OREGON
EDUCATION
ASSOCIATION

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Our Voice

47,000 Oregon public school teachers, education support professionals and community college faculty.

Our Values

Lifelong Learning: *We believe lifelong learning is essential in a constantly changing world.*

Respect for Diversity: *We believe our society is strengthened by public education's promotion and respect for the vast diversity of our world.*

Democracy: *We believe the foundation and strength of a democratic society is dependent on a strong public education.*

Social Justice: *We believe through quality public education the rights and worth of all individuals are respected and defended.*

Professionalism: *We believe the expertise and judgment of education professionals are critical to student success.*

Our Vision

Improve the future of all Oregonians through quality public education.

Commitment to Equity

"A responsive, public education system establishes as its highest priority equity and opportunity for all learners regardless of socio-economic status, learning needs, geography, ethnicity, gender or native language."

Transformation Model

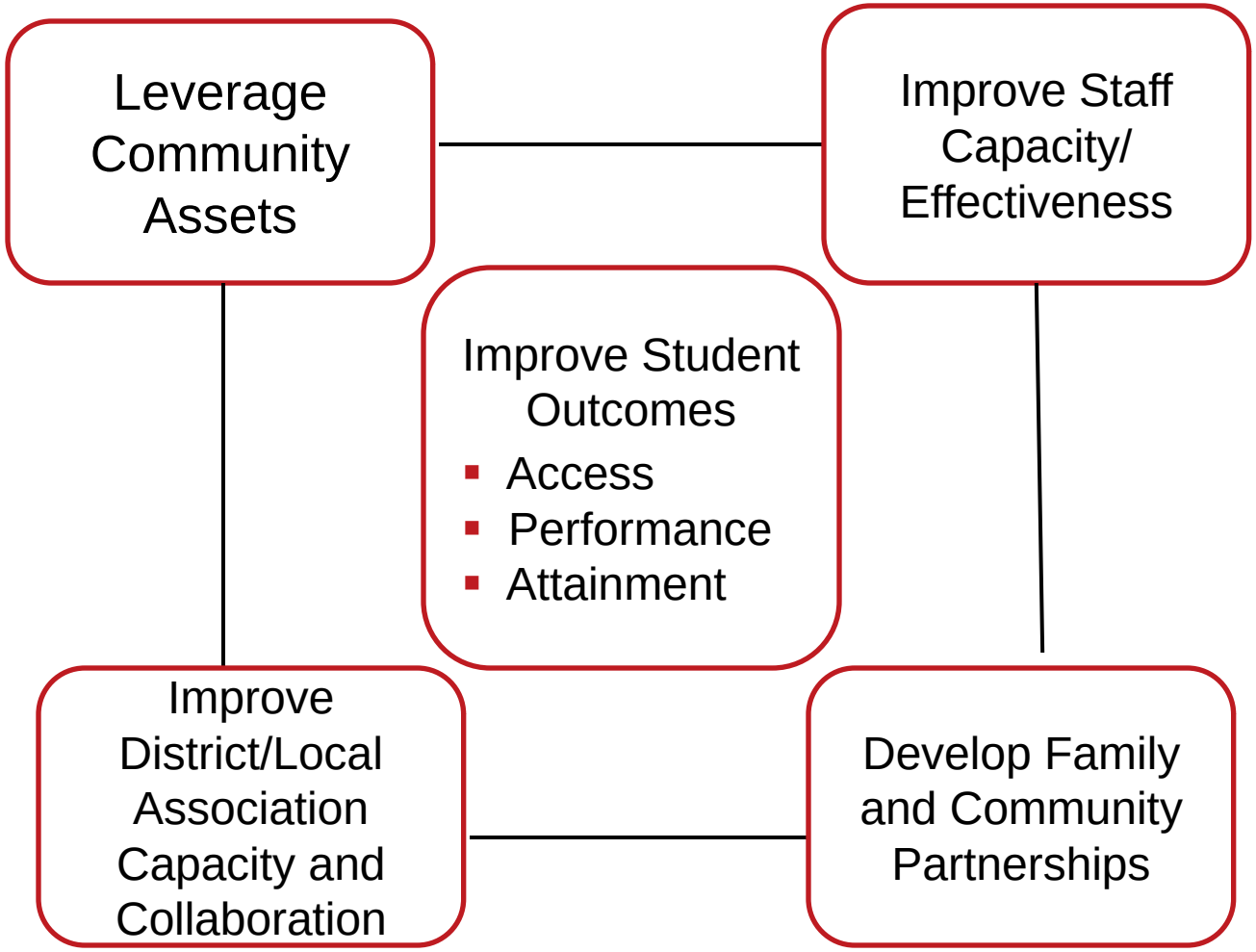
The Quality Education Model (QEM) identifies 23 research-based school characteristics that contribute to increasing student achievement.

The QEM creates 3 prototypical school models that contain elements that would make it possible for 90% of students to reach state standards.

EDUCATION FUNDING

OREGON'S QUALITY EDUCATION MODEL (QEM)

Evidence-Based Change



Evidence-Based Change

Teacher Quality

Effective School Leadership

Resources and Wrap Around Services

Strong Community and Parent Support

Conditions of Teaching & Learning

U.S. teachers have limited influence in crucial areas of school decision-making

"In many high-achieving nations where teacher collaboration is the norm, teachers have substantial influence on school-based decisions, especially in the development of curriculum and assessment, and in the design of their own professional learning. In the United States, however, fewer than one-fourth of teachers feel they have great influence over school decisions and policies in seven different areas noted in the SASS surveys. While a scant majority of teachers across the nation feel that they have some influence over curriculum and setting performance standards for students, fewer than half perceived that they had some influence over the content of their in-service professional development. And very few felt they had influence over school policies and decisions affecting either teacher hiring and evaluation or the allocation of the school budget."

--***Leadership in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad***
(Learning Forward, 2009)

Promoting Professional Learning

Senate Bill 290

Strengthen the knowledge, skills, disposition and classroom and administrative practices of teachers and administrators in public schools.

Refine the support, assistance and professional growth opportunities offered to a teacher or an administrator, based on the individual needs of the teacher or administrator.

Allow each teacher or administrator to establish a set of classroom or administrative practices and student learning objectives that are based on the individual circumstances of the teacher or administrator.

Establish a formative growth process for each teacher and administrator that supports professional learning and collaboration with other teachers and administrators .

Use evaluation methods and professional development, support and other activities that are based on curricular standards and that are targeted to the needs of each teacher and administrator.

Supporting the Whole School

Resources to Support Teaching & Learning

The school provides a safe environment for learning. Academic resources and support services are adequate for both teachers and students.

Shared Understanding & Commitment to Shared Goals

Shared goals for achievable education outcomes are clear and explicit. The curriculum is student-centered, substantive, and develops critical thinking and problem-solving skills.

Open Communication & Collaborative Problem Solving

Teachers and staff are involved in decisions about student learning.

Continuous Assessment of Teaching & Learning

Student assessment is used for decision making to improve learning. Students are partners in the assessment process.

Professional Learning

Professional development has a direct, positive effect on teaching and learning, Teachers and staff have regularly scheduled time to learn from one another, and are prepared to meet the needs of students with diverse learning needs.

Curriculum & Instruction

Instructional strategies are varied, engaging, and include collaborative activities that require "higher order thinking."

Serving the Whole Child

- Academic Support Services
- Parent/Caregiver and Adult Education Services
- Youth Development
- Juvenile Crime Prevention and Rehabilitation Services
- Social Services for Students & Families
- Health Services

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