

Investing in Educators Now, and For the Future

Education Subcommittee, Ways & Means • May 13, 2013

- New knowledge in the hands of skilled teachers is the greatest asset that Oregon has.



What we've been doing

- Teachers work in isolation in their classrooms.
- Professional development is sporadic, uneven in quality, and often involves one day formats.
- Demands on the profession (new standards, expectations, etc.) are not accompanied by embedded time within the school day or year.
- Teacher career support and development is often an after thought rather than a central core premise around strengthening the profession.

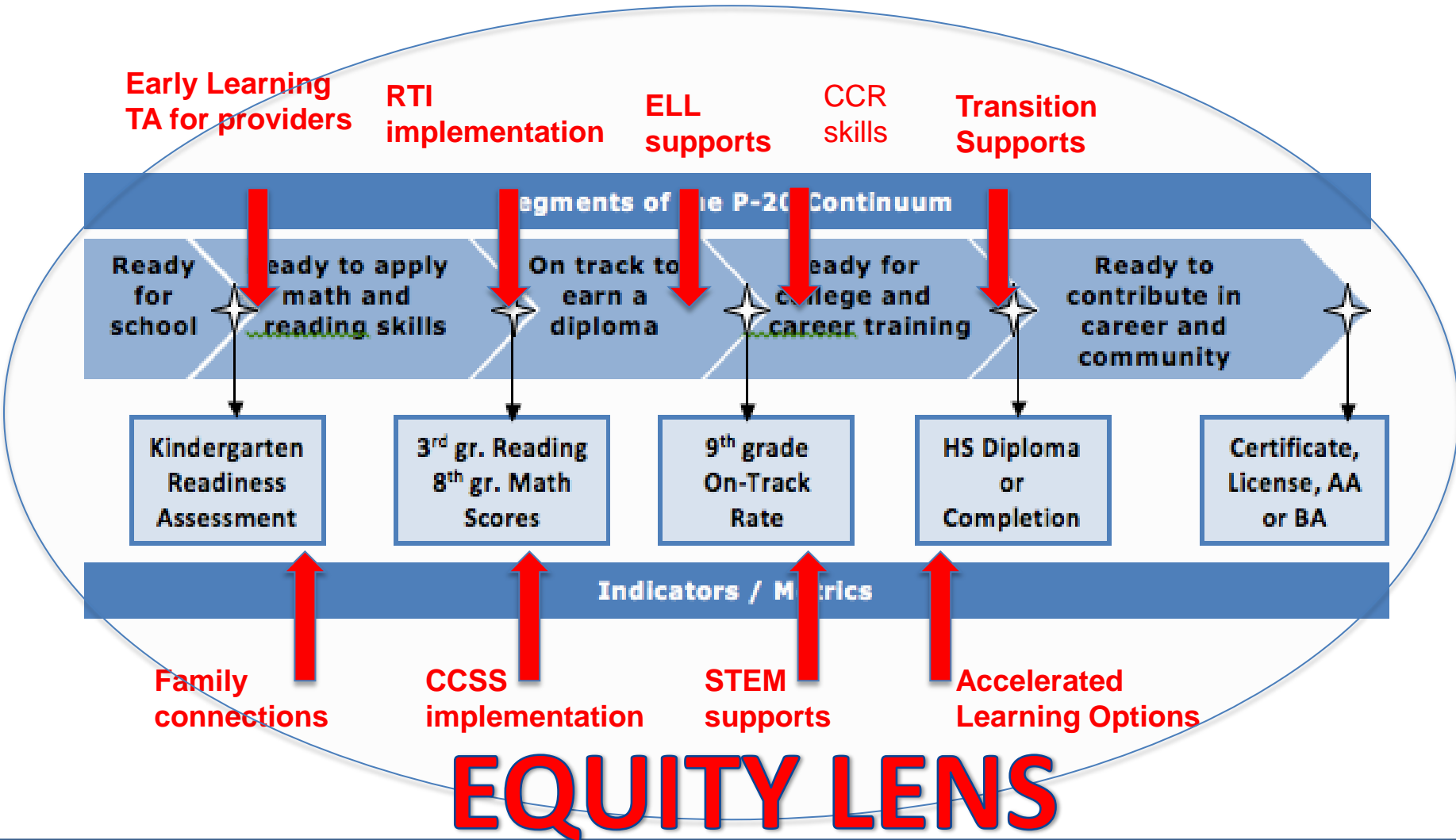
What's changing?

- Emerging knowledge of what works in instructional practice;
- New models of professional learning and career development;
- Improved understanding from brain research on how students learn;
- Changing cultural context; and
- Deeper connections between education, communities, the economy and workforce needs.

We're calling upon educators to:

- Rapidly improve performance on several key measures of progress;
- Adjust the way they teach and engage students;
- Focus instruction more than ever on higher levels of thinking and application of knowledge;
- Decrease the achievement gap that exists between historically underserved populations and white Oregonians; and
- Implement new performance evaluation systems as required by SB 290.

P-12 Educators' Impact on OEIB Metrics



What would industry do?

- The American Society for Training and Development estimates that U.S. organizations spent \$1,228 per learner on employee learning and development in 2011.



Changing View of Professional Development

Educators need both externally driven professional learning as well as substantive job-embedded learning to support application of new learning in practice.



Better Models for Professional Learning

- Collegial study and investigation--Professional Learning Communities (PLCs) study groups, data analysis groups, Critical Friends groups, book study, and action research
- Peer-to-peer coaching, coaching, consulting or collaborating with a specialist
- Structured professional learning through virtual or face-to-face workshops, coursework, webinars
- Accessing multimedia including text, audio, video
- Actual or virtual observation of effective practices with debriefing and study

HB 3233 Purposes of Network

- (a) Develop a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and teacher education institutions.
- (b) Strengthen and enhance existing evidence-based practices that improve student achievement.
- (c) Improve recruitment, preparation, induction, career advancement opportunities and support of educators.

Investing in the Profession



Operationalizing a Network Approach



– **Coordinate equitable access** to professional development, teaching practices and resources that support professional growth of educators;



- **Stimulate development and sharing** of professional development models that support practitioner collaboration focused on student learning;

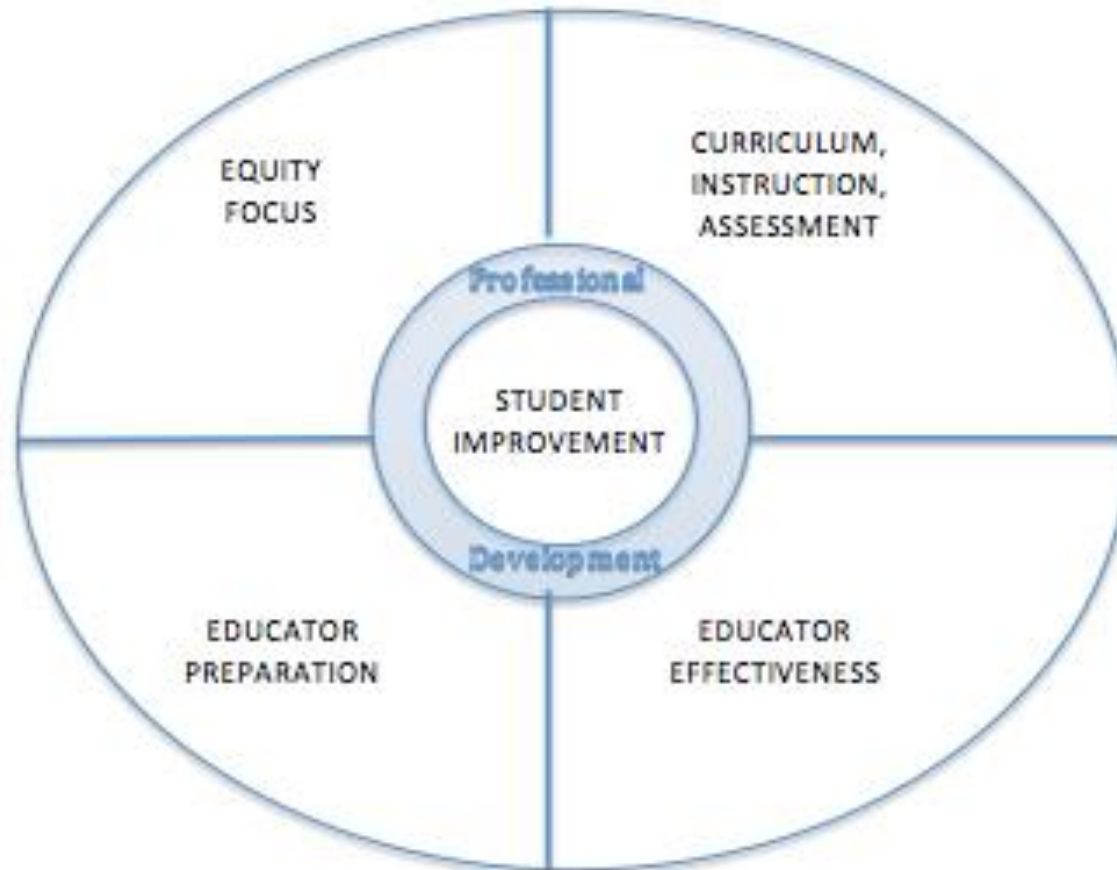


– **Connect** preparation programs to current needs; and



– **Disseminate** results from educators to educators on what works in what context.

Four major areas of investments



Educator Mentoring-\$10 M

(d) To school districts and nonprofit organizations for the purpose of providing beginning teachers and administrators with mentors in a manner that is consistent with the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

Oregon's History of Mentoring

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Consortia/School Districts Funded:	11 Consortia/ Districts	8 Consortia/ Districts	7 Consortia/ Districts	8 Consortia / Districts	6 Consortia/ Districts
Districts Served	85	72	16	44	17
Beginning Teachers	975	622	425	323	408
Beginning Administrators	53	80	28	59	47
Beginning Superintendents	0	0	0	21	0
Beginning Teacher Mentors	222	108	46	33	80
Beginning Administrator Mentors	22	34	19	18	24
Beginning Superintendent Mentors	0	0	0	17	0

Key Strategies



- Double funding to reach more mentees
Compile best practices on first year hiring and teaching assignments to inform policy
- Provide training, technical assistance, and resources to support more districts in providing mentoring

Outcomes by 2015

- At least 1200 newly employed in Oregon teachers and administrators receive mentoring in their first and second year of employment
- At least 30% more educators report increased satisfaction in professional support/development.

Educator Evaluation and Effectiveness-\$5 M

(b) To school districts and nonprofit organizations for the purposes of complying with the core teaching standards adopted as provided by ORS 342.856 and complying with related standards prescribed by federal law.

Key Strategies

- Provide regional training, professional development and technical support to support full implementation of Educator Evaluation and Support systems in 197 school districts required by SB 290
- Streamline district, ESD, and state capacity for collecting and using evaluation data and use results to strengthen policy frameworks

Outcomes by 2015

- At least 30% more educators report increased satisfaction in professional support/development
- 197 districts will implement their local teacher and administrator evaluation and support systems aligned with the Oregon Framework in compliance with SB 290 and Oregon's approved ESEA Waiver.

School District Collaboration Grants-\$12 M

(c) To school districts and nonprofit organizations for the purpose of providing teachers with opportunities for professional collaboration and professional development and for the pursuit of career pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

Recommended Investment of \$12 million

- ODE; Contract to 12 more districts to improve student achievement through the voluntary collaboration of teachers and administrators to design and implement new approaches to:
 - Career pathways for teachers and administrators;
 - Evaluation processes for teachers and administrators;
 - Compensation models for teachers and administrators; and
 - Enhanced professional development opportunities for teachers and administrators.

Key Strategy

- Extend proven models from the School District Collaboration Grant to 12+ districts to plan and implement new approaches to:
 - Career pathways for teachers and administrators;
 - Evaluation processes for teachers and administrators;
 - Compensation models for teachers and administrators; and
 - Enhanced professional development opportunities for teachers and administrators.
- Provide needed technical assistance, research and professional development to support both design and implementation districts.

- On-time graduation for the class of 2016 if CLASS had been implemented statewide in 2008-09:

**5.4 percentage points
(2,350 more graduates)**

- Acceleration towards achieving 40-40-20 if all Oregon districts fully implement CLASS by 2018:

Approximately 3 years

Based on ECONorthwest analysis of ODE data. Estimates based on observed improvements in achievement and graduation among implementing CLASS districts.

Outcomes by 2015

- At least 30% more educators report increased satisfaction in professional support/development.
- In 2013-14 the projects will involve approximately 2500 teachers and leaders in 2 design districts and 12 implementation districts.
- In 2014-15 the projects will involve approximately 2300 teachers and leader in 2 design districts and 12 implementation districts.

Educator Preparation-\$7 M

(h) To school districts, nonprofit organizations and post-secondary institutions for the purposes of strengthening educator preparation programs and supporting the development and sustainability of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and postsecondary institutions.

Key Strategies



- Develop educator recruitment activities that carries out intent of Oregon Teacher Corps (2011 Session SB 242), Oregon's Minority Teacher Act (2013 Session SB 755)
- Gear up innovative university/district partnership programs
- Develop pedagogy institutes for EPP faculty that showcase innovative practices
- Collaborate on online in-service offerings in high need areas particularly for place-bound individuals
- Improve data reporting and accountability measures

Why Educator Recruitment Matters

- In 2011-12 the average age of Oregon teachers employed was 43.2 and 46.8 for administrators.
- Average years of experience:
 - 13.1 teachers
 - 19.1 administrators
- Current number of teachers employed in 2012-13 is 28,036
- Projected number of teachers needed in 2020 is 48,890
 - 11,400+ replacements
 - 5,000+ new positions
 - Almost 33% of current work workforce

Growing disparities

- In 2011-12 the percentage of teachers from minority populations was 8.39% compared to 34.67% students from minority populations.
- Example:
 - 3.6% Hispanic teachers in Oregon
 - 21% Hispanic student in Oregon

Hiring and retention is an issue too

- **54,777 - White licensed teachers**
 - 26,808 employed
 - 2031 unemployed
- **3104 - Minority licensed teachers**
 - 1635 of those are employed
 - 1469 unemployed
- **2044 - Not specified, licensed teachers**
 - 884 employed
 - 1,088 unemployed

Source: Vickie Chamberlain, TSPC , 2012

Multi-faceted Recruitment

School-Aged Recruits

Middle School Students

High School Students

Post-Secondary Recruits

Community College Students

Undergraduate Students

Instructional Assistants

Career Changers

Teachers from other Western States

Industry and Content Experts

TeachOregon Project Core Components

- Robust district and teacher prep program partnerships
- Recruitment of more diverse candidates
- Innovative clinical experiences
- Proficiency assessment of professional practice and impact on student learning
- Expanded roles for clinical faculty (schools and universities)
- Proficiency teaching/instructional practices and assessment literacy
- Innovative curriculum, instruction and assessment models that better prepare teachers for classroom responsibilities
- Prototypes and exemplars (co-teaching, instructional rounds, teaching clinics, etc.)

Outcomes by 2015

- 10% increase in number of education professionals (PK-12) projected to enter OR education workforce within two years who are non-white, Hispanic, or whose native language is not English
- Newly hired educators and their employers indicate 80% satisfaction with their preparation

Closing the Achievement Gap - \$8M

(f) To school districts, nonprofit organizations and post-secondary institutions for the purpose of closing achievement gaps by providing and improving the effectiveness of professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices.

Current Status

- In 2011-12 there were a total of 78,286 English Language Learners
- Currently ODE only receives federal funding to serve this population for the purpose of monitoring for federal compliance.
- ODE does not receive any General Fund for dissemination of best practices and evidence based models to districts to support this population.

Key Strategies



- Enhance leadership at state level to support districts ability to improve outcomes for traditionally underserved populations
- Build local partnerships with families and communities of historically underserved students to support school efforts.
- Disseminate EL best practices and evidence based models to school districts and ESDs

Key Strategies

- Provide training for educators on implementation of statewide assessments for English Learners
- Incorporate more culturally responsive training into educator preparation curriculum.
- Develop dual language immersion preparation programs.
- Increase access for existing workforce to endorsement offerings.

Outcomes by 2015

- Increased English Learner graduation rates.
- Increased literacy performance in grades 3, 6 and 11.
- Increased English language proficiency.
- Increases/growth on indicators of quality implementation standards.
- Increased number of Bilingual programs and number of English Learner students participating in English Learner programs.

Common Core Curriculum-\$5 M

(a) To school districts, schools, nonprofit organizations, postsecondary institutions and consortiums that are any combination of those entities for the purpose of supporting the implementation of common core state standards.

While a majority of teachers (78%) are aware of the Common Core State Standards, many do not yet feel prepared to teach to these new standards.

Primary Sources 2012

What do the new content standards require?

- More extensive use of certain, less familiar instructional practices;
- Deep content knowledge;
- Multiple strategies for formative assessment;
- Extensive infusion of technology to personalize learning; and
- Expanded ways to access and use resources.

Key Strategies

- Develop comprehensive systems that build educator capacity to teach with the Common Core State Standards
- Provide educators with curricular resources and access to professional development that supports instructional shifts needed to help students achieve the CCSS



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Our Students. Their Moment.



Common Core Curriculum & Assessments



Teacher/Leader Effectiveness



Data Driven Instruction



Video Library



Professional Development & Network Teams



Parent & Family Resources

Video for Parents and Families

Watch this video about the Common Core and the upcoming state assessments and check out the other videos in our Common Core Assessment Video Series



Featured Classroom Resources

- PARCC Model Content Frameworks - For Educators
- Grades K-12 ELA Curriculum



Latest News and Events

- Video for Parents and Families about the Common Core Assessments
- Invitation for Submissions: Curriculum Content



Featured Professional Development Resources

- Workbook for Network Team Implementation of CCLS, APPR, and DDI
- Test Guides for English Language Arts and

Groups

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





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Group	Updated ▾	Membership	Actions
 Oregon Cadre Oregon Cadre	20 Mar 2013 - 14:50	Open	Join
 Instructional Programs Instructional Programs Director Blog	10 Dec 2012 - 17:59	Open	Join
 ODE PROJECTS: CPPT * EDTECH * TITLE IID 21st Century Technology Rich Learning and Teaching Grant Training	10 Oct 2012 - 10:55	Open	Join
 Digital Learning Collaborative Best practices and resources to support mobile learning in Oregon.	28 Sep 2012 - 15:24	Moderated	Request
 CenturyLink Grants Public posting space	17 Oct 2011 - 10:05	Open	Join
 OETC Training Workshops and consulting services provided by OETC.	2 Dec 2010 - 14:58	Open	Join
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TOPIC

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- Devices
- Funding
- Instructional use
- Policies
- Purchasing logistics
- Setup & configuration
- Support & maintenance
- Other

Share your resources related to mobile learning by either uploading materials or linking to them. Please provide a brief description of your resource and the context for its use if it is not clear.

Votes	Views	Resource	Type
10	91	1 to 1 Essentials Program	Websites
5	29	Google Chromebook Tips and Tricks	Websites
4	38	iPad / iPod Resources from TCEA	
4	22	iDevice in the Moutains	Websites , Professional development , Tools , General wisdom
4	19	Kathy Schrock iPads in the classroom	Websites , Instructional techniques , Professional development , Tools
3	24	Teaching Like It's 2999	Websites , Instructional techniques , Tools , General wisdom
3	14	Project RED	Policies
2	39	Tiny Scan	Tools

Mobile Learning Issues And Discussions

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11	9	121	How are you dealing with students that have limited or no internet/technology access outside of the school day?
8	3	114	How do you demonstrate the effective use of mobile devices through out a lesson?
8	2	64	What multiplayer activities with iPads or apps are you using?
7	3	49	How do instructional methods with mobile devices differ from desktop and laptop instructional methods?
7	9	177	What is the best way to manage an itunes account for multiple ipads?



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KEYWORD

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- Instructional use
- Policies
- Purchasing logistics
- Setup & configuration
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Outcomes by 2015

- Number of students who demonstrate proficiency in math and science in HS increases 10%
- At least 30% more educators report increased satisfaction in professional support/development

Developing Student Centered Learning Practices-\$3 M

(g) To school districts and nonprofit organizations for the purposes of developing and engaging in proficiency-based or student-centered learning practices and assessments.

Essential Skills graduation requirements

Enrolled in Grade 9 in 2010-11 and beyond:

- Read and comprehend a variety of text; Write clearly and accurately; and
- Apply mathematics in a variety of settings

Remaining Essential Skills still to be phased-in.

- Listen actively and speak clearly and coherently
- Think critically and analytically
- Use technology to learn, live, and work
- Demonstrate civic and community engagement
- Demonstrate global literacy
- Demonstrate personal management and teamwork skills

Key Strategies

- Expand and deepen proficiency expertise across Oregon through BEC regional training/coaching services and access to content coaches, shared resources and school models.
- Provide technical assistance to districts seeking to develop assessments for Essential Skills as part of the Oregon Diploma requirements adopted by the SBE in 2008.

Outcomes by 2015

- Learning standards and assessment tools are uniform and span across P-2.
- At least 50% of students who graduate HS earned nine or more college credits and the achievement gap decreases 5%.

Enhancing Professional Development Systems- \$3M

(e) To school districts for the purposes of determining professional development needs and developing plans to meet school improvement objectives and educator needs.

Lesson Study: Teaching prepositions of on/in/at

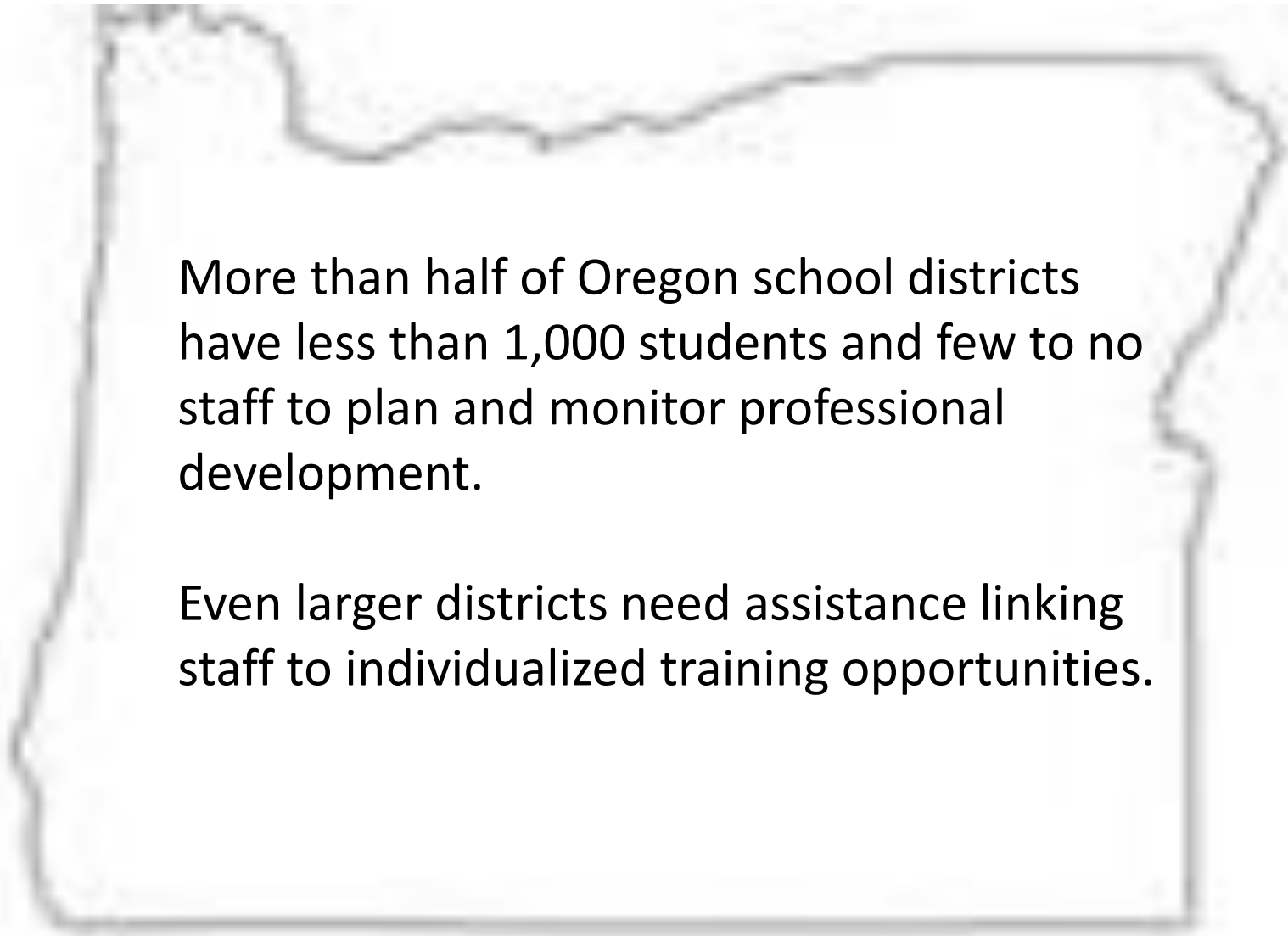
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Features of high quality interaction

- Conditions to meet (more time)
- Expectations and frameworks of learning and curriculum that are challenging and open for teachers to innovate and inquire into their practice together
- Ongoing timely data that can be used for diagnostic purposes
- Outstanding, stable leadership from both administrators and teachers that can galvanize professionals as a team
- Opportunities to learn from colleagues in other classrooms and schools.

Key Strategies

- Support development of academies to develop school leaders, teacher leaders, and coaches to lead change and support school-based professional learning
- Implement standards of quality and expectations for results of professional learning
- Analyze available resources, expenditures, and usefulness



More than half of Oregon school districts have less than 1,000 students and few to no staff to plan and monitor professional development.

Even larger districts need assistance linking staff to individualized training opportunities.

Outcomes by 2015

- At least 30% more educators report increased satisfaction in professional support/development.
- At least 75% of Priority and Focus schools will achieve growth for all students and for subgroups greater than the state average.

Early Learning Professional Development-\$2 M

(i) To providers of early learning services, nonprofit organizations and post-secondary institutions for the purposes of providing professional development and supporting providers of early learning services with opportunities for professional collaboration and advancement.

Key Strategies

- Expand training, mentoring and support to Oregon early childhood providers aligned with Total Quality Rating and Improvement System
- Increase the number of progression of credentials, and degrees available for early childcare educators
- Provide scholarships to minority students or those from low-income backgrounds to access professional development and training in early childhood
- Development a statewide plan for a providing professional licenses for educators working in more formalized early education settings or delivering early intervention or early childhood special education

Outcomes by 2015

- Thirty percent more early childcare educators achieving Step 9 or above (AA degree or higher) professional development recognition on the Oregon Registry
- 20% more children are ready to enter Kindergarten, including those who speak a language other than English

ODE Infrastructure to support HB 3233-\$5 M

The Department is charged with distributing money to public and private entities to:

- Prepare and support educators
- Assist school districts in conducting organizational assessments and in developing professional development plans
- Providing and improving the effectiveness of professional development to improve student outcomes and close achievement gaps.

The Department is also directed to:

- Supporting implementation of existing programs identified above.
- Disseminate best practices and evidence based models.
- Supporting development and implementation of standards based curriculum to implement the Common Core State Standards.
- Supporting development of high leverage practices and assessments that promote student learning and improve outcomes for ELL students

Full implementation of college- and career-ready standards, resulting new curricula, new assessments, and educator effectiveness systems requires extensive professional learning.

Learning Forward