What if State investments were more effectively and equitably deployed to catalyze collaborative, home grown, and student-centered solutions to increase achievement and preparedness for the future?

POLICY RECOMMENDATIONS

The Governor's Council on Educator Advancement³ released a [report](#) in November 2016 with recommendations to achieve this vision. Senate Bill 182 is intended to establish coordinating mechanisms that will help the state:

Recalibrate the recruitment and preparation of educators to help close gaps in student achievement and opportunity

- Streamline pathways into teaching and provide financial resources and supports to achieve an educator workforce that is more reflective of our student demographics.
- Recruit, support and retain culturally responsive educators who embrace a belief that all students can learn.

Empower teacher voice and leadership

- Include the voice of classroom teachers on a regular basis in decision making regarding professional learning priorities, educator supports and policies impacting teachers at the school, district, regional and state level.
- Create opportunities to develop, enhance and recognize teacher leadership

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Support professional learning for educators

- Provide all novice teachers and all novice school administrators with induction and mentoring supports during their first two years.
- Expand models statewide that engage teachers and administrators working together to design and implement professional learning to improve student outcomes.
- Target state resources to support job-embedded professional learning that includes time for teachers to collaborate together and improve practices.
- Require that state and federal funding for professional learning be equity-driven, designed with practitioner involvement, and adhere to high quality standards for professional learning.

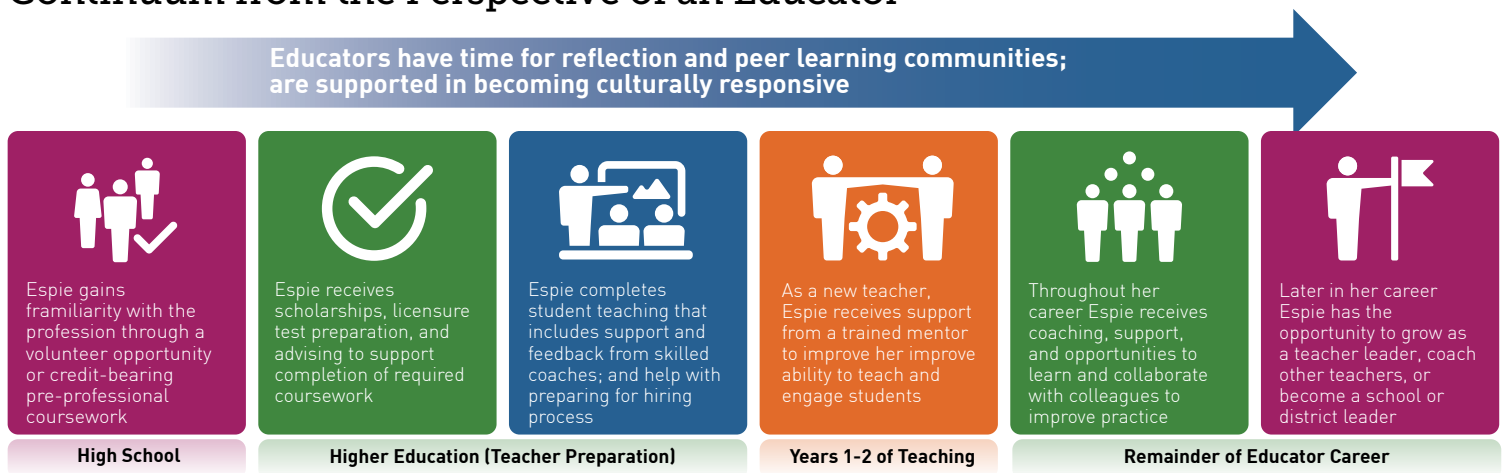
Build a seamless system across educator professional continuum

- Create and deepen partnerships between pre-kindergarten services, school districts, community colleges and universities to promote interest in the profession, coordinate educator preparation and ongoing professional learning and supports.

Establish a Statewide coordinating body to

- connect networks of support for professional learning, facilitate collaboration and coordination between multiple state agencies, educators, and other partners helping to advance the profession, leverage and combine existing funds to support educators, and manage distribution of State innovation funds.

The Professional Development & Support Continuum from the Perspective of an Educator



“I have seen first hand the impact of empowering teachers to make changes within the system. When you create opportunities for teachers and administrators to collaborate around the design and implementation of professional learning, the growth and learning of students improves.”

Jenna Schadler, Council Member and Teacher/ELD Specialist, North Clackamas SD

1 Daniel Fallon. Case Study of a Paradigm Shift: The Value of Focusing on Instruction. (Education Research Summit, December 4, 2003)

2 Teaching Empowering Leading and Learning (TELL) Survey: a climate survey that measures teaching and learning conditions and is sent out to educators every two years in Oregon

3 Appointed members included teachers, administrators, teacher preparation staff, policy makers, and community leaders who reflect Oregon’s rich regional and racial diversity.