

## Glossary

**Logic Model:** a framework utilized for planning, implementation, and evaluation.

**Professional Learning Plan:** a two year plan developed by Network/Design teams, that is developed by and inclusive of teachers and administrators, that identifies purposeful and planned actions to support Educator learning needs in order to improve student achievement.

**Inputs:** Resources assigned to a program or project including personnel, facilities, equipment, funding, etc.

**Activities:** actionable steps that will be taken to implement a project or strategy.

**Outputs:** intended results of the activities (metrics).

**Project:** planned activities that are designed to achieve specific outcomes and have a start and end date.

**Evidence-based:** practices with a proven record of success based on reliable, trustworthy, and valid evidence that when the practices are implemented with fidelity, students can expect to make adequate gains. Instructional practices, activities, strategies, or interventions that are “evidence-based” should not just privilege scientific evidence, but also be driven by evidence stemming from the perspectives of those affected by those practices, activities, strategies, or interventions.

**Technical assistance:** facilitated training, tools, and processes needed to carry out project activities

**High quality professional learning:** ongoing and responsive learning opportunities that are standards-aligned, interactive, and customized to educators’ needs to build the knowledge, skills, and dispositions required to eliminate disparities, disproportionality and predictability in student outcomes and provides opportunities to apply learning across contexts.

**Outcomes:** the specific changes in educator’s behavior, knowledge, and/or skills as a result of the activity. Outcomes are short term targets to be achieved by the end of a school year and are measurable.



**Member Organizations:** OAR [581-012-0010](#), school districts, state sponsored public charter schools, the Oregon School for the Deaf and education programs under the Youth Corrections Education Program or the Juvenile Detention Education Program.

**Regional Educator Network:** A collaboration of partners, inclusive of local teachers, administrators, early learning, community members, and stakeholders, organized together in a collaborative learning process that holds teachers at the center of the work in order to improve outcomes for all Oregon students and is committed to supporting diversity, professional learning and experiences of the Educator workforce at each stage of their careers by evaluating and then tailoring systems to meet the needs of local Educators.

**Sponsoring Organization:** A school district, education service district, nonprofit organization, Postsecondary Institution, Tribe, or a consortia or combination of any of these groups in a designated region of the state that convenes a Coordinating Body and meets the requirements of [ORS 342.943\(2\)](#).

**Coordinating Body:** Required by [ORS 342.943](#) and comprised of:

(A) A majority of Educators who are based in schools from different grades and content areas and reflective of the student demographics of the region served by the Educator Network (can include site-based teaching or personnel service licensed Educators); and

(B) Members representing state agencies, school districts, education service districts, early learning providers and professionals, school board members, Educator preparation providers, education-focused nonprofit organizations, education-focused philanthropic organizations, professional education associations, community-based education organizations that represent families and students, post-secondary institutions of education and Tribes.

**Design Team:** Improvement teams made up of school building, school district and/or regional members that include administrators, licensed educators, classified staff, HR professionals, and/or other school personnel.

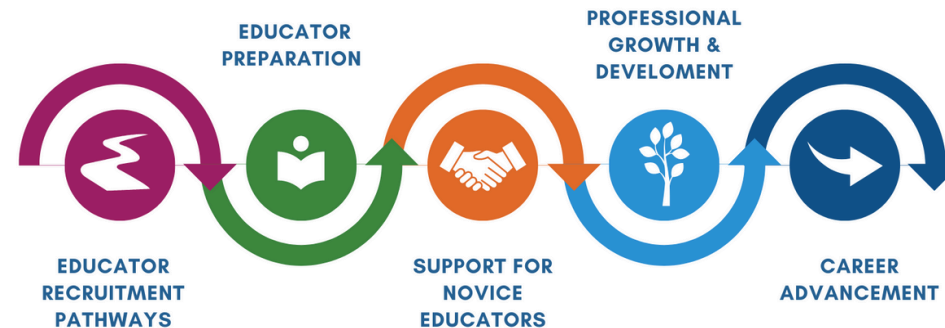
**Problem of Practice:** a dilemma that cannot be easily resolved, but is grounded in evidence derived from multiple perspectives and is within the school or districts locus of control. Problems of practice can be individualized, collective or systemic practices that create, perpetuate, re-produce or exacerbate inequities.

**Continuous Improvement:** a school or instructional-improvement process that unfolds progressively, that does not have a fixed or predetermined end point, and that is sustained over extended periods of time. The concept also encompasses the general belief that

Improvement is not something that starts and stops, but it's something that requires an organizational or professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth.

## EAC Educator Career Continuum

The EAC frequently references the **educator career continuum** (represented in the image below) to guide the areas of system improvement appropriate for the RENs and school districts to address. Since 2019, the EAC has identified several statewide priorities related to **each stage of educator careers**:



**Educator Recruitment Pathways and Educator Preparation:** Achieving a culturally responsive and well-prepared educator workforce starts with ensuring aspiring educators have accessible and affordable pathways into educator careers, as well as providing high-quality training that prepares them to meet the diverse needs of Oregon's student population. Oregon is facing increased teacher shortages, particularly among bilingual educators, special education, and educators who reflect the racial and linguistic diversity of the K-12 students being served. Rural districts are experiencing heightened challenges in hiring and retaining educators. While data since 2018 indicates that recruitment to educator preparation programs is strong, and schools are becoming more successful at attracting racially, ethnically, and linguistically diverse candidates than in the past, program completion is decreasing. This suggests that the overall number of candidates completing programs is a contributing factor to the workforce shortages schools and districts currently face, as well as the increased use of emergency and restricted teaching licenses. Oregon has invested in several promising strategies, including [Grow Your Own Partnerships](#), to address conditions affecting the recruitment

and retention of educators across the career continuum. These include strengthening partnerships between school districts and educator preparation programs, review of licensure and program standards, and investing in institutional equity plans.

**Support for Novice Educators:** The EAC convened a *Supporting Novice Educators* work group that studied findings from the Oregon Mentor Project, state data on retention and teacher, and mentoring and induction research. They conducted listening sessions on the lived experiences of novice teachers and administrators with a special emphasis on the voices of educators of color. Since 2019, the large number of novice educators on restricted teaching licenses means an increasing number of educators are working in the field while balancing the requirements of educator preparation programming and other personal and professional responsibilities. In addition to resources on [standards](#), foundational supports, and practices conducive to quality mentoring available on the [Oregon Mentor Project](#) website, the work group identified guidance for consideration:

- High quality and sustained professional learning for mentors is key to a successful mentoring program with attention to: best practices in the classroom, knowledge of the school and district values, and Culturally Responsive criteria consistent with the roles and responsibilities of mentoring. In addition to basic skill sets for mentoring, mentors benefit from strengthening their culturally responsive competencies and understanding of equity.
- Conducting educator interviews can help districts gain greater insight and data to better understand issues and make meaningful changes to continuously improve current systems. Engaging multiple perspectives such as new educators, mentors, union leadership and district administration can aid in identifying needed system changes, including those relevant to the needs of novice teachers and administrators of color.
- Contexts into which new teachers are placed are associated with their attendance, effectiveness, development, and retention. Teacher placements can be reviewed to ensure novice teachers are not assigned disproportionately to the highest-need students, larger class sizes, classes with students exhibiting higher than average discipline issues, or larger than average number of students receiving special education or English Language Learning services.
- School leaders can help mitigate issues a less experienced teacher might face by minimizing the number of preps assigned in their first year, providing early access to a dedicated well-prepared classroom, sufficient teaching resources, aligning course assignments with the teacher's areas of licensure, limiting extracurricular duties, and providing a highly qualified mentor.
- Rural communities may need more flexible formats to support Educators in low incidence areas and to supplement support.
- In addition to principals and superintendents, districts should consider the needs of novice assistant/vice principals as well as other novice district administrators (e.g. special education, human resource, and other central office leadership roles).
- A number of school districts and organizations (e.g. Confederation of Oregon School Administrators and Oregon Association of Latino Administrators) have designed resources and services useful for redesigning supports for novice administrators.

**Professional Growth and Development:** Professional learning is one of the EAC's prioritized high leverage strategies, as it is one mechanism by which Educators are provided opportunities to improve their professional practice and, through their improvement, better meet the needs of each student they serve. However, educators are provided with inadequate time to engage in on-going professional learning that is rooted in continuous improvement cycles. To impact teacher practice, the Governor's Council on Educator Advancement studied what is known about highly effective professional learning through an in-depth review of the national Learning Forward standards. They also reviewed lessons learned from previous network investments designed to involve practitioners in designing professional learning that is collaborative, ongoing and directly connected to instruction. Their findings:

- Teaching is a complex profession requiring all Educators (including classified staff) to work toward a common goal, engage in Continuous Improvement and support, challenge and learn from each other.
- Meaningful professional learning ensures there is ample job-embedded interaction among Educators and classified staff.
- Effective professional learning is relevant to the participant. Furthermore, it involves modeling, active engagement, coaching, constructive feedback, and reflection opportunities. Models may include teachers observing other teachers, choices for professional learning differentiated based on teacher needs, effectively facilitated professional learning communities characterized by disciplined inquiry about effective teaching and learning.
- Just like students, teachers learn best in different ways. It is important to match professional learning outcomes with research, theories and models to promote active engagement.
- Intentional professional learning can engage Educators in understanding how their own cultural identity shapes instruction in the classroom and in developing Culturally Responsive teaching strategies.
- Limitations on time and money require coordination of resources (human, fiscal, material, technology and time) to meet prioritized professional learning.
- There must be high expectations for each teacher's learning. This starts with identifying learning outcomes indicating when desired changes are achieved.