



**EDUCATOR
ADVANCEMENT
COUNCIL**

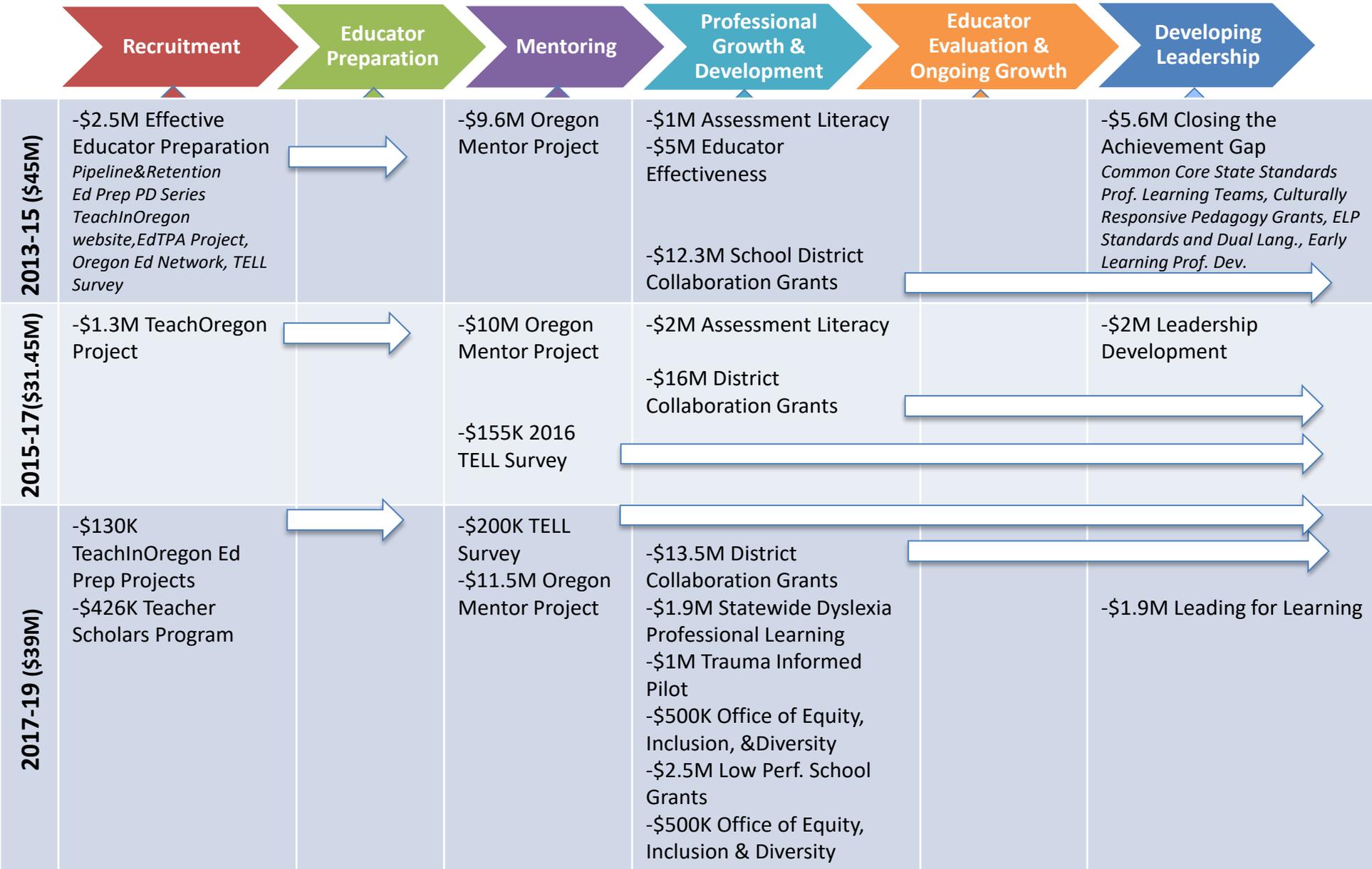
Educator Advancement Council UPDATE

Network for Quality Teaching and Learning 2013-2019

1. Connect educators and schools to evidence-based practices that improve student achievement
2. Coordinate recruitment, preparation, induction, career advancement pathways and supports for educators
3. Enhance culture of leadership and collaboration among teachers, administrators and early learning providers



Oregon Network Projects Across Continuum of an Educator's Career



Why We Need a New Approach

- High-quality professional learning and leadership development is needed across all schools and districts
- 50 percent of Oregon's school districts have not received state funding to support teachers and administrators
- 17 percent of school districts received state mentoring grants for new teachers and novice administrators



Senate Bill 182

79th OREGON LEGISLATIVE ASSEMBLY—2017 Regular Session

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Enrolled Senate Bill 182

CHAPTER

AN ACT

Relating to professional development for educators in early learning through grade 12; creating new provisions; amending ORS 327.008, 329.788, 329.795, 329.800, 329.805, 329.815, 329.820, 329.838, 342.950 and 342.953 and section 72, chapter 774, Oregon Laws 2015; repealing ORS 342.950; and declaring an emergency.

Whereas high-quality educator preparation and ongoing, effective professional learning and supports for educators are critical variables to excellent teaching, improved student learning and educator retention; and

Whereas system coordination and current levels of funding have been inadequate in providing open access to high-quality and culturally responsive professional learning and supports for educators in this state; and

Whereas teacher voice, local contexts and stages of an educator's career should be reflected in the types and structure of educator professional learning and supports; and

Whereas this state seeks to recruit and retain more diverse educators and to enhance the capacity of all educators to create inclusive learning environments and address institutional barriers that limit opportunities for many students in this state; and

Whereas students will benefit from a systemic approach to continuously assessing needs and coordinating future priorities for resources to support Oregon educators to meet the needs of their diverse students with diverse learning needs and styles; and

Whereas Oregon's vision for a workforce for early learning requires a vigorous and comprehensive early childhood professional development system; and

Whereas there are limited opportunities and resources for license-exempt family child care providers, who serve some of this state's most vulnerable low-income families; and

Whereas early learning providers have limited access to culturally specific and language-diverse professional development curricula; and

Whereas early learning providers have limited access to relevant training and support for their professional development; and

Whereas compensation levels for the workforce for early learning are insufficient to encourage Oregon's recent actions taken by the Legislative Assembly have emphasized the need for continuing professional development and have led to high turnover rates; and

Whereas early childhood and kindergarten through grade 12 professional development therefore,

Be It Enacted by the People of the State of Oregon:
Enrolled Senate Bill 182 (SB 182-B)



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Educator Advancement Council

- Replaces top-down, competitive grant model with partnership and resource sharing across school districts
- Collaborative networks expand access to resources and expertise, connect pre-service to in-service
- Professional-learning is adaptive to needs of educators and schools, high-quality and culturally-responsive
- Streamlined policy and action across education agencies (ODE, TSPC, ELD) supporting the pre-k through 12 educator workforce



Core Principles Guiding the EAC



- ***Equity Focused:*** Prepare all educators to address discriminatory practices in schools



- ***A Seamless System:*** Increase collaboration across sectors to impact educators at every stage of their careers



- ***Empowering Teacher Voice and Leadership:*** Involve teachers in decision making on educator policies



- ***Time to Support Professional Learning:*** Sustained over time and job-embedded

Educator Advancement Council

IMPLEMENTATION TIMELINE



Education Advancement Council

2017-18

- Current Network for Quality Teaching and Learning programs funded and awarded by Oregon Department of Education through competitive grant process
- Educator Advancement Council (EAC) established
- EAC develops process for selecting educator networks to:
 - Leverage resources across districts and from other partners
 - Coordinate local professional learning needs identified by educators
 - Submit priorities for funding priorities to EAC



Education Advancement Council

2018-19

- Newly-forming educator networks become eligible to receive support and technical assistance
- In partnership with educator networks, EAC finalizes funding recommendations for 2019-2021 biennium



Education Advancement Council

2018-19

- Competitive grant model is repealed. Network Fund becomes *Educator Advancement Fund*
- EAC funds educator networks to coordinate delivery of professional learning based on their respective network plan
- EAC continually assesses needs of educators and networks; refining network planning and funding requirements



Educator Advancement Council

VISION FOR EDUCATOR NETWORKS



Early Vision: Educator Networks

- Statewide coverage
- Composed of classroom & school-based practitioners, postsecondary institutions, and contributing partners
- Ensures integration of teacher and educator voice into decision-making process
- Identifies local professional learning priorities and proposes use of funds to Council
- Ensures equitable access to high-quality culturally- sustaining professional learning and educator supports (attention to rural needs)
- Leverages local, state and other resources to support identified needs
- Serves as accountability function for Educator Advancement Fund

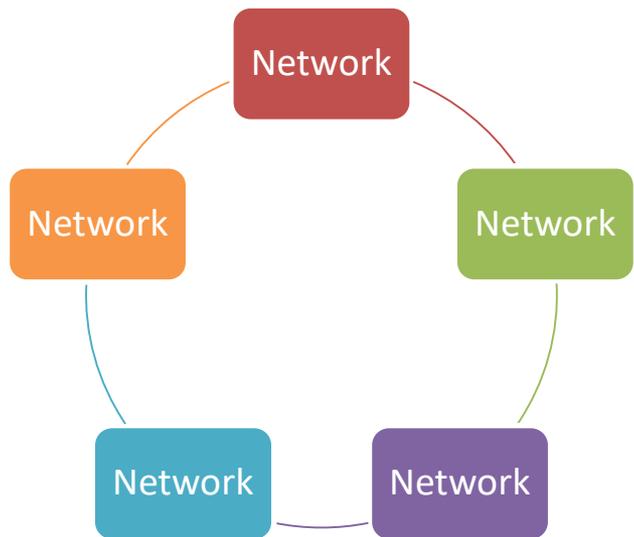
SB 182: Educator Networks

Each educator network shall:

- (a) Establish professional educator priorities that reflect local needs for each school and school district served by the educator network based on professional learning plans submitted by educators;
- (b) Ensure equitable access by educators to resources that are distributed through the council;
- (c) Pursue state and other funds and resources on behalf of the members of the educator network and the educators served by the educator network; and
- (d) Coordinate communications and accountability for resources distributed through the council to educators served by the educator network.



Potential Menu of Areas for Investment



- Educator recruitment, preparation, and leadership
- Support for novice educators
- Opportunities for teachers around professional collaboration, professional learning, and career pathways
- Advance purposes of the Educator Equity Act
- Highly effective professional learning aligned with
 - Teacher and administrator evaluations
 - Implementation of state standards
 - Culturally responsive practices
 - Dyslexia-appropriate instruction
 - Trauma informed approaches

Potential Areas of Support for Networks

Phase 1

Understanding Local Context

- Collect/review local data to understand need
- Identify user groups and design team
- Establish relationships between sponsor organization, network teams, and EAC
- Collect empathy data

Phase 2

Prioritizing Goals

- Prioritize and select local goals
- Identify outcomes and success metrics
- Examine alignment across district and network strategic plans
- Develop stakeholder feedback loops to inform the process

Phase 3

Continuous Improvement

- Establish plan, do, study, act (PDSA) cycles with network teams
- Continue coaching across educator network
- Connect educator networks across common needs and understandings
- Implement stakeholder feedback loops

Effective Networks

- Networks do not form around a solution, a program, or an initiative
- Networks are catalyzed and connected around improving specific systems of support for educators along the career continuum
- Networks set their goals based on a deep understanding of how the current system is operating from the viewpoint of those it aims to serve



Potential Network Model Designs

- School districts may form or connect with an educator network working on a shared problem of practice or area of focus
- A sponsor school district, ESD, postsecondary educator preparation program, professional association, federally-recognized tribe, non-profit organization or a consortium of these partners may lead an educator network with demonstrated expertise in a needed focus area
- Educator networks may serve common, overlapping content or process needs



Expectations of Networks

Each network will:

- Identify professional educator priorities reflecting local needs by involving classroom educators
- Ensure equitable access by educators to network resources
- Coordinate communication and accountability to educators and to the EAC



Next Steps

- *Mid-October*—EAC issues a Request for Information (RFI) to identify existing, emerging, and new networks working to improve a system of professional learning opportunities and supports across the career continuum for pre-school and K-12 educators in Oregon.
 - The RFI is open to school districts, education service districts, nonprofit organizations, post-secondary institutions of education, federally recognized tribes of the state, or a consortia or combination of these groups acting as a sponsor for the network.
 - RFI is Due November 13th
- *December*—EAC maps responses from RFI, learns where current gaps exist, identifies resources needed to support sponsors and networks that are cross sector and equity driven.

Next Steps

- RFI responses also help identify technical assistance or other resources needed by networks, before inviting them to respond to a future RFP.
- *January-February*—EAC uses Input from RFI to design Request for Proposals (RFP).
- *March-April*—RFP is issued and responses used by EAC to prioritize and disperse resources from the EAC Fund for the 2019-2020 school year.

OAESD's Collective Response

- ESDs are submitting individual RFIs to cover the state
- OAESD will add those to the appendix of an OAESD-wide submission
- Direct result of P-20 Network Agreement

Thoughts, ideas, questions...