

PRELIMINARY STAFF MEASURE SUMMARY**CARRIER:**

House Committee on Education

REVENUE: No revenue impact**FISCAL: May have fiscal impact, statement not yet issued****SUBSEQUENT REFERRAL TO: Joint Committee on Ways and Means****Action:****Vote:****Yeas:****Nays:****Exc.:****Prepared By:** Rick Berkobien, Administrator**Meeting Dates:** 3/18

WHAT THE MEASURE DOES: Establishes Network of Quality Teaching and Learning. Directs Oregon Education Investment Board (OEIB) to provide oversight and coordination to network. Prescribes purposes of network and methods: to develop collaborative for advancing teaching, and to improve recruitment and preparation of educators. Directs network to accomplish purposes by directing moneys to private and public entities that demonstrate success in preparing instructors, professional development, planning and/or effectiveness of professional development. Directs network to develop and distribute best practices and evidence-based models on instruction. Directs OEIB to ensure accountability of network. Prohibits no more than two percent of all moneys received for these purposes be expended for administrative costs. Changes responsibilities from OEIB to State Board of Education with an operative date of March 15, 2016.

ISSUES DISCUSSED:

EFFECT OF COMMITTEE AMENDMENT: Proposed (-1) amendment clarifies role of Oregon Education Investment Board and Oregon Department of Education. Clarifies program funding priorities and focus on administrator and teacher quality.

BACKGROUND: According to a 2012 report by a Stanford University professor to the Oregon Education Investment Board, worldwide there is growing recognition that expert teachers and leaders are perhaps the most important resource for improving student learning. The highest-achieving nations make substantial investments in teacher quality. A McKinsey study of twenty-five of the world's school systems found that investments in teachers and teaching are central to improving student outcomes. It notes that nations that currently lead the world in international rankings of student achievement, such as Finland, South Korea, and Singapore, attribute their success to their substantial investments in teacher and school leader preparation and development.