



# The Road Thus Far: An Update on the Educator Advancement Council

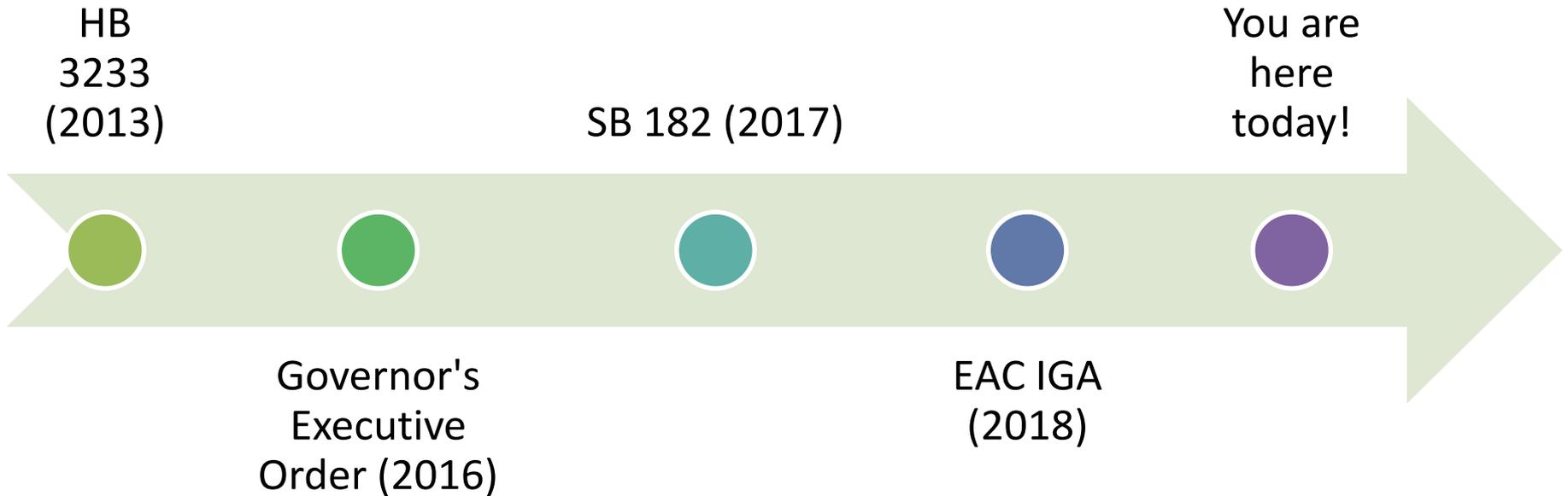
Hilda Rosselli, Educator Advancement Policy Director, Chief Education Office

Cheryl Myers, EAC Transition Director, Chief Education Office

*Higher Education Coordinating Commission*

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# Abbreviated EAC Journey



# Core themes deemed essential to this work



- Equity Focused-prepare all educators to address discriminatory practices in schools
- A Seamless System-increase collaboration across sectors to impact educators at every stage of their careers
- Empowering Teacher Voice and Leadership-involve teachers in decision making on educator policies
- Time to Support Professional Learning-sustained over time and job-embedded



# Current challenges addressed by SB 182

- Over the past three biennia, **50 percent** of Oregon's school districts have not received any of the competitively funded network investments
- In 2017-18, only **17 percent** of school districts received state mentoring grants for teachers and administrators new to the profession
- Oregon's current workforce does not mirror the diversity of its student population



# Current challenges addressed by SB 182

- Need systematic process for educator voice to prioritize network resources
- Lack of agreed-upon high-quality professional learning standards
- Need increased leveraging of current federal, state, and private funding
- Issues of biennial funding timing impact
- More effective expansion and sharing of promising practices



# SB 182: Educator Advancement Council, local networks

Educator Advancement Council is establishing process for selecting local educator networks that can:

- Leverage resources from other partners;
- Consolidate local professional learning needs identified by educators; and
- Submit requests for funding priorities to EAC.



# Entity Structure

Public/private engagement created through SB182, structured through an Intergovernmental Agreement

- Cross education agency responsibilities
- Subject to public meeting laws
- Rulemaking authorities
- Recommending priorities for Educator Advancement Fund



# Governance

- Signatories
  - IGA requires “local governments”  
= ESD + SD created the IGA
- Participating Entities

# Director Composition

- 4 Standing: CEdO, ODE, ELD, TSPC
- 17 Rotating – staggered terms  
Educators: Elementary, Middle, High, (3) K12, Administrator; ESD, SD, Early Learning, school board, education association, educator prep program; nonprofit, CBO, philanthropy, federally-recognized tribe
- 2 Ex-officio



# Early learning connection

Align with ELD efforts to develop or expand:

- Strategies and partnerships connecting early learning providers/professional with access to
- education pathways leading to credentials, degrees or certificates;
- Coaching and mentorship programs;
- Professional development tracking systems for the workforce for early learning; and
- Collaborations that support exempt family child care providers.



# Oregon Teacher Scholars Program

- **Collaboration:** HECC OSAC office and
- **Scholarships:** \$5,000 per year scholarships (up to 2 years) available to racially or linguistically diverse teacher candidates enrolled in a state prep program
- **Ongoing networking and resource:** Connects scholars with networking events and resources
- **Resource:** [TeachinOregon.gov](http://TeachinOregon.gov) website



# Roles of educator networks

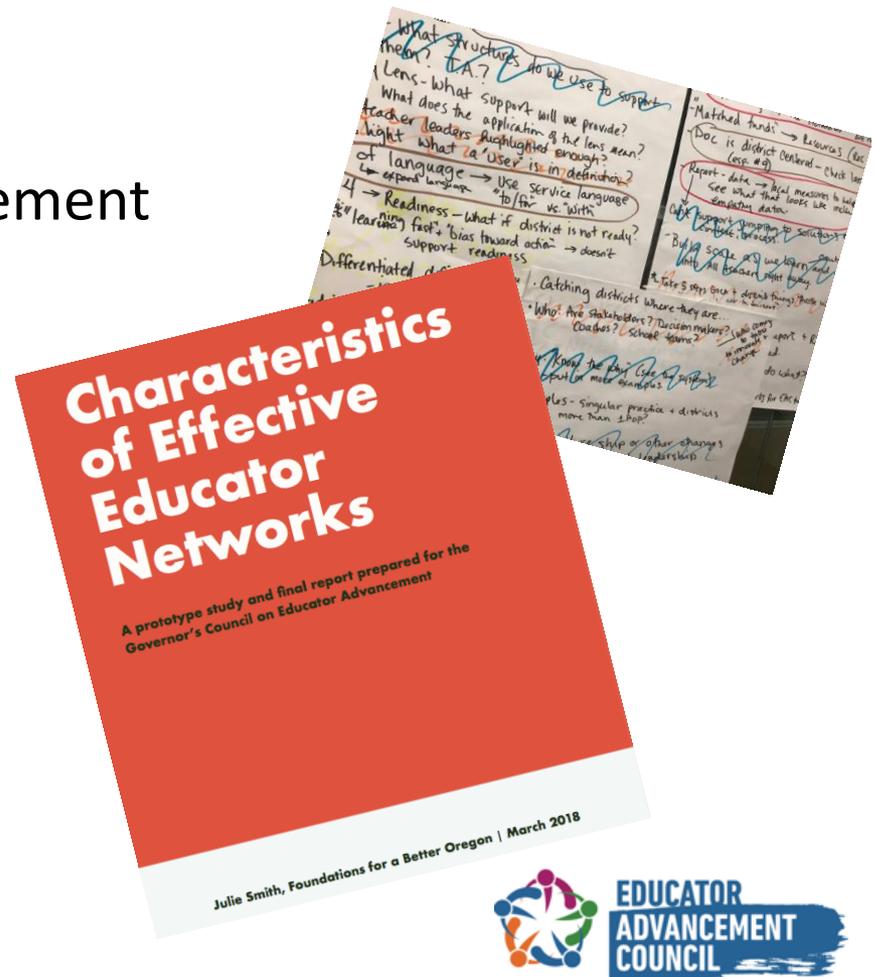
- Establish professional educator priorities that reflect local needs for each school and school district served by the educator network based on professional learning plans submitted by educators;
- Ensure equitable access by educators to resources that are distributed through the council;
- Pursue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



# Characteristics of effective networks

## Highlights

- Shared language
- Process of continuous improvement
- Role of teacher voice
- Importance of local context
- Equity as foundational



# Potential areas of support for networks

## Phase 1

### Understanding Local Context

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

## Phase 2

### Prioritizing Goals

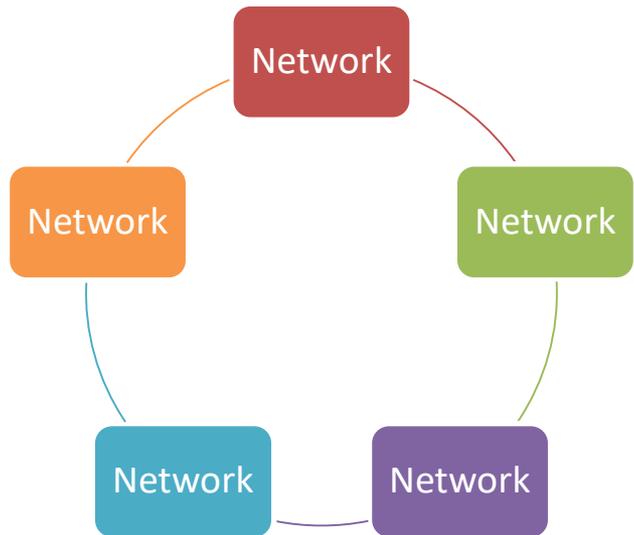
- Prioritize and select local goals
- Identify outcomes and success metrics
- Examine alignment across district and network strategic plans
- Develop stakeholder feedback loops to inform the process

## Phase 3

### Continuous Improvement

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

# Potential areas for investment



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

Questions?