

# **Investing in Students and Teachers Now, and For the Future: An Update from the Oregon Education Investment Board Staff**

Delta Kappa Gamma Annual Conference  
May 5, 2013

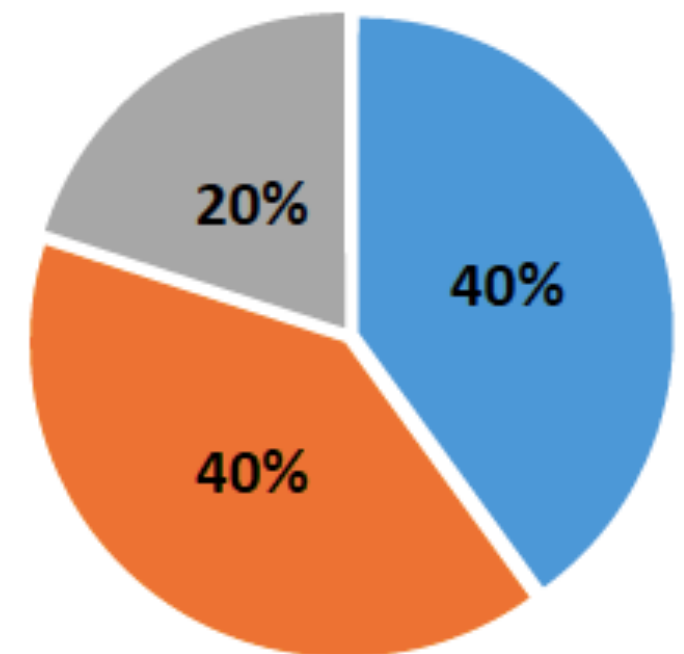
Hilda Rosselli, Deputy Director,  
College and Career Readiness

# Changing Oregon Landscape

- Establishment of Oregon's Goal of 40/40/20 Goal for 2025
- A call for a seamless, unified system for investing in and delivering public education from early childhood through high school and college
- Creation of a pk-20 governance structure to support the system
- Introduction of Achievement Compacts

# Oregon's 40/40/20 Goal

- **40%** of adult Oregonians will have earned a bachelor's degree or higher (now **30%**)
- **40%** of adult Oregonians will have earned an associate's degree or postsecondary credential (now **18%**)
- **20%** of all adult Oregonians will have earned at least a high school diploma, an extended or modified diploma, or the equivalent of a diploma (now **42%**)



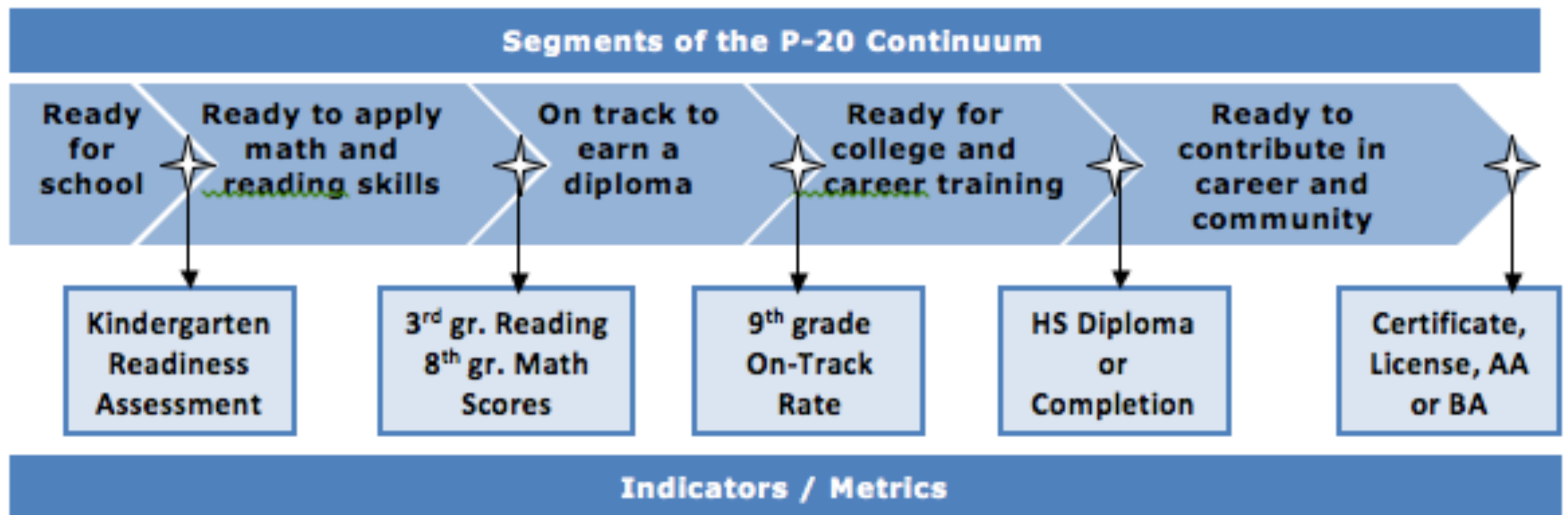
In 2011, the Legislature charged the OEIB with:

“Recommending strategic investments in order to ensure that the public education budget is integrated and is targeted to achieve the education outcomes established for the state.”- **SB 909**

Governor John Kitzhaber and Chief Education Officer Rudy Crew recommend, as a high priority, the funding of strategic investments specifically intended to:

- **Rapidly improve performance** on several key measures of progress;
- **Decrease the achievement gap** that exists between historically underserved populations and white Oregonians on the key measures; and
- **Increase levels of educational attainment and employability** for Oregonians.

# OEIB Outcomes and Indicators



# HB 3232

## 1. Literacy supports

- Support for 45 Struggling Elementary Schools (Priority and Focus Schools)
- Expand Response to Intervention Network to serve 75 Districts
- Expanded Access to School and Public Libraries
- Develop a statewide approach to early reading awareness
- Expand Ready to Read program to 14-17 year olds

# HB 3232

## 2. Guidance & Support for Post-Secondary Aspirations

- Monitoring and Support for Ensuring Students are On-Track to Graduate
- Expansion of ASPIRE Program
- Dual Credit, AP/IB, and First College Courses for Underserved Students
- Parent Advocacy/Education to Build College-Going Aspirations



# HB 3232

## 3. Connecting to the World of Work

- Centralize and expand existing regional work around STEM and Career and Technical Education (CTE)
- Support 3-4 STEM or STEAM Model Schools
- Provide more access to STEM and CTE for Underserved Students and Girls
- Innovative & Flexible Delivery Models for Grades 11-14
- Connect students with experiences in arts-related industries

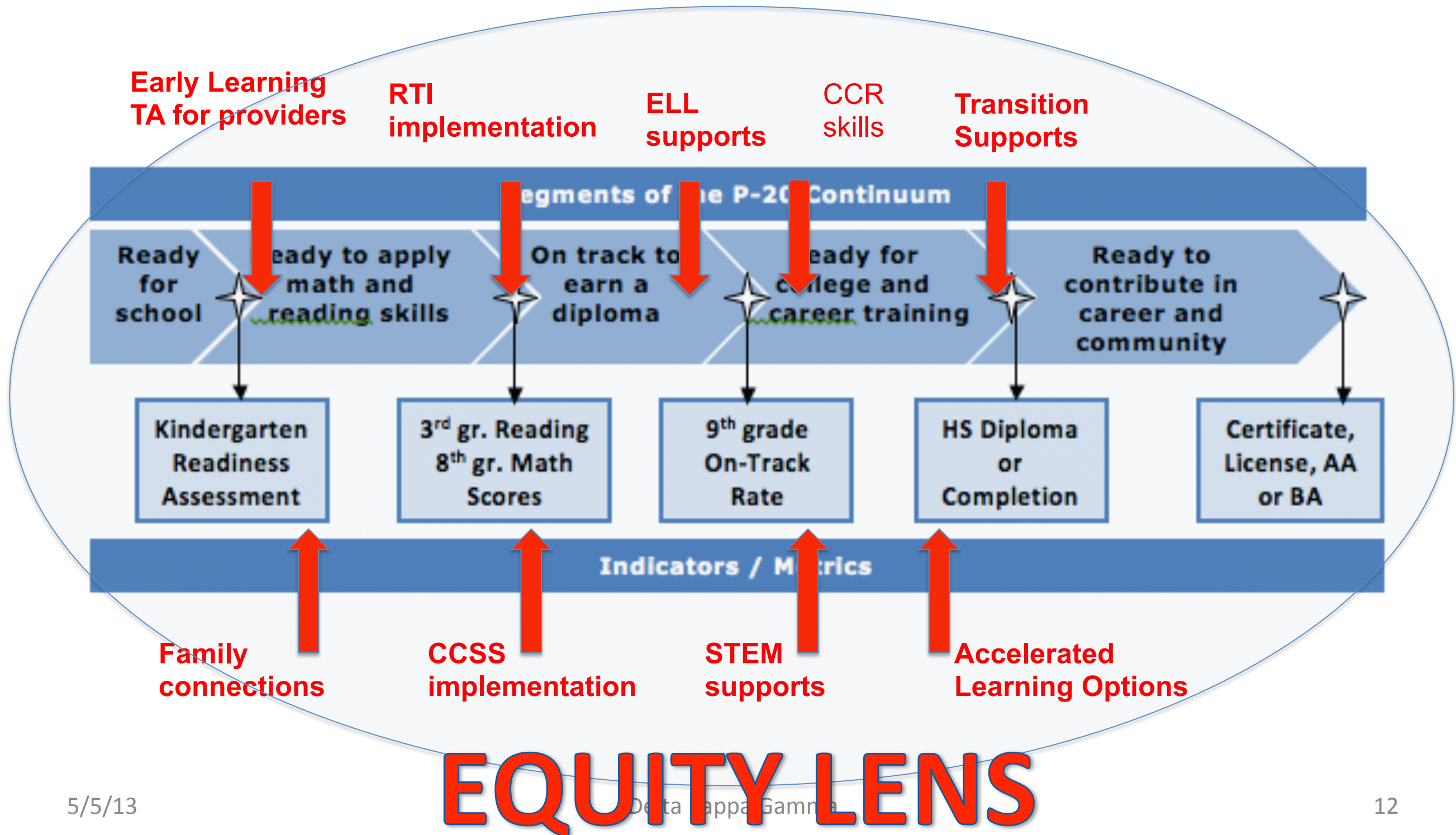
# The heart and soul of all of these efforts



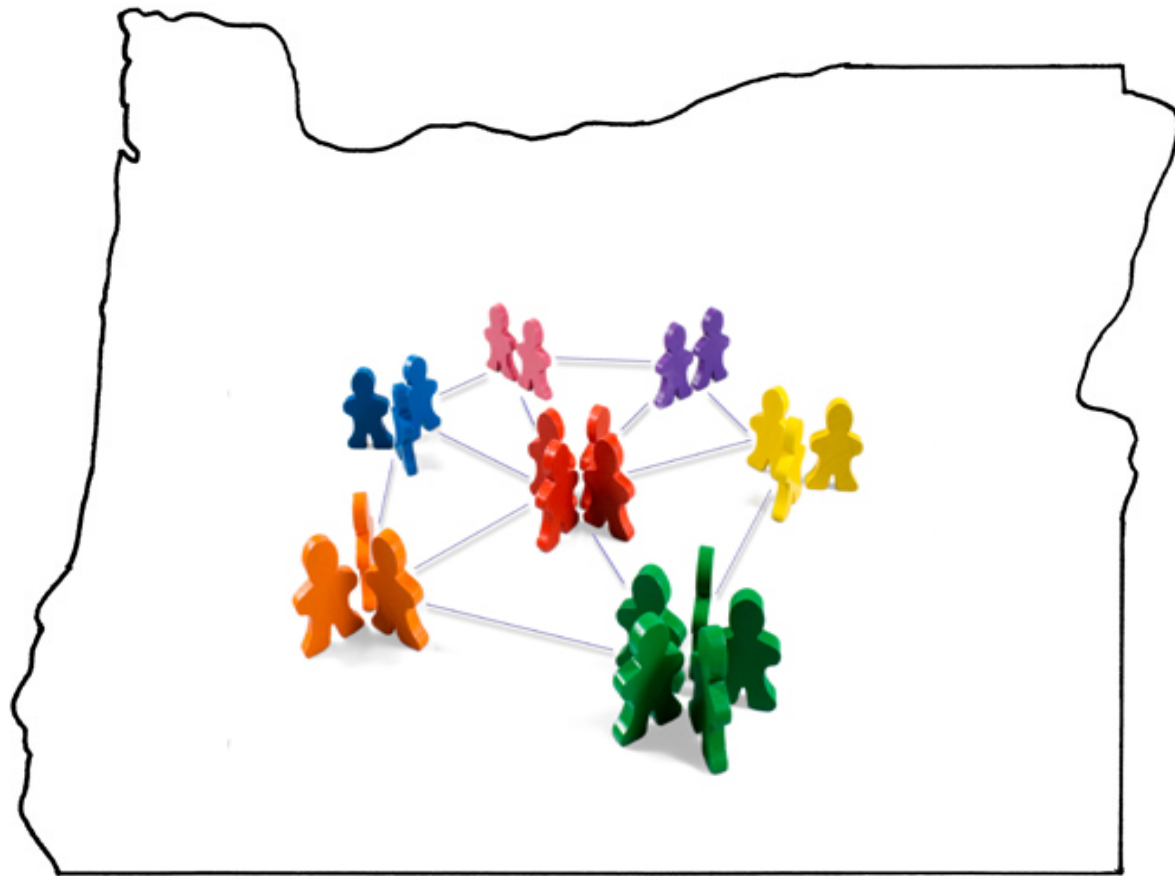
# The Landscape for Educators

- Kindergarten readiness
- Literacy that addresses 3<sup>rd</sup> grade reading proficiency
- Language development for ELL students
- Common Core Standards
- Deeper learning experiences for students
- Integration of STEM and Career/Technical
- Closing the achievement gap for historically underserved students
- College and Career Readiness

# P-12 Educators' Impact on OEIB Metrics



# Envisioning The Oregon Network of Quality Teaching and Learning



HB 3233  
Strengthening  
Oregon's  
Professional Corps  
of Educators

NOTE: Use of the term “educators” is used throughout this document to indicate teachers, administrators and other educational professionals.

# HB 3233 Purposes of Network

- (a) Develop a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and teacher education institutions.
- (b) Strengthen and enhance existing evidence-based practices that improve student achievement.
- (c) Improve recruitment, preparation, induction, career advancement opportunities and support of educators.



# Need for a Network approach

- **Coordinate** resources supporting professional growth of educators,
- **Connect** preparation programs to current needs,
- **Provide time for** educators to collaborate,
- **Communicate** results from communities of practice on what works in what context.



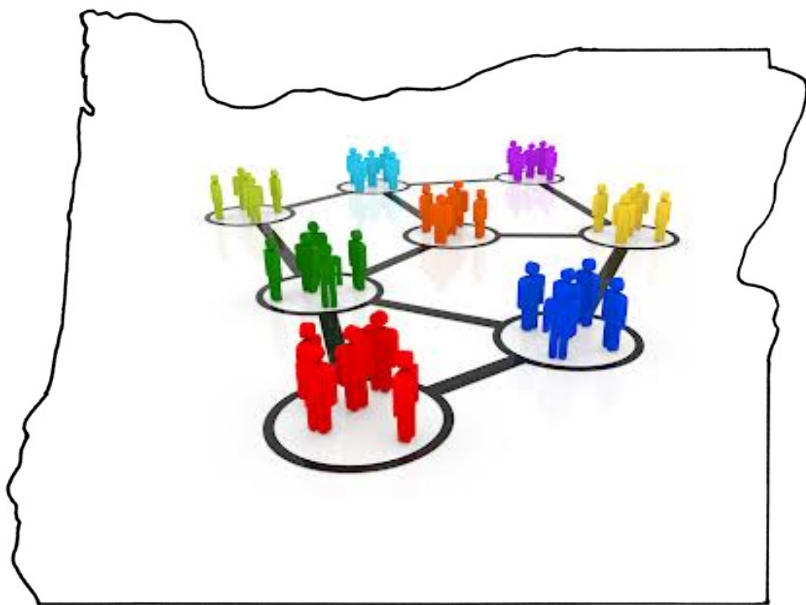
# HB 3233: Areas of Focus

- Mentoring for New Teachers and Administrators
- Educator Effectiveness and Evaluation
- Professional Collaboration and Career Advancement
- Common Core Standards
- Professional Development Planning and Alignment
- Closing the Achievement Gap
- Student Center Learning
- Educator Preparation
- Early Learning Professional Development



# What would the Network offer educators?

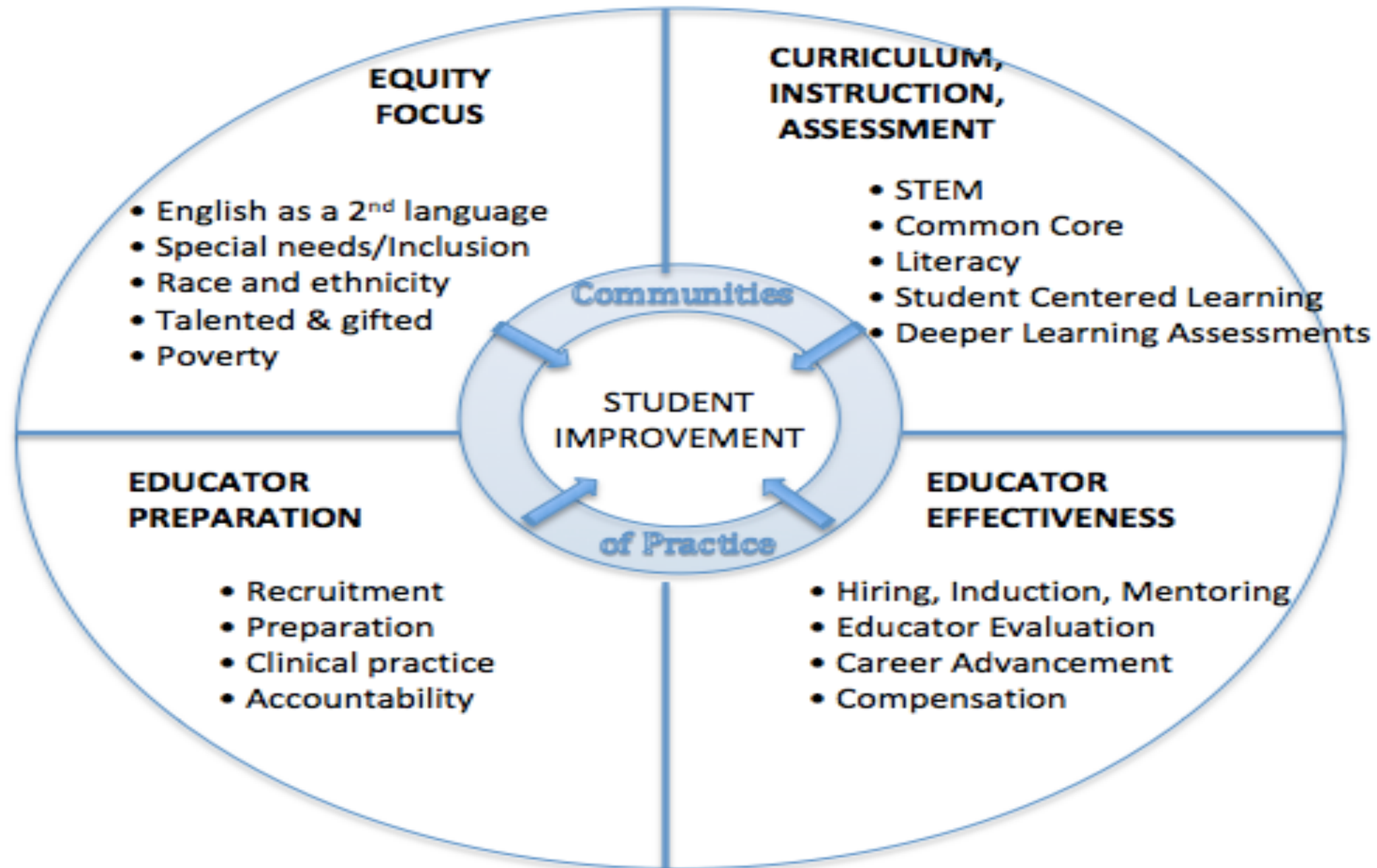
- More access to instructional coaches, mentors, and visits to other educators' classrooms
- More opportunities for leadership and career advancement



- *More dedicated time for educators to collaborate on instructional practice*
- *More access to professional development and instructional resources regardless of location in Oregon*

- *More focus on recruiting and retaining a more diverse workforce*
- *Stronger university/school partnerships to prepare classroom-ready teachers and administrators*

# Four major areas of need



CURRICULUM, INSTRUCTION, &  
ASSESSMENT

- STEM
- Common Core
- Literacy
- Student Centered Learning
- Deeper Learning Assessments

**Sample  
Investment**

Common  
Core  
Curriculum

# What could a Network achieve?

- School districts and educator preparation programs could access and contribute to local and nationally effective resources that support teachers' core knowledge and skills related to the kinds of teaching represented in the Common Core State Standards.



Educators need more than just a set of standards on a chart or in a book. It helps to see where students should be and where they're going in their learning.

## **SAMPLE INSERVICE RESOURCES:**

- Time to collaborate on instructional planning
- Access to learning progressions and frameworks
- Access to classroom videos, lesson plans and activities
- Access to formative assessments

## **SAMPLE PRESERVICE RESOURCES:**

- Combined focus on high-leverage instructional practices and specific academic content
- Searchable access to videos of teachers demonstrating instructional approaches



EDUCATOR  
EFFECTIVENESS

- Hiring, Induction, Mentoring
- Career Advancement
- Compensation

**Sample  
Investment**

# Mentoring for New Educators

# What could a Network achieve?

- Oregon's mentoring program could be expanded from the 408 teachers and 47 administrators being served in 2012-13 to serve all new teachers and administrators during their first two years of employment.
- More school districts could access and contribute to local and nationally effective mentoring resources that support new educators.



#### EQUITY FOCUS

- ELL
- Special Needs
- Race and Ethnicity
- TAG
- Poverty

**Sample  
Investment**

English  
Language  
Learners



# What could a Network achieve?



- Oregon's proposed English Language Learners Strategic Plan could be implemented using research informed practices and models to eliminate the achievement gap and increase English Learner high school graduation rates .

EDUCATOR  
PREPARATION

- Recruitment
- Preparation
- Clinical Practice
- Accountability

**Sample  
Investment**

Educator  
Recruitment and  
Preparation

# What could a Network achieve?



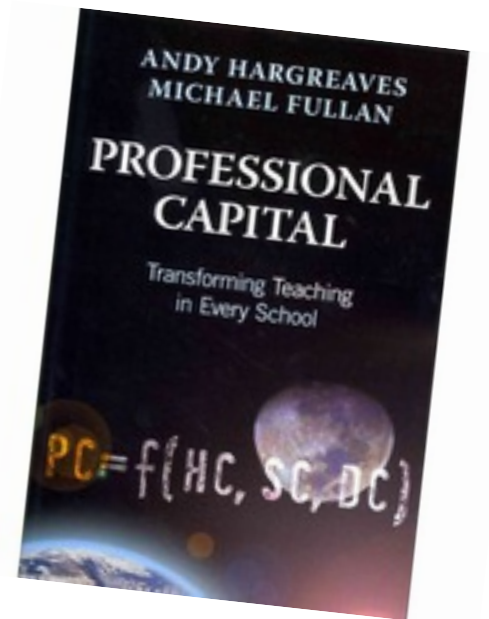
- Stronger clinical partnerships between educator preparation programs and districts
- Systematic follow up and employer satisfaction data implemented statewide to improve preparation efforts



*When the vast majority of teachers come to exemplify the power of professional capital, they become smart and talented, committed and collegial, thoughtful and wise.*

*Their moral purpose is expressed in their relentless, expert-driven pursuit of serving their students and their communities, and in learning, always learning, how to do that better. p. 5*

## Professional Capital Hargreaves and Fullan, 2013



# Regional Achievement Compacts

- To engage Oregon's P-20 institutions and other partners in ongoing problem solving dialogue leading to a culture of statewide, continuous improvement.
- To focus, align and measure the value of state resources against models designed specifically to increase student success while decreasing historical gaps in student outcomes.
- To transition away from institutional silos, isolation of best practice such that parents, students, teachers and leaders share knowledge, collaborate and build a statewide culture of collaboration.

# Recommended Investment

- \$750,000 grants-in-aid to 6-10 regional consortia representing early learning, K-12, community college and 4-year universities that have demonstrated readiness to participate,
- \$250,000 for state connections conference – bringing together health providers, civic and cultural groups, parent advocates, non-profits, businesses, and social services that can commit to partnering with a consortia to meet the needs of children, students and graduates.



*We need to work together with a shared understanding that for Oregon's students, "some is not a number and soon is not a time."*

Rudy Crew

Questions??

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