

HB 4044 TESTIMONY

Provided by Dr. Hilda Rosselli, Chief Education Office, hilda.rosselli@state.or.us

Chair Doherty, Vice Chair Hernandez and member of the House Committee on Education. For the record, my name is Dr. Hilda Rosselli and I serve as a policy director on matters related to educators in the Chief Education Office with experience as a former middle school teacher, university professor, researcher and dean of education in two states.

The bill as proposed under HB 4404 aligns with several areas of work within in the Chief Education Office to develop evidenced-based solutions and conduct iterative exploration on what works and what doesn't in terms of attracting and retaining educators who can best serve all Oregon students.

First: Per statute, the Chief Education Office currently publishes an annual report on the state's progress in attracting, preparing, hiring, and retaining racially and linguistically diverse teachers and administrators in Oregon public schools. We have provided committee members with a link to the 2017 report and an interactive infographic showing highlights of the report. The report tracks 31 of the state's most racially diverse school districts examining disparities between the diversity of students and educators. Additionally, the report spotlights promising practices but does not study direct impact on student and educator outcomes.

Second: HB 4044 relates closely to SB 182 and recommendations from the Governor's Council on Educator Advancement, staffed by the Chief Education Office including:

- Stronger partnerships between educator preparation programs and districts to produce classroom-ready educators,
- Increased access to mentoring for teachers and administrators new to the profession,
- Opportunities to develop teacher leadership and voice in policies impacting the profession, and
- High-quality equity-driven professional learning developed collaboratively by teachers and administrators.

Third: On February 1st, the Chief Education Office launched the 2018 TELL Oregon survey. This nationally developed anonymous online survey offers Oregon licensed school-based educators the opportunity to weigh in on teaching and learning conditions, including professional development, teacher leadership, and supports for new teachers. The survey has only been open for five days, yet almost 4000 educators have already participated. Results for schools and districts meeting the recommended threshold of participation will be published on the TELL Oregon website later this spring.

Lastly, Oregon's ESSA plan (Every Student Succeeds Act), approved this past summer by the federal government, recommends developing robust human capital and talent management strategies that span educator recruitment, preparation, hiring, placement, induction/mentoring, and career advancement.

Mechanics of the Study

The resultant study from HB 4044 would require the identification and analysis of demographics and characteristics constituting student groups described in the bill as "at risk of experiencing an

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achievement gap.” The Chief Education Office staff believe the study could also focus on students receiving Talented and Gifted services as well as students with disabilities. Our recommendation would be to use high poverty school designations rather than free or reduced lunch status and we are still uncertain if we would be able to adequately study impact on students in foster care.

What is unique about the study is that it will focus on:

- 1) Reasons programs are effective/efficient in achieving positive impacts for students and educators; and
- 2) Identification of opportunities for improvement and success.

For example:

- What strategies or processes that districts use to place new teachers in schools result in retention and educator effectiveness?
- What kinds of supports are most effective for brand new teachers when they are placed in high need schools?
- What practices lead to long term retention and reduced staff turnover?
- Are we effectively hiring and retaining the racially and linguistically diverse candidates graduating from our educator preparation programs?
- Are the most effective recruitment and/or retention practices sustained over time?

Research has already demonstrated the effect of teacher turnover on student achievement, particularly in schools with more low-performing and Black students. Chronic teacher and staff turnover can add a significant degree of chaos and complexity to schoolwide operations including:

- Reductions in the time teachers spend with their own students as they support their newer colleagues;
- Unnecessary repetition of professional development experiences for all teachers;
- Loss of established teacher experience;
- Disruption and repetition of planning and implementation processes; and
- Burnout and drain on the energy of staff that stay.

Teacher turnover also has a significant fiscal impact as schools and districts must fund additional recruitment programs, implement interview and hiring procedures, and provide additional professional development—not to mention the loss in experience and expertise.

Pending the Chief Education Office’s receipt of Year 2 funding of the 2017-19 biennium, the agency anticipates absorbing the costs of the study outlined in HB 4044. The study would commence post-2018 Legislative Session adjournment and would result in a final report submitted to Legislature prior to June 30, 2019.