



March 10, 2015

Co-Chair Betty Komp
Co-Chair Rod Monroe
Education Subcommittee of Ways and Means Committee
State Capitol Building
900 Court Street NE
Salem, Oregon 97301

Dear Co-Chairs and Members of the Subcommittee:

Chalkboard urges your support of a strong and continued investment in the best strategy we have to improve education in Oregon: great teachers and leaders. In the 2013 legislative session, the legislature created and funded the Network for Quality Teaching and Learning. The Network impacts the full continuum of the educator career pathway and is the tool by which the state can make investments in teachers and leaders that are evidence based and research driven.

While the Network was funded at \$45 million in the 2013-15 biennium (\$33 million of which was required by statute; \$12 million from the Common School Fund), it appears as though the 2015-17 funding is restricted to the statutory minimum of approximately \$37.4 million. We urge you to fully fund the Network for Quality Teaching & Learning at \$55 million:

- \$23 million – Continuation and expansion of the School District Collaboration Fund
- \$17 million – Continuation and expansion of the Oregon Mentor Program
- \$10 million – Continued implementation of educator evaluations and support for educators as they rework their curriculum and teaching practices to meet new state standards
- \$3 million – Initiative to support a powerful new generation of highly effective school leaders
- \$1.5 million – Completion and evaluation of the TeachOregon teacher preparation pilots

Teachers are the single most important in-school factor that drives student success, followed closely by school leaders. That's why it's critical to put strong resources into programs that allow them to bring their best to our students—every Oregon student deserves a great teacher and every school needs a great leader.

If we are to deliver on the promise of a high-quality education—raise student achievement, close achievement gaps, and improve graduation rates—we must have a strong focus and investment in our educators, especially in light of the evolving and complex climate found in our schools today. While this is not a new demand or strategy, it is a proven one. For this reason we urge you to fully fund the Network with \$55 million.

Sincerely,

A handwritten signature in black ink that reads "Sue Hildick".

Sue Hildick
President

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A Focus on School Leadership

PROPOSED FUNDING: } **\$3 MILLION** } PATHWAYS: 6

Among all school-related factors, leaders are second only to teachers in their impact on student learning. School leadership is identified as the most significant factor in a teacher's decision to keep teaching at his or her school (TELL Oregon, 2014).

Chalkboard Project launched Leading for Learning to build strong school leaders and develop strategies to improve outcomes for all students, close persistent achievement and opportunity gaps, and increase the number of people of color, women, and individuals from historically underrepresented groups employed and retained as school principals and district leaders in Oregon.

Foundation dollars are jumpstarting the school leadership initiative and the proposed funding is necessary for full implementation.

High performing principals have the same impact on student achievement as an additional 1.5 months in the classroom each year.

—Branch, Hanushek, Rivkin, Riddell, 2012



Less than 10% of public school administrators in Oregon are leaders of color*.

*OEIB. 2014 Minority Teacher Report.



We just won't get to quality instruction in very classroom, every day without high quality school and district leadership. Show me a school where all students are achieving and I'll show you a strong school leader."

—Krista Parent, Superintendent of South Lane School District, Distinguished Leaders Council chair



Chalkboard Project

Chalkboard Project is an independent education transformation organization dedicated to making Oregon's K-12 public schools among the best in the country. Launched in 2004 and with a goal of transforming our public education system by focusing on educator and leader effectiveness to improve student achievement, Chalkboard Project serves as a nonpartisan advocate for best-practice and evidence-based education reform across the entire educator career pathway.

Funded by a consortium of Oregon's leading philanthropic foundations with a central belief that expert research is essential to identifying policies and practices that improve outcomes for students.

Chalkboard Project is an initiative of Foundations for a Better Oregon: Meyer Memorial Trust, The Oregon Community Foundation, The Collins Foundation, The Ford Family Foundation, JELD-WEN Foundation, and The James F. and Marion L. Miller Foundation.

For more information about our legislative priorities, contact:

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www.chalkboardproject.org



A GREAT TEACHER CHANGES A LIFE. A WHOLE STATE OF THEM CHANGES OUR FUTURE.

2015 LEGISLATIVE FUNDING PRIORITIES

Continued Commitment to Educator Excellence Through the Network for Quality Teaching and Learning

EDUCATOR CAREER PATHWAY



PRIORITIES AT A GLANCE

Expansion of the School District Collaboration Fund (SDCF)

PROPOSED FUNDING: } **\$23 MILLION** } There is continued and growing demand for SDCF, the cornerstone program of the Network. It provides funding to school districts to design and implement new approaches proven to enhance educator effectiveness that drives increased student achievement.

PATHWAYS: 3-4-5-6

Expansion of Oregon Beginning Teacher and Administrator Mentoring Program

PROPOSED FUNDING: } **\$17 MILLION** } Ensuring new educators and school leaders are ready to meet students' needs is a sound investment. Supporting educators with high-quality mentoring accelerates their learning to become more effective educators in a shorter period of time.

PATHWAYS: 3

Strengthen Professional Development and Evaluation Implementation

PROPOSED FUNDING: } **\$10 MILLION** } All teachers—even the best ones—need ongoing professional support to meet the needs of the diverse learners in their classrooms. Along with professional development, all educators deserve relevant feedback that helps them improve.

PATHWAYS: 4-5

Completion of TeachOregon's Teacher Preparation Pilots

PROPOSED FUNDING: } **\$1.5 MILLION** } TeachOregon—funded by both Chalkboard Project and the Network—is designing innovative models for collaborative, needs-driven teacher preparation that builds a highly effective and culturally responsive teacher workforce.

PATHWAYS: 1-2

Focus on School Leadership

PROPOSED FUNDING: } **\$3 MILLION** } Among all school-related factors, leaders are second only to teachers in their impact on student learning. School and district leaders must be equipped with the necessary skills and training in order to accomplish our state's goal of 40-40-20 by 2025.

PATHWAYS: 6

Total Proposed Educator Workforce Investment **\$54.5 MILLION**

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2015 LEGISLATIVE FUNDING PRIORITIES

Continued Commitment to Educator Excellence Through the Network for Quality Teaching and Learning

In 2013, the legislature enacted the Network for Quality Teaching and Learning and created a permanent fund dedicated to it in statute. The Network is building a systemic and sustainable approach that supports and invests in educators to ensure they are the best they can be. Teachers are the number one in-school factor that drives student achievement. The initiatives funded through the Network support educators throughout their professional career and are yielding stronger results for students.

They are:

- moving underserved students to academic proficiency faster
- moving the state closer to a 100 percent graduation rate
- recruiting a more culturally diverse and responsive educator workforce



93% of Oregonians say our students need highly effective teachers to succeed in school.*

*2014 opinion survey conducted by DHM Research.

EDUCATOR CAREER PATHWAY



Expansion of the School District Collaboration Fund (SDCF) to Meet Continued and Growing Demand

PROPOSED FUNDING: **\$23 MILLION** } PATHWAYS: 3 4 5 6

Established by the legislature in 2011, SDCF is the cornerstone program of the Network and provides funding to school districts to design and implement new approaches proven to enhance educator effectiveness that drives increased student achievement. A voluntary program emphasizing collaboration between teachers and administrators to design and implement

1. Meaningful career pathways
2. Relevant evaluation systems and processes
3. Compensation models that reward performance
4. Relevant and meaningful professional development opportunities

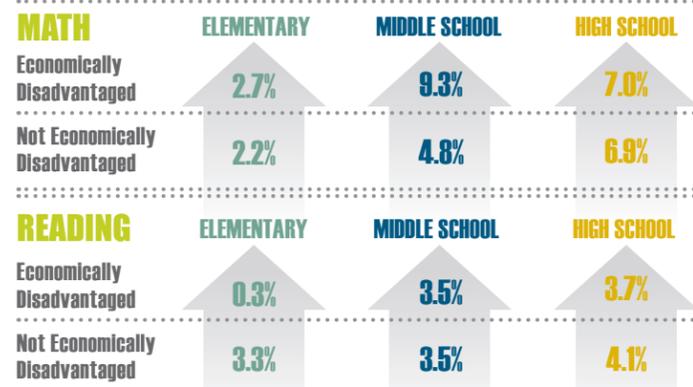
The demand for participation is high as more districts work to build a culture of leadership and collaborative responsibility for advancing the profession, ensuring equity, closing achievement gaps, and improving student achievement. Currently, about 19 percent of Oregon's students and teachers are in a district participating in SDCF. The proposed funding would nearly double the number of students and teachers impacted by the program.

If all Oregon districts adopted the CLASS model implemented through SDCF*:



- OREGON would be among the TOP 10 STATES in the nation.
- OREGON would reach 100% HIGH SCHOOL GRADUATION two years sooner than projected.
- TODAY'S STUDENTS would see an additional lifetime earnings of \$299 MILLION.

The CLASS/SDCF districts show greater gains in state assessments than other districts*.



*Analysis conducted by ECONorthwest of 2013-14 school and district performance data.

Expansion of Oregon Beginning Teacher and Administrator Mentoring Program

PROPOSED FUNDING: **\$17 MILLION** } PATHWAYS: 3

Oregon will hire more than 15,000 teachers by 2020. Ensuring new teachers and administrators are ready to meet students' needs is a sound investment. Educators who are supported through high-quality mentoring accelerate their learning and become more effective educators in a shorter period of time. The proposed funding would still not allow every beginning teacher and administrator to participate, especially with the expected uptick in hiring, but it would nearly double the number of educators impacted.

“My mentor helped me see my strengths... so that I did not focus and dwell on my frustrations. I hold high expectations for myself so it was good for me to hear an objective view on how I was doing on a weekly basis.”

—Beginning Teacher, 2014*



76% of new Oregon teachers say their mentors help impact their students' learning.*



87% of new Oregon teachers say their mentors help increase the effectiveness of their teaching.*

Beginning teachers who received two years of induction produced greater student learning gains when compared with those who received less intensive mentoring. —New Teacher Center



2013-14 SCHOOL YEAR:
993 Beginning Teachers,
103 Beginning Administrators*



*ODE. OEIB. (2014). Report on Strategic Initiatives to the Legislative Committee on Education.

Professional Development and Evaluations

PROPOSED FUNDING: **\$10 MILLION** } PATHWAYS: 4 5

All teachers—even the best ones—need ongoing professional support to meet the needs of the diverse learners in their classrooms. Teachers need resources focused on the Common Core State Standards and job-embedded learning opportunities closely aligned with student learning. More than half of Oregon school districts have less than 1,000 students and limited staff to plan and monitor professional development. Even larger districts need assistance linking staff to individualized training needs.

Along with professional development, all educators deserve relevant feedback that helps them improve. Oregon's school districts need continued support as they implement new educator evaluation systems. Oregon must ensure that principals and teachers have the right resources, training, and supports to ensure high-quality and meaningful implementation.

“[The new evaluation system] provided me a feeling of empowerment to be able to become the teacher I would want to be and not just struggle.” —Teacher



69% of teachers indicated a need for additional professional development around Common Core State Standards.

—TELL Survey

Completion of TeachOregon's Teacher Preparation Pilots

PROPOSED FUNDING: **\$1.5 MILLION** } PATHWAYS: 1 2

With bold and transformative reforms, Oregon can better prepare the next generation of teachers. With many new teachers projected to enter the system, TeachOregon is well positioned to improve their effectiveness while also increasing the diversity of our educator workforce. Five TeachOregon teams, three funded by Chalkboard and two through the Network, are partnering with 13 districts and 11 higher education institutions, which together license 65 percent of the state's teachers. They have been designing innovative models for collaborative, needs-driven teacher preparation—from providing more rigorous clinical practice for student teachers to building a stronger culture of collaboration between universities that prepare teachers and districts that hire them.

The proposed funding is required to fund the final year of implementation and evaluation of the project.

“In TeachOregon, I've been given the tools to help teach me how to be a better collaborator and how to lead those difficult conversations.” —Clinical teacher, Salem-Keizer

Embracing the “grow our own” model

All TeachOregon teams are identifying, recruiting, training, and providing financial support to culturally and linguistically diverse students who show an interest in teaching as early as middle school. Nearly 590 students are already participating in these new models.



Only 14% of teacher candidates graduating from Oregon public teacher preparation programs in 2012-13 were minority teacher candidates.

*OEIB. 2014 Minority Teacher Report.