Developing a Representative Corps of Professional Educators

Launch of Regional Educator Effectiveness Centers (to be named)

In order to transform Oregon's system into the world-class leader in education necessary to reach the 40-40-20 Goal, the state must prioritize the recruitment, preparation, induction, advancement, and support of educators, beginning with those working with our youngest students. The corps of professional educators needed must better represent the population of Oregon, which requires a substantial increase in the number of educators of color and culture, and be prepared to serve Oregon's changing populations, which requires an approach to personalized learning that helps all students succeed. This biennium, Oregon should invest in 4-6 regional centers, keenly focused on promoting excellence in teaching and learning for teachers, faculty, childcare and other early education professionals, leaders and instructional support personnel. These Centers will serve as arms of the state education enterprise and be linked with schools of education, Community-Based Early Learning Hubs and Coordinated Care Organizations. Centers will leverage technology – creating and using 21st century modes of delivery to achieve opportunity, efficiency and effectiveness. The centers will be highly accountable for supporting great instruction that results in the improvement of student outcomes across the P-20 continuum.

Goals:

- Create a strong and diverse pipeline of teachers, faculty, early educators, and instructional leaders to positively impact teaching and learning processes.
- Create a culture of collaborative responsibility among schools of education, early learning providers, educators at the K12 level, ESDs, and other post-secondary faculty for the preparation and continued support of educators
- Ensure that institutions and districts can continuously improve by disseminating research on what works and providing technical assistance.

Activities:

- Design and communicate a seamless career roadmap that starts with educator recruitment as early as middle school level and spans across an educator's career options
    - Support policies and programs aimed at addressing the hiring gap, new career pathways and leadership opportunities for educators (e.g. Minority Recruitment Act, CLASS, Oregon Center for Career Development in Childhood Care and Education, and school district collaboration grants)
- Partner with colleges and universities to develop and study innovative partnerships and practices in educator preparation programs that significantly strengthen clinical experiences for PK-12 candidates and result in well-prepared new educators;
- Develop an Oregon PK-20 Professional Development Network that:
    - Provides mentorship and support for new teachers and leaders (Oregon Mentoring Program);

    - Supports educators in developing and implementing meaningful, rigorous curriculum, high impact practices, and assessments that promote college and career readiness
    - Provides statewide access to professional development opportunities for educators and instructional support personnel responsive to the learning needs of P-20 students
    - Coordinates professional development and training among early learning professionals and primary grade teachers
    - Assists K-12 districts in implementing and sustaining systems for ongoing, meaningful professional growth and evaluation systems that lead to continuous improvement for educators and leaders
- Design and launch a statewide virtual research and dissemination network that studies emerging practices and models, disseminates evidence-based practices and helps schools/districts take appropriate practices to scale

Outcomes:

- *By June 2015, increased numbers of education professionals (PK-12) projected to enter the Oregon education workforce within 2 years who are non-white, non-Hispanic or whose native language is not English by X%.
- *By June 2015, increased levels of employer satisfaction with newly hired teachers prepared in Oregon.
- *By June 2015, increased percentage of teachers opting to continue working in Title I eligible schools.
- *By June 2015, increased involvement of teacher candidates and university faculty working with educators to improve results for students, particularly in "focus" and "priority" schools
- *By June 2015, X% of the state's struggling Title I schools ("focus" and "priority" schools) will achieve growth for all students and for subgroups that is greater than the mean growth percentile for the state.

***Specific targets will be developed in conjunction with OEIB strategic plan**

Resources:

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Boyd, D.J., Grossman, P.L., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher Preparation and Student Achievement. *Educational Evaluation and Policy Analysis. 31*(4), 416-440. Retrieved August 7, 2012, from http://epa.sagepub.com/content/31/4/416.short

Darling-Hammond, Linda (November, 2, 2012). Supporting Educator Quality in Oregon (report to the Oregon Education Investment Board)..

Elmore, Richard (2002). *Bridging the gap between standards and achievement: The imperative for*

professional development in education. http://nuatc.org/articles/pdf/Bridging_Gap.pdf

Johnson, Susan Moore, The Workplace Matters: Teacher Quality, Retention and Effectiveness, NEA Best Practices (July 2006). http://www.nea.org/assets/docs/HE/mf_wcreport.pdf