

STATE BOARD OF EDUCATION – ADMINISTRATIVE RULE SUMMARY		
<b>Title/OAR #:</b> 3.m—Adoption: Beginning Teacher and Administrator Support Program OAR 581-018-0130; 0145; 0148		
<b>Date:</b> October 22, 2015		
<b>Staff/Office:</b> Cindy Hunt/Office of the Deputy Superintendent; Tanya Frisendahl/Office of Learning		
<input type="checkbox"/> New Rule	<input checked="" type="checkbox"/> Amend Existing Rule	<input type="checkbox"/> Repeal Rule
<b>Hearing Date:</b> _____		<input type="checkbox"/> Hearings Officer Report Attached
<b>Prompted by:</b> <input checked="" type="checkbox"/> State law changes		<input type="checkbox"/> Federal law changes <input type="checkbox"/> Other
<b>Action Requested:</b>		
<input type="checkbox"/> First Reading/Second Reading Agenda	<input type="checkbox"/> Adoption	<input checked="" type="checkbox"/> Adoption/Consent

**PROPOSED/AMENDED TEMP RULE SUMMARY:** Changes in the Beginning Teacher and Administrator Mentoring Program OARs are necessary to align with Senate Bill 216, passed by the 78<sup>th</sup> Oregon Legislative Assembly.

**BACKGROUND:**

The Beginning Teacher and Administrator Mentorship Program was established by the 2007 Legislature through HB 2574 and then expanded in the 2013 legislative session with HB 3233, the Network for Quality Teaching and Learning. It is designed to support activities related to an evidence-based mentorship program for beginning teachers and administrators. A priority of Oregon’s educational system is to recruit and retain teachers and administrators of the highest quality.

Senate Bill 216 adjusted the time requirement for hours of contact between the mentors and beginning teachers and administrators from 90 hours to a range of at least 75-90 hours. The legislation also added priorities to be addressed by the moneys received by the school districts for the mentorship programs, including: (a) efforts to increase the number of culturally and linguistically diverse educators hired, and (b) efforts to close the cultural and linguistic gap between the demographics of the district’s teachers and administrators with the demographics of the student served. Additional changes were made in the considerations given for awarding grants on a competitive basis if funds are not sufficient to award all eligible proposals, including (a) the aforementioned priorities, and (b) whether the school district is small or rural.

The definition for “culturally and linguistically diverse” was added as defined in House Bill 3375, the Educators Equity Act.

**ISSUES/CONCERNS THAT SURFACED DURING RULE WORK:** The revisions were sent to the Network of Quality Teaching and Learning Advisory Group for review which consists of educators from K-12 and higher education and representatives of the Oregon Education Investment Board, State Board of Education, Oregon Education Association, Confederation of Oregon School Administrators, Oregon School Boards Association, Teacher Standards and Practices Commission, Oregon Association of Education Service Districts, Oregon Small Schools Association, Oregon Legislature, Self Enhancement, Inc., Chalkboard, and Business Education Compact.

Feedback regarding data, metrics, and program evaluation will be addressed in the Inter Government Agreement (IGA) with The Research Institute (TRI) at Western Oregon University.

**CHANGED SINCE LAST BOARD MEETING?** (so members can focus on what's different)

- N/A; first read—hasn't been before board
- No; same as the first reading
- Yes – As follows:

**FISCAL IMPACT:** None

**STAFF RECOMMENDATION:**

- Adopt administrative rule as prepared this month
- Adopt administrative rule next month
- No recommendation at this time (rarely used)