Educator Advancement Council: Implementation Progress Report

Submitted to the Legislative Interim Committees on Education
January 12, 2018

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The Honorable Senator Arnie Roblan, Chair
The Honorable Representative Margaret Doherty, Chair
Legislative Interim Committees on Education
H-178 State Capitol
900 Court Street NE
Salem, OR 97301-4048

Dear Committee Chairs:

I am pleased to present this progress report on the implementation of Senate Bill 182, which was passed in the 2017 Legislative Session. Senate Bill 182 creates a systematic and equitable approach to supporting educators who guide students in Oregon classrooms every day.

Research confirms high-quality educators are vital to student success. Oregon has long been committed to supporting educators, by investing in programs that provide for professional development, mentoring, district collaboration grants, and scholarships for upcoming educators. Senate Bill 182 builds on that work through the development of local educator networks that will prioritize needs for educator professional development and support and distribute funding in an equitable manner.

To implement this work, SB 182 forms the Educator Advancement Council (EAC) and the Educator Advancement Fund. The Chief Education Office will coordinate across education agencies to provide support and accountability to this new council, connect educator networks, and coordinate and conduct research on teaching and learning conditions, educator workforce supply and demand, and common measures for accountability.

This report provides an update on the progress of forming the Educator Advancement Council and beginning the work of creating the educator networks. This report also includes background information about past and current state efforts to support educators and diversify the workforce.

Highlights of the report include:

- **Prototype study.** To best use taxpayer funds, the Chief Education Office and the Governor’s Council are garnering insight and best practices before design and deployment of educator networks by contracting for an initial prototyping study of existing educator efforts. The study is investigating a variety of models (regional, rural, theory of change, etc.), capturing promising practices, lessons learned, identified barriers, additional funding opportunities (federal, private), and possible local partners with strong and diverse educator voice. This study will be completed...
by April 2018 and will further inform recommendations on how the networks should be structured.

- **Oregon Teacher Scholars Program.** SB 182 specifies that the Chief Education Office will support programs to help achieve purposes of the Educators Equity Act. The Chief Education Office, in conjunction with the Higher Education Coordination Commission’s Office of Student Access and Completion (OSAC), is launching the Oregon Teacher Scholars Program in January 2018. The program will offer scholarships of $5,000 starting in Fall 2018, along with opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journey to becoming and remaining an educator.

- **Teaching and Learning Conditions Survey (TELL Oregon).** This biennial survey of all licensed educators will again launch in February 2018, with results available to the Council this spring.

- **Early learning.** SB 182 provides a mechanism to connect state early learning efforts with the council to better align early learning professional development with K-12. The Chief Education Office has begun preliminary framing conversations with the Early Learning Division and Early Learning Council.

### Building Capacity to Support Teachers and School Leaders Across the Education System

- **Network funding.** SB 182 ensures a process by which regions identify their top priorities and purposely align and leverage other existing efforts related to professional development, curriculum resources, etc. The report details one potential scenario for achieving this outcome, based on research of models in other states (see page 18, Figure 7). The Educator Advancement Council will review and finalize priorities and requests for investments based on regional feedback by spring 2018.

- **Leveraging funds and resources.** The local networks established under SB 182 will be designed to leverage federal, state, local, private, higher education, and other partners to enhance the current level of funding. The report contains examples of ways the educator networks could leverage funds, such as ESSA and Measure 98 funds, as well as make more efficient use of resources.

- **Educator workforce supply and demand.** In addition to working on an Oregon specific report, the Chief Education Office is working with partners on an event this spring bringing together school district personnel with deans and staff from educator preparation programs to determine the gap between jobs that go unfilled and people completing the programs.

- **Common outcomes and measures.** The Chief Education Office is convening currently funded educator program leads and researchers to develop recommendations on data sources to track progress.

### Governance

- **Intergovernmental Agreement.** Senate Bill 182 prescribed the governance structure for the Educator Advancement Council to be through an Intergovernmental
Agreement (IGA). The IGA includes Chief Education Office, Oregon Department of Education, Early Learning Division, Higher Education Coordinating Commission, Teacher Standards and Practices Commission, and a large variety of stakeholder voice. The IGA is nearing completion, pending DOJ review, Legislative Fiscal Office input, and any needed individual agency board/commission approvals.

- **Council formation.** The Chief Education Office has distributed an interest form to current members of the Governor’s Council on Educator Advancement and will begin a broader recruitment at the end of January. The EAC initially will have 22 members.

- **Staffing support for the Council.** Currently, the Council Transition Director is assisting to stand up the new EAC and to oversee the IGA development. Once the Educator Advancement Council is formed, and the governance structure and work plan are clearer, the Chief Education Office anticipates developing a staffing request for the 2019 Legislature for a leadership role and minimal administrative support. At the same time, the Chief Education Office will leverage existing resources from other agencies as much as possible.

- **Statutory changes.** Two technical corrections related to the work of the Council are being proposed in the Education Omnibus Bill for consideration during the 2018 Legislative Session. One clarifies that the Chief Education Office will continue its responsibilities under the bill until June 30, 2019. The second ensures all types of educator licensures are able to participate in the Oregon Beginning Educator Mentoring Grant.

We would like to acknowledge the members of the Governor’s Council on Educator Advancement in helping us move forward with this important piece of legislation. They will continue to be key partners as we transition to the new Educator Advancement Council.

Thank you for your support of educators through this legislation and many other efforts. We would like to formally request a hearing at the February 2018 Legislative Session to present this report and provide more information about our progress in implementing Senate Bill 182. In the meantime, please contact me or our Educator Advancement Council Transition Director, Cheryl Myers, if you have questions.

Sincerely,

Lindsey Capps  
Oregon Chief Education Officer
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Background

Senate Bill 182 (2017) creates the Educator Advancement Council (EAC). The EAC will establish a system of local networks across the state to help educators access professional development and leverage resources to provide services and resources driven by educator needs. The EAC is a culmination of many bodies of work in recent years to provide consistent, equitable support to educators serving in Oregon schools and classroom every day.

The Chief Education Office (CEdO) will provide support and accountability to this new council, connect educator networks, and coordinate and conduct research on teaching and learning conditions, educator workforce supply and demand, and common measures for accountability.

SB 182 requires the Chief Education Office to deliver a report on the “progress of the Council toward implementing the duties prescribed to the council by sections 1 and 2 of this 2017 Act to the interim committees of the Legislative Assembly related to education no later than January 15, 2018.”

Oregon has long recognized the connection between high-quality, well-supported, and culturally responsive educators to student success. Appendix B displays key policy efforts over the past 10 years designed to enhance and support the education profession.

High-quality preparation and ongoing, effective professional development and support for educators translate into better student learning and higher achievement. These efforts also increase educator retention, enhance satisfaction with teaching and learning conditions, and improve public perception of the profession.

The Network for Quality Teaching and Learning

The Network for Quality Teaching and Learning was established as a result of HB 3233 in 2013 to ensure Oregon’s public educators have the mentoring, professional development, and other support services needed to improve the quality of teaching and learning across Oregon. The Network was expected to:

- Support teachers and administrators through communities of effective practice that can improve student learning;
- Develop a culture of collaborative responsibility for advancing and supporting the profession of teaching that involves building level educators, district leaders, education service districts, state agencies, professional associations, nonprofit groups, and educator preparation programs and universities; and
- Strengthen recruitment, preparation, induction, advancement and support of educators (teachers, administrators, and counselors).
Figure 1 illustrates the theory of action that guided development of the Network for Quality Teaching and Learning: investments in support for educators improve student outcomes and contribute to the state’s goals.

Figure 1: Theory of Action for the Network for Quality Teaching and Learning

Originally funded in 2013 for $45 million, the Legislature appropriated lower levels of funding in 2015-17 and 2017-19 as illustrated in Figure 2. For a complete list of programs funded through the investments during the past three biennia, see Appendix C.

Now in its fifth year of implementation, the Network for Quality Teaching and Learning is providing funding for educator mentoring, district collaboration grants, support for aspiring and current administrators, scholarships to support recruitment of a diverse educator workforce, and professional learning for an educator in each of Oregon K-5 public schools related to dyslexia.

However, current levels of funding, coupled with competitive grant award processes have been inadequate to support all educators in Oregon.
Fifty percent of Oregon’s school districts have not received any of the Network funded investments in the last three biennia (see Appendix D). Many districts lack needed levels of human and fiscal resources to prepare and submit grant proposals and investment reports. Just as student success should not depend on ZIP codes, neither should support for educators.

Although the desired outcome is to provide every teacher and administrator new to the profession with a trained mentor, Network funds to support the Oregon Mentor Project remain insufficient. For the 2017-18 year, ODE was only able to fund 28 out of 52 (54 percent) districts that applied for Mentor Project funding. This means that only 17 percent of Oregon’s 196 school districts are able to provide support to any teachers or administrators they hired who are new to the profession.

Additionally, the Network lacks an overall systematic process for gathering local educators’ input on how to prioritize funds and identify the most effective professional learning practices.

After a re-examination of the structure and funding of the Network and how it leverages resources, Governor Kate Brown issued Executive Order 16-08 creating the Governor’s Council on Educator Advancement (GC).

Governor’s Council on Educator Advancement
In the executive order, Governor Brown charged a Governor’s Council on Educator Advancement with considering how Oregon can improve in three areas to better deliver high-quality culturally-sustaining professional learning to all Oregon educators:

- Better leverage the expertise of public teachers and school leaders;
- Streamline resources and support from public and nonprofit entities; and
- Coordinate comprehensive support for educators.

The Council, which has 23 members, provided 10 recommendations to the Governor, which led to SB 182 and the Educator Advancement Council (EAC) and the Educator Advancement Fund. The recommendations are shown in Figure 3, followed by the key elements used by the council to develop the recommendations in Figure 4.

Figure 3: Governor’s Council on Educator Advancement Recommendations

1. Create and deepen partnerships between Pre-Kindergarten services, districts, community colleges and universities to promote interest in the teaching profession, coordinate teacher and administrator preparation efforts and share data sets needed to achieve a high-quality pool of licensed professionals.
2. Streamline career pathways into teaching and provide financial resources and supports to achieve an educator workforce in Oregon that is equity-driven and more reflective of Pre-Kindergarten-12 student demographics.
3. Support all novice teachers with induction and mentoring supports during their first two years.
4. Provide all novice school administrators with induction and mentoring supports during their first two years.

5. Require state and federally funded professional learning to be equity-driven, designed with practitioner involvement, and adhere to state adopted standards for professional learning.

6. Expand models statewide that engage teachers and administrators working together to design and implement professional learning to improve student outcomes.

7. Support a seamless system of professional learning linking Early Learning providers, including Early Learning Hubs, Head Start, Pre-Kindergarten programs, child-care providers, home visitors and other early education services providers with the K-3 public school systems.

8. Ensure the voices of classroom teachers are included on a regular basis in decision-making regarding professional learning priorities, educator supports, and policies impacting teachers at the school, district, region, and state levels.

9. Create opportunities to develop, enhance, and recognize teacher leadership.

10. Establish a statewide Intergovernmental Coalition to coordinate and connect regional networks in support of professional learning priorities, blending of funding sources and management of innovation funds.

Figure 4: Key Overarching Themes Essential used by the Governor’s Council

**Equity Focused** Driven by the commitment to close educational opportunity gaps for all students, Oregon’s Equity Lens is a valuable tool to embed in educator preparation and support to create welcome and inclusive learning environments, engage students and families, and address institutional barriers or discriminatory practices limiting access for many students in the Oregon public education system.

**A Seamless System** Thinking about the system as whole is necessary to eliminate fragmentation and silos, and enhance collaboration, efficiency, and effectiveness across educator preparation, licensing, employment, and career advancement.

**Empowering Teacher Voice and Leadership** One of the hallmarks of a profession is involvement of those in the classroom in determining the actual work of the profession and the conditions that surround it. Policies intended to affect educators can and should be vetted and improved by those most likely to be impacted. Opportunities for teacher leadership help elevate teaching as a desirable profession. Effective practitioners afforded opportunities for teacher leadership are more likely to view teaching as an attractive long-term career option. Effective teachers in leadership positions can help influence instructional practices in other classrooms to improve student learning.

**Time to Support Professional Learning** Research is clear that professional learning is most effective when it is sustained over a period of time rather than being a
solitary event. Professional learning paired with time for follow-up, study groups, coaching, and reflection provides more opportunities for teachers to learn and impact their students.\textsuperscript{1} Research has also shown teachers perceive professional learning as most effective when it is sustained over time.\textsuperscript{2} In fact, some high-performing countries have added job-embedded collaboration time for teachers to observe in each other’s classrooms to study teaching and to work on common problems of practices.\textsuperscript{3}

**Educator Leadership and Workforce Diversity**

**Prototype Study**

SB 182 requires the Educator Advancement Council to establish a system of educator networks. This work includes prescribing characteristics of educator networks and selecting the entities to serve as educator networks. These networks will be designed to leverage federal, state, local, private, higher education and other partners to enhance the current level of Network funding.

To best use taxpayer funds, the Chief Education Office and the Governor’s Council on Educator Advancement are garnering insights and best practices before design and deployment of educator networks, by contracting for an initial prototyping study of existing educator efforts through March 2018. The study will investigate a variety of models (regional, rural, theory of change, etc.), capturing promising practices, lessons learned, identified barriers, additional funding opportunities (federal, private), and possible local partners with strong and diverse educator voice.

The prototyping study will inform recommendations on how the networks should be identified, set up, operated, supported, and funded. To date, three existing networks are participating in the prototype study to gain a better understanding of the strengths and limitations of their own models, along with future aspirations. The three networks will work with the GC/EAC to build recommendations that highlight educator voice, support local context, demonstrate meaningful implementation processes, and focus on equity.

The three prototypes were identified by aligning the critical attributes highlighted in SB 182 and the GC’s recommendations. All three networks exist in Oregon, were chosen for unique characteristics, and are currently operating at varying levels of design or implementation.


The three prospective prototypes:

1. **Salem-Keizer School District** [school district-sponsored] is Oregon’s 2\(^{nd}\) largest school district and has been sponsoring a mentoring network that includes numerous geographically close, smaller districts for several years. There is much to learn from the funding structures of a district-sponsored network that leverages state and local resources and shared human capital. Additionally, seeking the answers to key questions about the implementation of a mentoring program across different size districts with varying school climates and contexts will be useful.

2. **Oregon Education Association (OEA)** [statewide approach] has a well-established Quality Assessment Practice Networked Improvement Community (CAP-NIC). The term NIC, or Networked Improvement Community, was developed by the Carnegie Foundation for the Advancement of Teaching as an alternative to traditional education research studies, which result in scaling solutions with little acknowledgement to the need for local adaptability. This network covers many of the attributes listed in both SB 182 and the Governor’s Council’s recommendations. CAP-NIC completed a one-year design phase and has been functioning as a NIC for the past five months. CAP-NIC’s goal is to find improvements in major areas that contribute to having quality assessment practices at all levels (classroom, district and state). The outcomes of this work are to learn the how, what and why behind implementing rigorous classroom-based assessment practices in various contexts to better inform state assessment policies and practices.

3. **The Deeper Learning and Equity Network** [education service district-sponsored] is sponsored by the Northwest Regional Education Service District (NWRESD). This network aims to bring together school teams across the region to learn and implement culturally sustaining and deeper learning practices that are rooted in equity. NWRESD is also supporting participating teams to identify and disrupt system barriers preventing each student from access to a culturally-sustaining and relevant experience. The NWRESD team will facilitate a strength-based, human-centered, and equitable improvement network that looks to northwest communities as a resource rather than something to be “fixed.” The launch and implementation of this network is planned for fall of 2018.

Additional successful networks will influence recommendations in a less formal way. A few such networks include: a rural improvement network focused on professional learning systems in Douglas County and current School District Collaboration Fund (SDCF) design and implementation districts that function as communities of practice focused around measured implementation and user-centered design. Prior experiences with current Network of Quality Teaching and Learning programs also are informing next steps for the Educator Advancement Council.
The Project Team, CEdO staff, GC members and network leaders and participants are collaborating to develop key questions. These questions will explore the alignment of educator network structures and critical attributes with the goals of SB 182 and the GC’s feedback. These initial themes will act as a guide for engagement.

The GC provided feedback to the initial steps of the prototyping at its December meeting; the council’s feedback and ongoing insight will continue to influence the direction.

Oregon Teacher Scholars Program

SB 182 specifies that the Chief Education Office will support programs helping to achieve the purposes of the Educators Equity Act. Currently the CEdO staffs the annual Oregon Educator Equity Report and staffs the Oregon Educator Equity Advisory Group, which has developed a statewide plan for increasing the supply of culturally diverse teacher candidates.

Allegretto and Mishel (2016) note while education preparation program costs have increased, salaries for teachers trail behind those of other college graduates by 17 percent. Even with the help of PELL and Oregon Opportunity grants, Oregon’s new teachers can graduate from their programs and start their careers with debt easily ranging between $20,000 and $50,000.

After reviewing the 2016 Educator Equity Report and subsequent recommendations, the Council included a key policy proposal related to diversifying the educator workforce within the GC’s 10 recommendations presented to Governor Kate Brown in November 2016:

Council Recommendation 2: Streamline career pathways into teaching and provide financial resources and supports to achieve an educator workforce in Oregon that is equity-driven and more reflective of PK-12 student demographics.

With the passage of SB 182, the Higher Education Coordinating Commission was authorized to award scholarships to culturally or linguistically diverse teacher candidates for use at approved educator preparation providers, as defined in ORS 342.120, for the purpose of advancing the goal described in ORS 342.437. The legislation specified that the scholarships awarded under this section shall be in amounts of $5,000 each academic year, for a maximum of two academic years. Figure 5 shows an example of how such a two-year state scholarship will be leveraged in combination with PELL Grants, Oregon Opportunity Grants, and Oregon Promise (if applicable) to dramatically reduce student debt, especially when combined with university scholarships.
After a review of six other states that offer similar scholarships, the Chief Education Office will launch the **Oregon Teacher Scholars Program** in January 2018. In addition to offering scholarships, the program will provide recipients with mentoring, networking opportunities, and other resources throughout their journey to become and remain an educator as illustrated in Figure 6.

**Figure 6. Elements of the Oregon Teacher Scholars Program**

**STAGE ONE:** The Oregon Teacher Scholars Program Coordinator identifies culturally or linguistically diverse candidates enrolled in early teacher cadet programs in K-12 schools, enrolled in pre-education programs in community colleges or universities and enrolled in university educator preparation programs, as well as current school employees interested in becoming licensed, and licensed educators of color seeking employment. The program coordinator recruits candidates to become members of the **Oregon Teacher Scholars Network**. The Program Coordinator visits every public and private educator preparation program creating local referral networks and informational meetings with potential Scholar recruits.

**STAGE TWO:** The Program Coordinator uses the TeachInOregon.gov website to link interested recruits with **Oregon Teaching Scholars Resources** with resources and information related to volunteer opportunities, early field experiences, access to pre-education courses, test preparation supports, and summer internships working with culturally and linguistically diverse youth, workshops, field trips, site visits, and networking opportunities such as job fairs and culturally specific community networking events like “Say Hey.”

**STAGE THREE:** **Oregon Teaching Scholars** accepted into an Oregon educator preparation program (starting in Fall 2018) are invited to apply for a $5,000-a-year scholarship through the Oregon Office of Student Access and Completion (OSAC). Working with OSAC staff,
three members from the Oregon Educator Equity Advisory Group serve as the Oregon Teacher Scholars Program Scholarship selection team and select recipients each Spring that funds are available. This Oregon Teaching Scholarship can be used to pay for classes, fees, or help defray costs of required licensure assessments and student teaching. Educator preparation programs are also encouraged to generate their own tuition remissions, work study opportunities, and additional scholarships for the Scholars.

STAGE FOUR: Oregon Teaching Scholars continue to participate in Oregon Teacher Scholar Events and connect with resources related to resume development, job networking, interviewing, and skills to help navigate cultural barriers in the workplace. At least twice a year Oregon Teacher Scholars are invited to attend events like the annual COSA/OASED Preservice Conference and Teaching with Purpose Conference. The Program Coordinator connects Scholars with district recruiters and ensures that each Scholar is afforded multiple job interview opportunities.

STAGE FIVE: Hiring districts are encouraged to provide each Oregon Teaching Scholar with a beginning teacher mentor for at least two years, preferably matching the Scholar with a mentor who is culturally or linguistically diverse and to connect all newly hired educators of color with existing community organizations such as OALA, Say Hey, Oregon Alliance of Black School Educators, and the Oregon Association of Bilingual Educators.

STAGE SIX: Once employed, Oregon Teaching Scholars are invited to help recruit others to the teaching profession and network with current Oregon Teaching Scholars.

Teaching and Learning Conditions Survey (TELL Oregon)
The CEdO will launch the TELL Survey in February 2018, which seeks input from all licensed educators. To date, the CEdO has completed the following tasks:

- Developed individual school district 2016 participation rate information sheets and shared with district and school personnel.
- Refined questions for the 2018 survey to better identify impact of state funds on mentoring and gauge school-based educators’ perceptions of need related to the Council’s recommendations.
- Engaged partners including ODE, Confederation of Oregon School Administrators (COSA), Oregon
Coordinated a letter from Governor Kate Brown announcing the 2018 TELL Survey to all superintendents and principals to share with school-based licensed professionals.

Developed a timeline and helpful tips for use by superintendents, principals, and school board members.

Worked with procurement and DOJ to negotiate a contract with New Teacher Center to administer the 2018 TELL Survey.

Updated the TELL Oregon website to reflect the 2018 survey.

Planned a statewide webinar on the 2018 TELL Survey to be held on January 16, 2018.

Developed strategies to increase the number of schools reaching participation threshold levels so they can use their school-specific data.

**Early Learning**

Currently there is no intentional alignment of a professional learning continuum that includes early childhood educators in Oregon. The GC believes an effective professional learning continuum leverages the expertise and learning needs of both early childhood educators and K-3 educators and leaders. The GC report Recommendation 7 calls for an aligned and coordinated system of professional learning, linking early learning providers, including Early Learning Hubs, Head Start, Pre-K programs, child care providers, home visitors, and other early education services providers with the K-3 public school systems.

SB 182 provides a mechanism to connect the Early Learning Division and Early Learning Council efforts with the EAC to establish policies and practices to address early educator professional learning needs and improve support services for early learning educators in order to achieve better alignment between early learning professional development and K-12. This work will include developing or expanding:

- Coaching and mentorship programs for pre-k and Head Start teachers;
- Professional development for early learning educators; and
- Professional development for principals and administrators regarding best practices in early childhood education.

CEdO staff and Early Learning teams have entered preliminary framing conversations pertaining to the needs of the early learning system workforce to achieve the following:

- More early educator professionals able to participate in pre-K-3 relevant professional learning
- Streamlined career pathways bridging community colleges and 4-year institutions that incorporate credential stacking toward licensure; and
- A more comprehensive early childhood professional development system.
Dyslexia Training and Trauma-Informed Professional Development
SB 1003 requires that one K-5 teacher in each K-5 school completes dyslexia-related professional development by July 1, 2018. SB 182 authorizes ODE to distribute funding to school districts to ensure that a sufficient number of kindergarten through fifth grade teachers have received training to understand and recognize dyslexia and to implement appropriate instruction. Funds allocated for the dyslexia professional development from the Educator Advancement Fund are being divided equally among the K-5 schools in the state (n=762) and charter schools that choose to participate, with approximately $2,000 per school. Using the Oregon Educator Network, ODE’s Dyslexia Specialist will create a network of teachers who have completed professional development in dyslexia across the state to continue to provide support and share resources following their initial professional learning. In 2018-19, a much smaller amount of funding may be needed for K-5 schools due to teacher attrition or movement to another school. The Governor’s Council and soon-to-be Educator Advancement Council will continue to receive update reports from the Education Specialist overseeing the project to determine needed ongoing professional learning resources.

SB 182 also authorizes ODE to distribute funding to school districts for the design and implementation of programs to provide professional development to educators on strategies that decrease rates of school absenteeism among students by using trauma-informed approaches in schools. Building on the momentum of HB 4002 and two pilot sites being studied by the CEdO, some districts may need additional professional development and support for school staff, to create a culture in the district and community that can understand, recognize and respond to trauma.

Building Capacity to Support Teachers and School Leaders Across the Education System

Leveraging of Funds and Resources
During education budget shortfalls, professional learning funds are often the first to be reduced, leaving the goals of high-quality professional development that includes job-embedded time and collaboration seemingly unattainable. SB 182 provides a process by which regions identify their top priorities and purposely align and leverage other existing efforts related to professional development, curriculum resources, etc. In addition to dollars, resources such as time, use of personnel and technology will also be intentionally maximized. Examples include but are not limited to the following:
Every Student Succeeds Act (ESSA) and Federal Title Funds

ESSA maintains a focus on teaching and learning with professional development as a critical means to improving teaching and learning. ESSA’s Title I, Title II, and Title IV funding for Local Education Agencies (LEAs) provide states with new leverage to improve professional learning at the state and local levels.

- Oregon can use 5 percent of Title II funds to work on improving professional learning systems, advancing equity, and implementing their own state standards for effective professional learning. Some states are using set-aside dollars to support pilots of communities of practice to develop formative and summative measures that will document the impact of professional development investments.
- Oregon can reserve up to 3 percent of LEAs’ Title II allocation to support school leaders. Allowable uses include reforming licensure and certification, building instructional leadership, establishing leader evaluation systems, supporting alternative certification programs, improving recruitment and retention of school leaders, and providing technical assistance.
- Recipients of 21st Century Learning Centers funding under Title IV may use funds for Expanded Learning Time, which includes additional time for “instructional and support staff to collaborate, plan, and engage in professional development.”
- The Oregon Department of Education and other partners can provide more technology-facilitated opportunities for professional learning and coaching, using funding available under Titles II and IV of ESSA to address the needs of rural communities and provide opportunities for intradistrict and intraschool collaboration.

Other Leveraged Resources

- Time study teams as outlined in Learning Forward’s Toolkit show how school communities can work together to review and reshape the school day in service of improved educator and student learning.
- Using highly-effective teachers within schools, to support colleagues who have less experience can save on external consultants and contribute to educator retention for both the new and experienced teacher. For example, the District of Columbia Public Schools (DCPS) established a program where teachers could remain in the classroom but take on coaching and team leadership roles in schools with high turnover.
- Developing communities of practice for school leaders will build professional capital and provide the ongoing support necessary for those with challenging assignments to be successful, leading not only to improved student outcomes but improved retention and less turnover in school leaders.
- Working with private philanthropic partners can help secure: “glue funding” that supports collaborative cross-sector work, “seed funding” to stimulate readiness planning and “innovation funding” to test out new directions through rapid cycles of Plan, Do, Study, Act (PDSA) to learn fast, fail fast, and improve quickly.
- Allowable uses of Measure 98 funding can connect educators to the real world and make better use of external resources in the community that support professional learning that help improve students progress toward graduation.
- Measure 98 funding can be used to support collaboration of high school teachers with college instructors to develop and refine college level coursework.
- A variety of federal, state, local, and private funding sources (e.g., Title I, Title II, Special Education, Head Start, Child Care Development Block Grant, philanthropic grants) that include services for PreK-3 children, and combine and blend resources can be leveraged to address PreK-3 goals.
- Local governments and businesses will be invited to play a greater role in providing incentives for attracting and retaining educators, e.g. housing accommodations, low interest loans, and discounts at local businesses.
- Most universities traditionally pay personnel and travel-related costs to supervisors who observe and coach preservice candidates during their student teaching. Partnerships between universities and schools can leverage these resources to also benefit existing teachers in the school. Universities can partner with districts to cluster student placements, using supervisor travel cost savings to increase the faculty member’s time at the school site or share the cost of school-based personnel to serve in the role of clinical supervisor.

The Council also will leverage existing resources to support Council activities per Governor Kate Brown’s October 11, 2017 letter to Education State Agency Heads stating:

“As directed under SB 182, cross-agency resources will be dedicated to fulfill the vision and core functions of the public-nonprofit partnership established under the law to advance educator and school leader professional learning and culturally responsive practices in our schools.”

Distributing Funds and Resources
The Chief Education Office and Governor’s Council have researched models other states have used to distribute educator funds. One scenario for achieving this outcome is outlined in Figure 7.

**Figure 7. One Potential Scenario for Determining Needs and Distributing Some Educator Advancement Funds**

| Rather than four to five “discrete” buckets of funding, each of the 19 ESD regions would be notified in Winter 2018 of a proposed allocation of Educator Advancement funding per region based on a formula that considers the number of licensed professionals in the region and other weighted factors (some states fund rural and geographically remote districts higher).

Each ESD would be invited to form a regional consortium that includes a majority of practicing educators, an early learning provider or hub leader, at least two superintendents, two school board members, the ESD Superintendent, partners such as an educator preparation program at an institution of higher education, business/industry, community based organization, philanthropic organization, and others to be determined. |
In Spring 2018, each regional consortium would complete a process template for engaging licensed professionals, administrators, and community partners in identifying how Educator Advancement funds would be used in 2019-21 biennium. This would include:

- A description of how the regional consortium was formed and operating procedures.
- A district level analysis and discussion of its regional priorities, current projects, and needs based on reviews of TELL results, previous use of Title IIA and other Title funds, as well as focus groups with education personnel, community members, and partners from the philanthropic and higher education world.
- A menu of potential areas of work supported by the Educator Advancement Fund providers and communities of practice would be identified that is mapped to areas of educator continuum, allowing a region to partner with other more fully developed networks of practice.
- Demonstration of how the region is braiding or leveraging funds to add to Educator Advancement funds (for example, ESD services, use of Title funds, other grant-in-aid funds, partner contributions, and in-kind resources).
- A list of identified outcome metrics they are seeking to improve, such as number of teacher positions filled, diversity in educator workforce, number of new educators mentored, retention of educators, culturally responsive teaching practices, policy shifts in how professional learning is provided and/or career advancement options developed for teachers.
- Description of how the plan aligns with features of high-quality professional learning as outlined by the Council in its approved Learning Forward recommendations.

**Additional Proposed Funding**

The EAC will review and finalize priorities and requests for biennial investments based on regional feedback in spring 2018. Although difficult to predict what additional priorities will emerge, it is anticipated that any funding priorities would be mapped to areas of the educator continuum as shown in Figure 8:

**Figure 8. General Areas of Focus for the Educator Advancement Fund**

**Educator Workforce Supply and Demand**

To date, the CEdO has completed the following tasks:

- The CEdO is working with ODE staff and other partners to identify the most salient elements tracked in other states’ educator workforce supply and demand reports. Next steps will include recommending a timeline and assessing ODE staff capacity to develop the report or to hire a contractor to develop the report.
• The CEdO is developing a partnership with COSA, Oregon School Professionals Association, ODE, Teacher Standards and Practices Commission (TSPC), and Oregon Association for Career & Technical Education to co-host an event this spring bringing together district personnel, including superintendents and recruiters, with deans and staff from Oregon’s public and private educator preparation programs to identify the gap between the educator positions needed in Oregon and the educators completing licensure programs. In some cases, candidates completing their program do not find jobs, and many districts continue to report unfilled positions. Sometimes there is a need for more racially and linguistically diverse educators while other shortages reflect geographic location and/or high-need content areas.

• The CEdO has negotiated data-sharing agreements between ODE and TSPC and Educator Preparation Programs in Oregon that will occur each spring enabling programs to better survey employers and recent graduates employed in Oregon public schools for purposes of continuous improvement and meeting national accreditation required by state legislation.

Common Outcomes and Measures Anticipated to Promote Improvement in Teaching and Learning
• The CEdO has convened a group of researchers and current grant/project managers for every area of Network funding to answer the following questions:
  • Beyond legislative reporting, what impacts from Network investments to date are able to be extracted?
  • What big lessons have been learned?
  • How are those lessons disseminated/shared with others?
  • Where are Network investments being expanded or sustained beyond the funding cycle?
  • What is the state’s Return on Investment for these Network initiatives?

The group is providing feedback on a draft list of common data sources (Appendix H) to track and evaluate progress in meeting the Council’s recommendations. The group will be providing a proposal to the Council at an early 2018 meeting.

Governor’s Council Work Group on Professional Learning
A work group formed by the Governor’s Council on Educator Advancement was given the informal charge of “Getting to the Vision and “How” of Professional Learning,” as referenced in the Governor’s Council Recommendations Report from November 2016. Group members view professional learning as opportunities for educators to explore personal and professional identities and respond to the strengths and needs that students from diverse backgrounds bring to classrooms. Chaired by Council member, Jenna Schadler, members met five times in 2017 with staff from the Chief Education Office and the Oregon Department of Education.
The Work Group studied the national Learning Forward Standards and considered how the standards align with educator perceptions as reported in the 2016 TELL Oregon Survey results. Members developed recommendations on how best to guide and inform high-quality professional learning in Oregon through the new Educator Advancement Council.

Governance

SB 182 calls for the creation of the Educator Advancement Council, “for the purposes of providing resources related to educator professional learning and other educator supports.” The bill requires the Chief Education Office to support the council by providing research-based strategic direction, assisting the council in coordinating the networks, recommending statutory and rule changes, supporting a statewide plan to diversify and support the educator workforce, and providing accountability and staffing support to the council. The Oregon Department of Education will provide technical assistance and administer the distribution of the grant funds.

Intergovernmental Agreement

Senate Bill 182 prescribed the governance structure for the Educator Advancement Council to be through an Intergovernmental Agreement (IGA). The Chief Education Office and its partners have applied significant due diligence to meet not only the intent of the bill, but also the spirit of the GC’s vision and maximum functionality. Equity, diversity, inclusion, and educator voice have remained at the heart of the design. CEdO has led these efforts, in collaboration with all education agency directors, the GC, and critical partners. The IGA is nearing completion, pending DOJ review, Legislative Fiscal Office input, and any needed individual agency board/commission approvals.

Educator Advancement Council Formation

The Governor’s Council on Educator Advancement (GC) members (Appendix A) have agreed to continue serving during the transition to the new Educator Advancement Council (EAC), anticipated by April 2018. As specified in the bill, the EAC will establish a system of educator networks throughout the state, connect educator networks, facilitate communications within and among the networks to improve teaching and learning, and make recommendations for the disbursement of the Educator Advancement Fund.

EAC membership is anticipated to include:

<table>
<thead>
<tr>
<th>Seat 1</th>
<th>Chief Education Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seat 2</td>
<td>Oregon Department of Education, Deputy Superintendent of Instruction</td>
</tr>
<tr>
<td>Seat 3</td>
<td>Early Learning Division, System Director</td>
</tr>
<tr>
<td>Seat 4</td>
<td>Teacher Standards &amp; Practices Commission, Director</td>
</tr>
<tr>
<td>Seat 5</td>
<td>Higher Education Coordinating Commission, Executive Director</td>
</tr>
<tr>
<td>Seat 6</td>
<td>Practicing public elementary school teacher</td>
</tr>
</tbody>
</table>
Seat 7  Practicing public middle school teacher
Seat 8  Practicing public high school teacher
Seat(s) 9,10,11  Practicing public K12 educator
Seat 12  Practicing administrator – K-12
Seat 13  School District Superintendent
Seat 14  Education Service District Superintendent
Seat 15  School District or Education Service District board member
Seat 16  Early learning provider/professional coach
Seat 17  Professional education association
Seat 18  Postsecondary institution educator preparation program
Seat 19  Nonprofit organization, education-focused
Seat 20  Philanthropic organization, education-focused
Seat 21  Federally recognized tribe of this state
Seat 22  Community-based organization representing families and students, education and equity-focused
Ex-officio  Oregon House of Representatives member
Ex-officio  Oregon State Senate member

The Chief Education Office has distributed the EAC interest form (Appendix F) to existing GC members, and the Office will launch a robust EAC recruitment outreach in January 2018.

The Chief Education Office will conduct statewide communication and outreach activities on behalf of the Educator Advancement Council in order to engage communities in establishing educator networks and inform the public about the work of the Council. Activities will include:

- Creating a webpage with information about the council, including meeting information, application materials and other tools and resources.
- Providing public notice of council meetings and an opportunity for public comment.
- Providing regular communications to educators, stakeholders, legislators, and the media about the council’s progress.
- Soliciting input from educators and stakeholders about the establishment of networks and implementation of SB 182.
- Facilitating communications among educator networks so they can share best practices.

A transition timeline from the Governor’s Council to the Educator Advancement Council is included in Appendix G.

Staffing Support for the Council
Currently, the Council Transition Director is assisting to stand up the new EAC and to oversee the IGA development. Once the EAC is formed and the governance structure and work plan are clearer, the CEdO anticipates developing a staffing request for a leadership role and minimal administrative support for the 2019 legislative session. Similarly, as the design, form and functions are developed, needed support for the Educator Networks will be determined.
Statutory Changes
Two changes related to the work of the Council are being proposed in the Education Omnibus Bill for consideration during the 2018 Legislative Session.

Amendment to ORS 342.950
SB 182, Section 27 lists all the statutes referencing the Chief Education Office, and changes those references to the Department of Education on June 30, 2019. The reference to ORS 342.950 (subsection (16)), with the thought that the statute is repealed on June 30, 2019, and there would be no need to change references to the Chief Education Office because the statute no longer would exist. Unfortunately, in the haste of composing the amendments, the changes inadvertently made the version of ORS 342.950 with references to ODE effective immediately rather than June 30, 2019. An amendment has been submitted to Senator Arnie Roblan for inclusion in an omnibus bill amending ORS 342.950 to reflect the original intent.

Amendment to ORS 329.788
Statute ORS 329.788 was amended in the 2015 Legislative Session as part of HB 2411, the bill enacting the educator license redesign. In HB 2411, any statute referencing “teaching or administrative licenses” was amended to specific license titles. Inadvertently, HB 2411 amended ORS 329.788 to only allow teachers, as well as some principals and superintendents, who currently hold a preliminary teaching license, reciprocal teaching license or preliminary administrator license to qualify to be mentored under the Oregon Beginning Educator Mentoring Grant. This amendment negatively impacts teachers currently holding any other type of license issued by Teacher Standards and Practices Commission.

An amendment has been submitted to Senator Roblan amending ORS 329.788 back to its original language, allowing all licensure types, as long as the educator has not taught or been an administrator for more than two years, to be mentored under the Oregon Beginning Educator Mentoring Grant. The amendment request is retroactive to the beginning of the 2017-2018 school year.

Legislators’ Role
Prior to the 2019 Legislative Session, the Educator Advancement Council in partnership with the Chief Education Office, the Early Learning Division, the Oregon Department of Education, the Oregon Teacher Standards and Practices Commission, and the Higher Education Coordinating Commission will develop and submit legislative recommendations for the Educator Advancement Fund based on regional feedback/plans.

Legislators will be able to see how the funds are being leveraged within and across Local Education Agencies (LEAs) and regions. They will be able to see how teacher voice and local needs shaped the priorities for funding and an improvement in the equitable distribution of funds across the state. The EAC will collaborate with legislators to identify common metrics.
to track and evaluate progress in meeting the Council’s recommendations. Appendix G shows a draft menu of data sources that can be considered by the Educator Advancement Council and legislators to finalize common outcome metrics.

**Role of Higher Education Colleges and Universities**

Advancing the profession of teaching has been a collective responsibility among the Governor’s Council on Educator Advancement and colleges and universities. Network investments in projects spanning across the last two biennia, including Early Educator Training, TeachOregon, Leading for Learning, CulturallyResponsive Pedagogy and Practices, and the Oregon Mentor Project, have all demonstrated the value of working with educator preparation programs on reaching key outcomes related to Oregon’s educators. The state’s educator preparation programs are critical partners in helping to create a strong and diverse supply of teachers, faculty, early educators, and instructional leaders through a more seamless roadmap that starts with educator recruitment as early as middle school level and spans across an educator’s career. Under SB 182, local networks can prioritize funding to support educator pathways by partnering with colleges and universities to develop innovative partnerships that significantly strengthen interest in the profession, maximize clinical experiences for PK-12 candidates, and result in well-prepared new educators.
## Appendix A: Governor’s Council on Educator Advancement Members (December 2017)

### Voting Members

- **Chair Michele Oakes** Mentor Program Coordinator, Bend-LaPine SD
- **Paul Andrews** Superintendent, High Desert ESD
- **Ana Gomez** Juntos Program Coordinator, Oregon State University
- **Karen Green** Teacher, Ashland SD
- **Don Grotting** Superintendent, Beaverton SD
- **Randy Hitz** Dean Emeritus, Graduate School of Education, Portland State University
- **Marty Perez** Teacher, Portland Public SD

- **Christy Perry** Superintendent, Salem-Keizer SD
- **Martha Richards** Executive Director, James F. and Marion L. Miller Foundation
- **George Russell** Past Co-Chair, Oregon Coalition for Educational Equity
- **Jenna Schadler** Grant Liaison, North Clackamas SD
- **Heidi Sipe** Superintendent, Umatilla SD
- **Laura Scruggs** Teacher, Springfield SD
- **Carmen Urbina** Oregon Center for Educational Equity
- **Colleen Works** Assistant Principal, Corvallis SD
- **Matt Yoshioka** Elementary School Administrator/ Curriculum & Instruction Director, Pendleton SD

### Non-Voting Members

- **Lindsey Capps** Chief Education Officer
- **Representative Susan McLain** District 29
- **Senator Arnie Roblan** District 5
- **Colt Gill** Interim Deputy Superintendent of Public Instruction, Oregon Department of Education
- **Miriam Calderon** Early Learning System Director, Oregon Department of Education
- **Trent Danowski** Acting Director (through 12/31/2017), Teacher Standards and Practices Commission
- **Anthony Rosilez** Executive Director (effective 1/1/2018), Teacher Standards and Practices Commission

### Key Staff

- **Lindsay Moussa** Executive Assistant, Chief Education Office
- **Angela Sandino** Education Northwest
- **Cheryl Myers** Transition Director, Educator Advancement Council, Chief Education Office
- **Hilda Rosselli** Career & College Readiness and Educator Advancement Policy Director, Chief Education Office
**Appendix B: Key Policy Efforts Supporting Educators**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>2007</td>
<td>HB 2574 mentoring program established.</td>
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<tr>
<td>2009</td>
<td>Senate Bill 443 charged Oregon Department of Education (ODE) to develop the Oregon Educator Professional Development Commission (not actualized).</td>
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<tr>
<td>2010</td>
<td>HB 3619 created a Task Force on Education Career Preparation &amp; Development around a proposed seamless system of professional learning and support, beginning with career preparation and continuing through employment (report link <a href="#">here</a>).</td>
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<tr>
<td>2011</td>
<td>SB 290 created new, higher standards to guide and evaluate the practices of effective teachers and school leaders in Oregon public schools.</td>
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<tr>
<td>2012</td>
<td>Linda Darling Hammond commissioned to analyze Oregon’s opportunities for supporting educator quality.</td>
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<tr>
<td>2013</td>
<td>The Secretary of State issued teacher preparation programs audit.</td>
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<tr>
<td>2013</td>
<td>HB 3233 established the Network for Quality Teaching and Learning and the Network Fund for Quality Teaching and Learning.</td>
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<tr>
<td>2014</td>
<td>Educator perceptions on teaching and learning conditions gathered through the Teaching, Empowering, Leading, and Learning (TELL) surveys focused on constructs including professional development, instructional practices and support, teacher and school leadership, and use of time.</td>
</tr>
<tr>
<td>2016</td>
<td>HB 4033 advances purpose of the Educator Equity Act within the Network to improve cultural competence of educators and provide training in culturally relevant educational practices.</td>
</tr>
<tr>
<td>2016</td>
<td>The Secretary of State issued Teacher Standards and Practices Commission audit.</td>
</tr>
<tr>
<td>2017</td>
<td>SB 182 established the Educator Advancement Council and Educator Advancement Fund.</td>
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</tbody>
</table>
## Appendix C: Oregon Network Investments

### Oregon Network Projects Across the Continuum of an Educator’s Career

<table>
<thead>
<tr>
<th>Year</th>
<th>Project Description</th>
<th>Amount</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>2013-15</td>
<td>$2.5M Effective Educator Preparation Pipeline &amp; Retention</td>
<td>$25,000,000</td>
<td>-Ed Prep PD Series TeachInOregon website, EITPA Project, Oregon Ed Network, TELL Survey</td>
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<tr>
<td></td>
<td>-$8.6M Oregon Mentor Project</td>
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<td></td>
<td>-$1M Assessment Literacy</td>
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<td></td>
<td>-$5M Educator Effectiveness</td>
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<tr>
<td>2015-17</td>
<td>$1.3M TeachOregon Project</td>
<td>$1,300,000</td>
<td>-2016 TELL Survey</td>
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<tr>
<td></td>
<td>-$10M Oregon Mentor Project</td>
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<tr>
<td></td>
<td>-$155K 2016 TELL Survey</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>-$12.3M School District Collaboration Grants</td>
<td></td>
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<tr>
<td>2017-19</td>
<td>$130K TeachInOregon Ed Prep Projects</td>
<td>$130,000</td>
<td>-$426K Teacher Scholars Program</td>
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<td></td>
<td>-$200K TELL Survey</td>
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<td></td>
<td>-$11.5M Oregon Mentor Project</td>
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<td></td>
<td>-$13.5M District Collaboration Grants</td>
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<td></td>
<td>-$1.9M Statewide Dyslexia Professional Learning</td>
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<td></td>
<td>-$1M Trauma Informed Pilot</td>
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<td>-$500K Office of Equity, Inclusion, &amp; Diversity</td>
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<td></td>
<td>-$2.5M Low Perf. School Grants</td>
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<td>-$500K Office of Equity, Inclusion &amp; Diversity</td>
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<tr>
<td></td>
<td>-$1.9M Leading for Learning</td>
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Adel SD 21
Adrian SD 61
Alsea SD 71
Amity SD 4J
Annex SD 29
Arlington SD 3
Arock SD 81
Ashwood SD 8
Athena-Weston SD 29RJ
Bandon SD 54
Blachly SD 90
Brookings-Harbor SD 17C
Burnt River SD 30J
Butte Falls SD 91
Camas Valley SD 21J
Centennial SD 28I
Central Curry SD 1
Central Linn SD 552
Clatskanie SD 6J
Condon SD 25J
Coos Bay SD 9
Coquille SD 8
Corbett SD 39
Cove SD 15
Douglas County SD 15
Drewsey SD 13
Echo SD 5
Elgin SD 23
Elkton SD 34
Enterprise SD 21
Fern Ridge SD 28J
Frenchglen SD 16
Gervais SD 1
Glendale SD 77
Grants Pass SD 7
Harney County SD 3
Harney County SD 4
Harney County Union High SD 1J
Harper SD 66
Harriscburg SD 7J
Helix SD 1
Hermiston SD 8
Huntington SD 16J
Ione SD R2
John Day SD 3
Jordan Valley SD 3
Joseph SD 6
Junction City SD 69
Long Creek SD 17
Lowell SD 71
Long Creek SD 17
Lowell SD 71
Malheur County SD 51
Mapleton SD 32
Marcola SD 79J
Medford SD 549C
Mitchell SD 55
Monroe SD 1J
Monument SD 8
Myrtle Point SD 41
Neah-Kah-Nie SD 56
Nestucca Valley SD 101J
North Bend SD 13
North Douglas SD 22
North Lake SD 14
North Marion SD 15
North Powder SD 8J
Nyssa SD 26
Oakridge SD 76
Oregon Trail SD 46
Paisley SD 11
Perrysdale SD 21
Pilot Rock SD 2
Pinehurst SD 94
Pleasant Hill SD 1
Plush SD 18
Port Orford-Langlois SD 2CJ
Powers SD 31
Prairie City SD 4
Reedsport SD 105
Riverdale SD 51J
Scappoose SD 1J
Scio SD 95
Sherman County SD
Siuslaw SD 97J
South Harney SD 33
South Wasco County SD 1
Spray SD 1
Stanfield SD 61
Suntex SD 10
Troy SD 54
Ukiah SD 80R
Umatilla SD 6R
Union SD 5
Vale SD 84
Wallowa SD 12
Wallowa SD 12
Warrenton-Hammond SD 30
Willamina SD 30J
Winston-Dillard SD 116

*All districts were beneficiaries of Educator Effectiveness and Common Core Professional Learning Team funds in 2013-15. All districts were beneficiaries of the Dyslexia K-5 Professional Learning Funds in 2017.
Appendix E: Legislative Fiscal Office Questions

1. What are the specific roles and anticipated duties of the statewide Educator Advancement Council? Page 21
2. Explain in detail the structure of the intergovernmental agreement mentioned in the bill’s section 1. Page 21
3. How many members are anticipated to be on the statewide Council. Page 21
4. How will this Council be staffed and what is the anticipated level of staffing required? Where will the staff come from -- existing ODE/CEdO staff or new requested staff. Will the staff be members of the ODE or CEdO? This may be a “moot” question depending on the future of the CEdO. Page 22
5. What are the specific roles and anticipated duties of the local educator networks? Page 10
6. How will they be selected including the specific criteria the statewide Council will use beyond those outlined in the bill. Page 10
7. How large do you anticipate the governing boards of the local networks? How will the size of these boards (and for that matter the statewide Council) be limited so they don’t become so large that they are not manageable and effective? Page 11
8. Who will make the decision on who is on the governing boards of the local networks? Page 11
9. What staffing levels are anticipated for the networks. Will there or should there be any admin costs limits for the networks? Page 22
10. What factors will be used to distribute the funding among the networks by the statewide Council? Page 18
11. Describe the anticipated (provide examples if possible) leveraging of local and other resources that this bill and resulting networks will bring forward. Page 16
12. Will the networks be geographic in nature or will they be formed around specific student populations or other characteristics? Will you try to use an existing set of regions like Early Learning Hubs or will another set of regions be established? Page 11
13. At the time of the report, have any potential networks come forward and expressed interest? Page 11
14. Describe the process and anticipated distribution of resources if no additional funding is appropriated or made available beyond the network funding for this current and next biennia. Page 18
15. Beyond mentoring and school district collaboration which account for most of the current NQTL funding, what other types of programs/initiatives will likely be proposed by the networks. Page 11
16. Will dyslexia training and the trauma informed program still be part of the funding coming from this new system funded by NQTL funds? Page 15
17. What is the role of the Legislature now and over time in relation to the statewide Council and the networks? Do you anticipate the Legislature laying out priorities for the use of the funds -- for example making sure mentoring continues to be a priority use of the funds? Page 23
18. Provide a detailed timeline of actions and assumption of responsibilities of the statewide Council, networks, CEdO and ODE as SB 182 is rolled out. Page 21
19. Describe how the statewide Council and local networks will incorporate early learning professional development as part of this system. Page 15
20. Beyond their membership/participation on the statewide Council and networks, what is the role of the teacher prep programs? Page 24
21. How will the statewide Council evaluate the success of individual networks and specific programs funded through this system. What role will ODE and other state agencies play in this evaluation? Page 20
22. Are there any changes in the language of the bill as passed that you are considering requesting changes in as the program is rolled out (likely for the 2019 Session)? Page 23
Appendix F: Educator Advancement Interest Form

**EDUCATOR ADVANCEMENT COUNCIL INTEREST FORM**

Thank you for your interest in serving! Senate Bill 182 (2015) establishes the Educator Advancement Council (EAC) and Educator Networks. The council will provide direction and resource allocation related to implementing innovative, nimble and equity-focused support to Oregon public educators.

To ensure the EAC represents a broad range of interests, while maintaining a manageable size, membership is being sought from: state agencies, school districts, education service districts, practicing educators, early learning providers and professionals, school district board members, educator preparation providers, education-focused nonprofit organizations, education-focused philanthropic organizations, professional education associations, community-based education organizations representing families/students, postsecondary institutions of education and federally-recognized Oregon tribes; others may be identified by a majority of the Council. Please keep in mind while telephonic participation is possible, in person participation is optimum; meetings may frequently be held in the Salem area.

**please print**

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Please attach a statement describing in 200-250 words:
1. your background,
2. relevant professional/personal/community experience and,
3. insights regarding your desire to serve.

______________________________
signature

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/__/__/2017

**submittal instructions**

Paper copy: Chief Education Office
255 Capitol Street NE – 4th Floor
Salem, OR 97310

Electronically: or.education@state.or.us
include in subject line: “EAC Interest Form”

Note: this application is subject to the Public Records Act and may be disclosed upon request; personal information would be redacted.
### Appendix G: Educator Advancement Council Transition Timeline

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### Appendix H: Draft Data Sources for Evaluating Educator Advancement Fund Impact

1. Deeper partnerships between districts, community colleges and universities to coordinate educator preparation efforts and common data needed to achieve a high quality culturally responsive and diverse workforce
   a. Analysis of policy and practice changes,
      i. Presence and impact of partnerships focused on educator workforce needs
      ii. Policy changes designed to address workforce needs
   b. State level supply and demand reports and progress in meeting needs
   c. Retention data disaggregated by location, gender, race/ethnicity, first language, and level of experience
   d. Annual data from the TSPC report required by HB 3351

2. Streamlined career pathways and financial supports to achieve an educator workforce in Oregon that better mirrors K-12 student demographics
   a. A Unified Statewide Transfer Agreement (USTA) for Teacher Preparation HB 2998
   b. Annual data from the Oregon Educator Equity Report on progress towards diversifying state’s educator workforce
   c. Oregon Teacher Scholars Program (OTSP)
      i. Analysis of data on candidates in OTSP
         1. Graduation, licensure, employment, retention, advancement
         2. OTSP focus group and perceptual data
   d. Analysis of policy and practice changes impacting diversity of educator workforce

3. Every teacher and administrator new to the profession provided a mentor for two years
   a. Mentoring evaluation data including pairing forms, survey data from Mentor Project
   b. TELL survey results over time disaggregate those with state mentoring supports, those with local mentoring supports, and those with no support
   c. Tracking of funding to support mentoring, e.g. level, state impact
   d. Changes in OARs as needed to improve process and meet goals
   e. Determination of any differentiated mentoring needs, e.g. high poverty schools, schools with high turnover, educators likely to feel isolated (singleton content areas, teachers of color, etc.)

4. State funded professional learning adhering to state adopted standards for professional learning, co-created by practitioners, and addressing culturally responsive teaching and practices
   a. Adoption of standards for professional learning
   b. State framework developed and regional professional resources identified to support culturally responsive teaching practices
   c. Use of a common evaluation tool for gathering feedback from educators on professional learning funded by the Network
   d. TELL Survey items on professional learning

5. Models expanded statewide to engage teachers and administrators in collaborative design and implementation of professional learning.
   a. Data collection related to Educator Advancement Funds
      i. Policy and practices analysis
      ii. Social networking analysis
      iii. Teacher retention rates
      iv. Student achievement data
   b. Teacher perception (TELL Survey items)
   c. Follow up studies of districts who received School District Collaboration Grants via the Network
6. Voices of classroom practitioners prominent at each level of decision making determining professional learning priorities, educator supports and policies that impact educators
   a. Content analysis--Representation and decision making authority of teachers on decision making groups including:
      i. Educator Advancement Council
      ii. Educator Networks
      iii. Teacher Standards and Practices Commission
      iv. Deputy Superintendent’s Advisory Council
      v. ESSA Work Groups

7. Supports such as, National Board (NB) certification (HB 2763), and local career advancement opportunities offered for teachers to develop as teacher leaders; which in turn, will help retain effective teachers and promote teaching as a career.
   a. Increase of NB teachers supported by legislatively appropriated fund and participation in JumpStart or other approved NB support groups
   b. More district policies regarding NB support and incentives for NB teachers
   c. Increased number of NB certified teachers in teacher leadership roles

8. Increased alignment in practices, approaches, and learning goals from birth-to-5 and K-3
   a. More early educator professionals able to participate in K-3 relevant professional learning
      i. Increased shared knowledge from shared training opportunities and resources early learning providers and K-3 providers as measured by surveys
      ii. Shared measurable goals developed around children’s school readiness
      iii. Streamlined career pathways bridging community colleges and 4 year institutions that incorporate credential stacking towards licensure.

9. A governance structure coordinating and connect regional systems charged with supporting locally identified professional learning priorities and leveraging funding sources from federal, state, philanthropic and non-profit resources.
   a. State Key Performance Measure-EAC members’ satisfaction, regional and district survey and interview data
   b. Evidence of increased leveraging of additional funds/resources to stretch impact of Educator Advancement Fund
   c. Equitable services statewide--funding and service levels