



Oregon Education Investment Board

2014 COSA Preservice Conference

Hilda Rosselli, College and Career Readiness Director

Chief Education Officer: Nancy Golden

*Bachelor's degree in
Elementary Education*

*Master's in Education in
Special Education*

*Doctorate in Curriculum and
Instruction*



My Own Journey

*Bachelor's degree in Elementary
Education/Early Childhood and Special
Education*

Preschool Teacher

*Master's in Education in Special
Education*

Middle grades teacher

*Doctorate in Curriculum and
Instruction with an Emphasis in
Administration and Supervision*

University professor

University administrator

State Policy Director



With five of my middle school students 30 years later!

What does the profession look
like in Oregon?

Average Age of the Oregon Educator Workforce

	Average Age	Average Years of Experience		
		2011-12	2012-13	Change
Teachers	44.10	12.92	13.06	1.08%
Administrators	48.36	19.14	19.08	-0.31%

2014-15 Statewide Academic Disciplines or Subject Matter Shortage Areas

- Bilingual/English Language Learner
- Mathematics
- Science
- Spanish
- Special Education
- Speech Pathologist
- School Nurse

Projected Job Market in Oregon

Projected primary,
secondary, and
special education
teachers in 2020

48,890

New hires between 2010-2020

4,976
11,482
16,458

New positions

Replacements

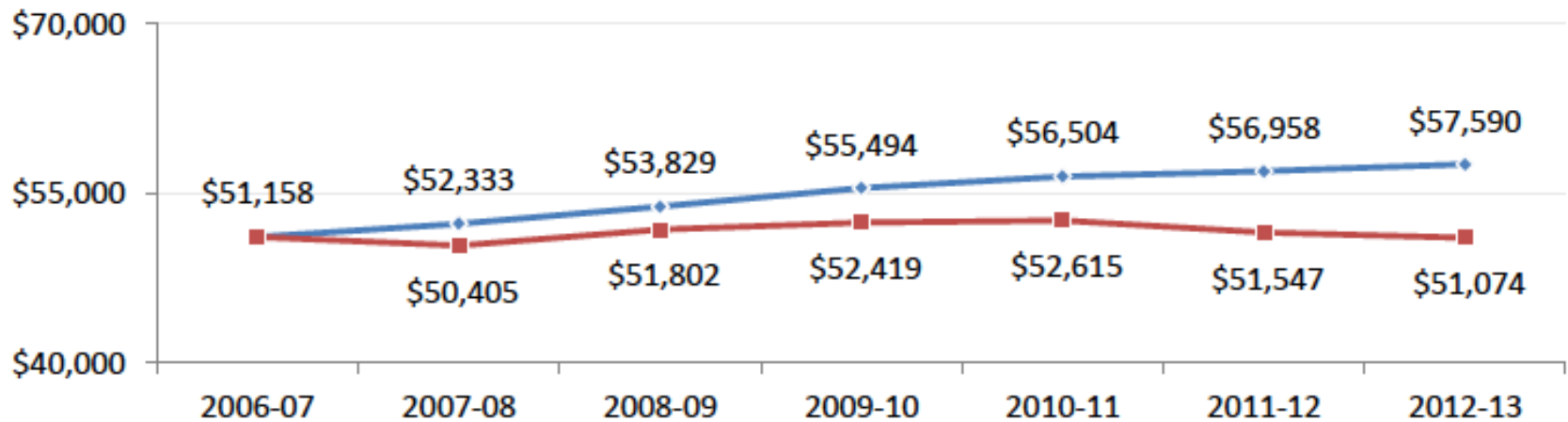
Total

(33% of the current workforce)

EconW (2013)
Source: Oregon Employment Division

These data incorporated projected population growth to arrive at the 33% figure, a percentage of the total anticipated workforce.

Average Oregon Teacher Salaries



Blue Line—Actual salaries
Red Line—Inflation Adjusted Salaries



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2012-2013 Survey: Salaries, Economic Benefits and Selected Policies for Teachers in Oregon School Districts

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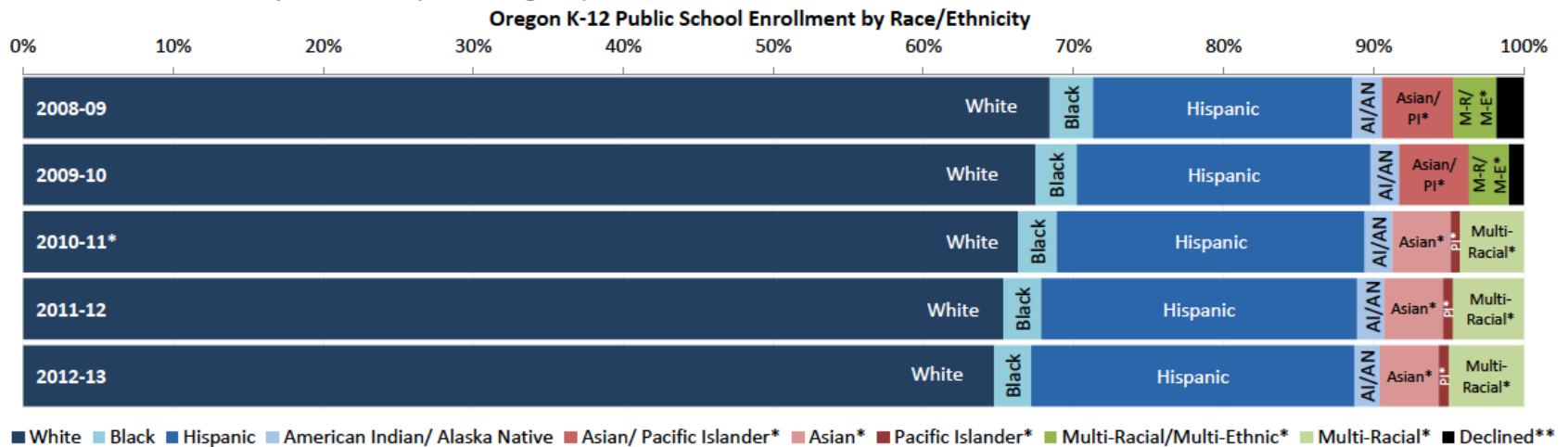
The students...

K-12 Public School Enrolled Student Population

Year	TOTAL K-12	White	Hispanic	Black	Asian Pacific Islander*	Am Indian Alaska Native	Multi-racial/ Multi-ethnic*	Declined to indicate
2008-09	564,064	385,807	97,287	16,512	26,775	11,349	16,136	10,179
2009-10	561,696	379,036	109,842	15,485	25,927	10,850	15,190	5,366
2010-11	561,328	372,194	115,102	14,599	25,233	10,406	23,794	
2011-12	560,946	366,470	118,017	14,182	25,705	10,131	26,441	
2012-13	563,714	364,792	121,372	13,989	25,596	9,577	28,048	
2013-14	567,098	363,770	124,701	13,699	26,251	9,161	29,516	



Race/Ethnicity Percentages of the Public School Enrolled Student Population

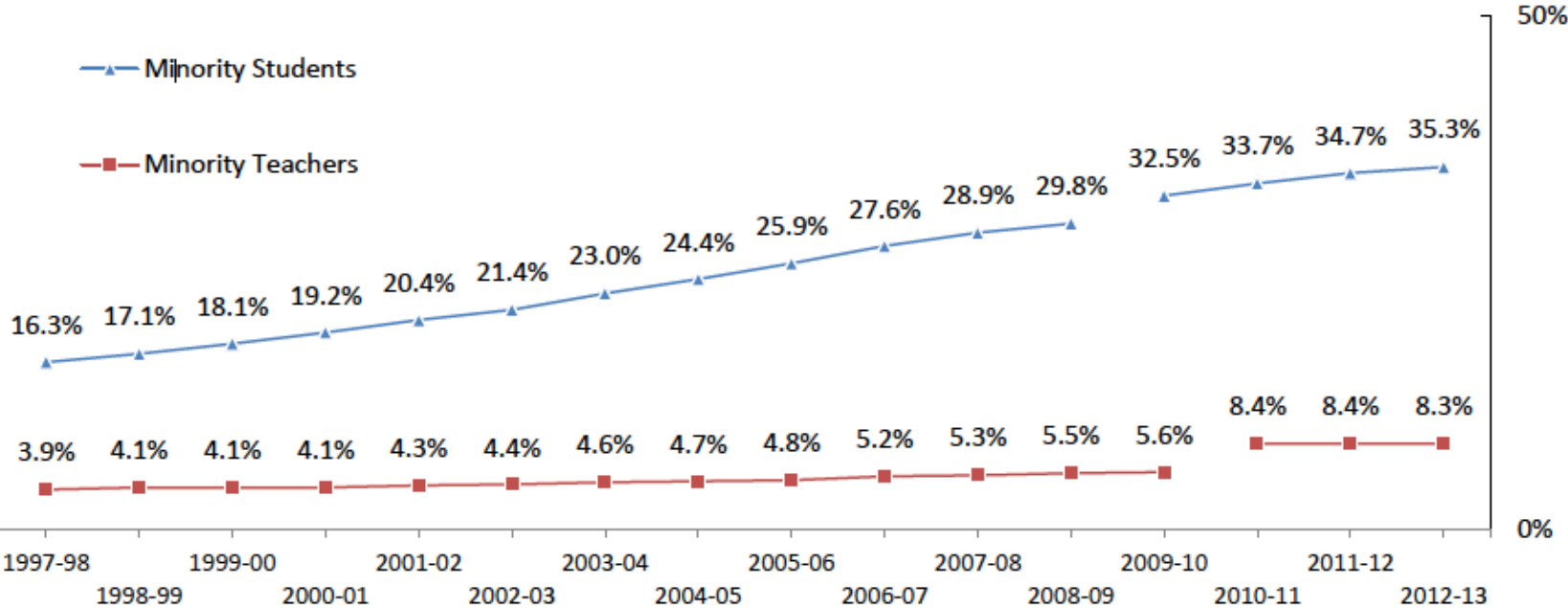


Source: Fall Membership

Language Diversity

- According to 2012-13 data from the Limited English Proficient (LEP), 55,402 English Learners* (9.96% of all K-12 students) reported a language of origin other than English.
- 14.33% of the total spring enrollment in 2012-13 reported Spanish as the language of origin (76.63% of the total English Learner Enrollment).

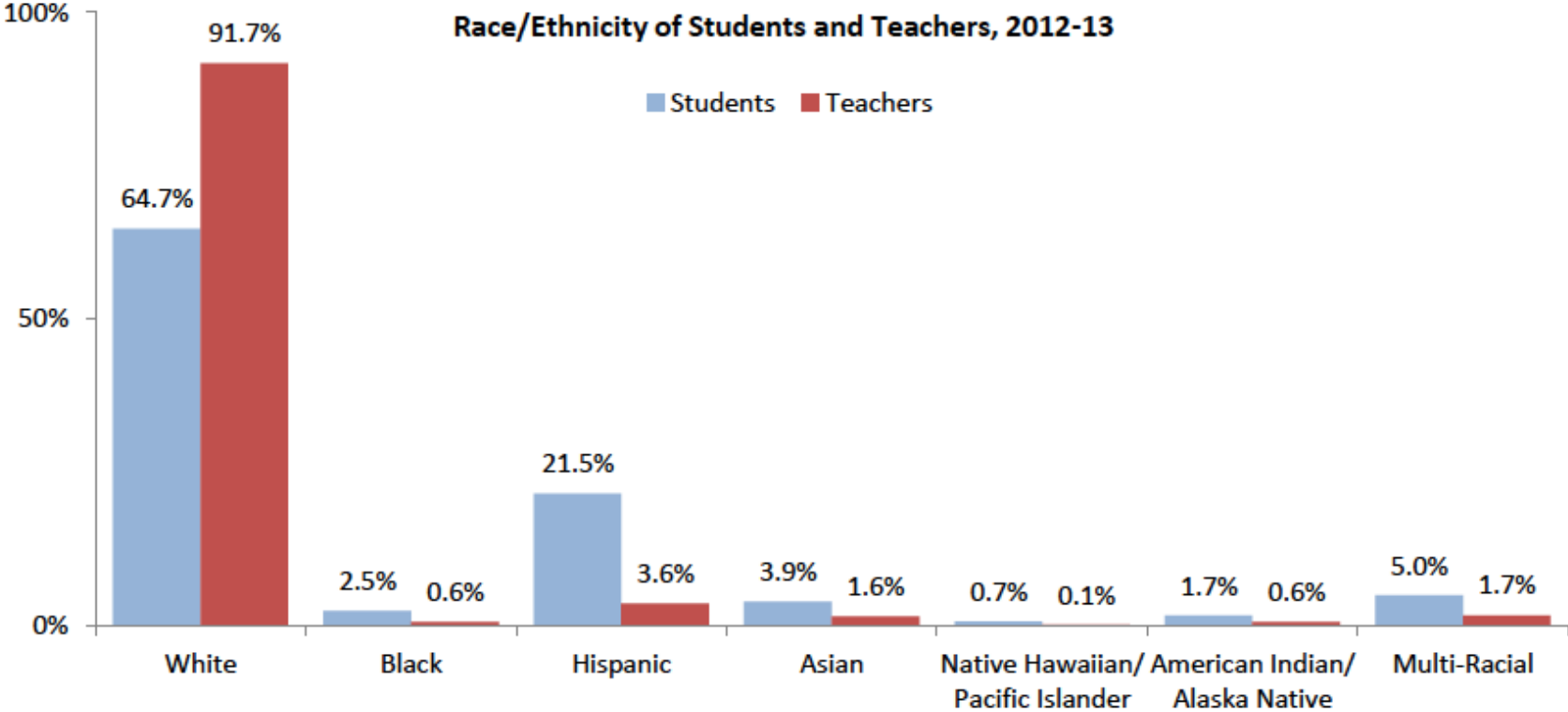
Oregon Minority Students and Teachers



Sources: Fall Membership and Staff Position Collections



Discrepancies by Race/Ethnicity



The New Horizons That You Will Encounter

A New Teacher and Administrator Evaluation and Support System

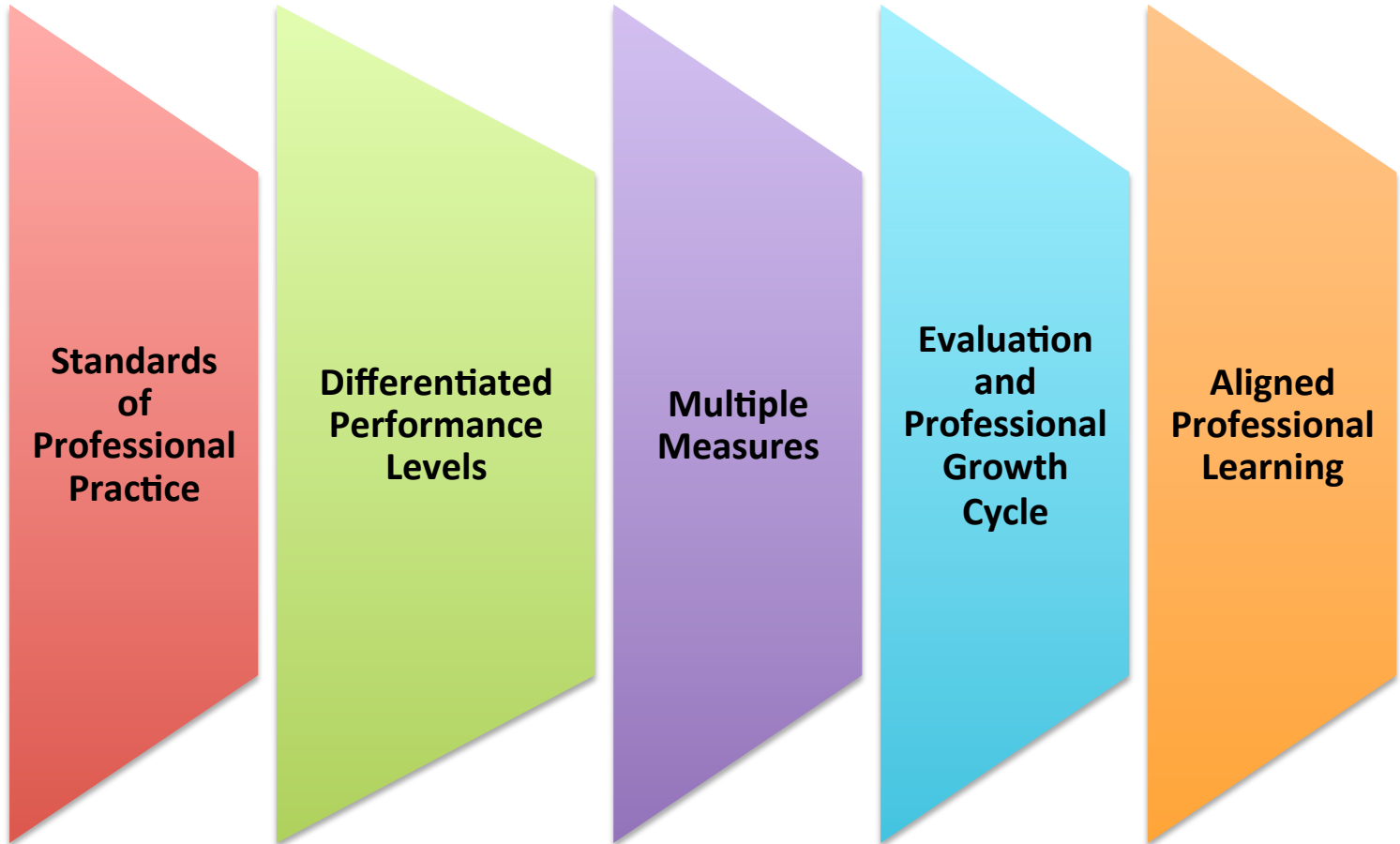
- Strengthen the knowledge, dispositions, performances and practices of teachers and administrators to improve student learning
- Strengthen support and professional growth opportunities for teachers and administrators based on their individual needs in relation to the needs of students, school, and district
- Assist school districts in determining effectiveness of teachers and administrators in making human resource decisions.

Improving performance

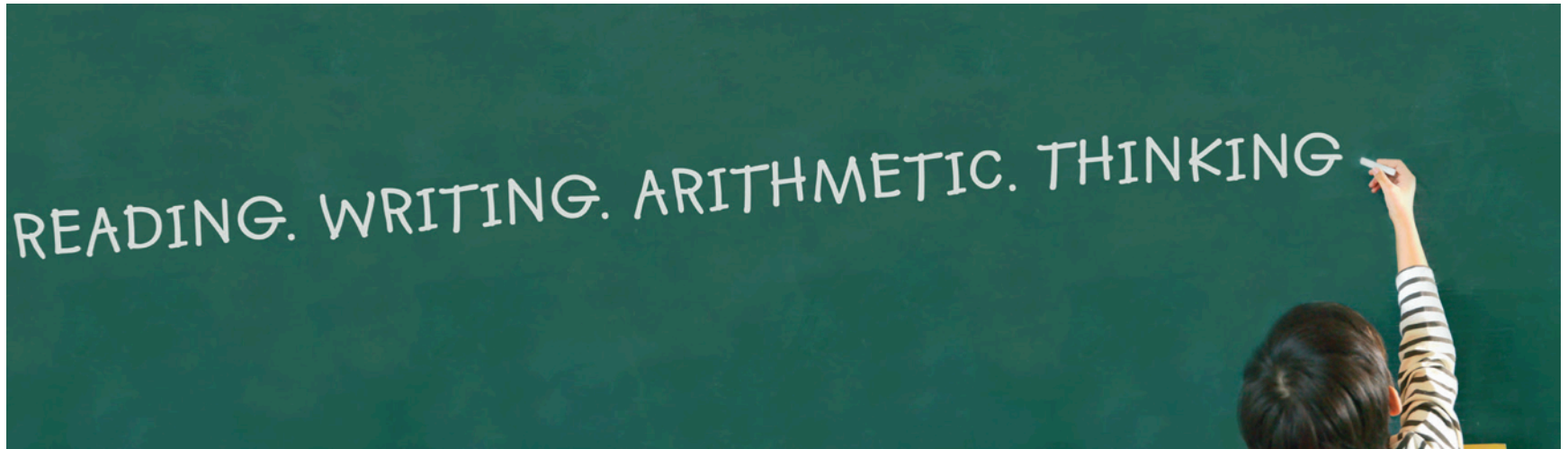


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Required elements



Common Core State Standards



- Standards with which you are familiar
- Expectations for deeper learning /higher level thinking
- Anticipated testing - Smarter Balanced Assessment



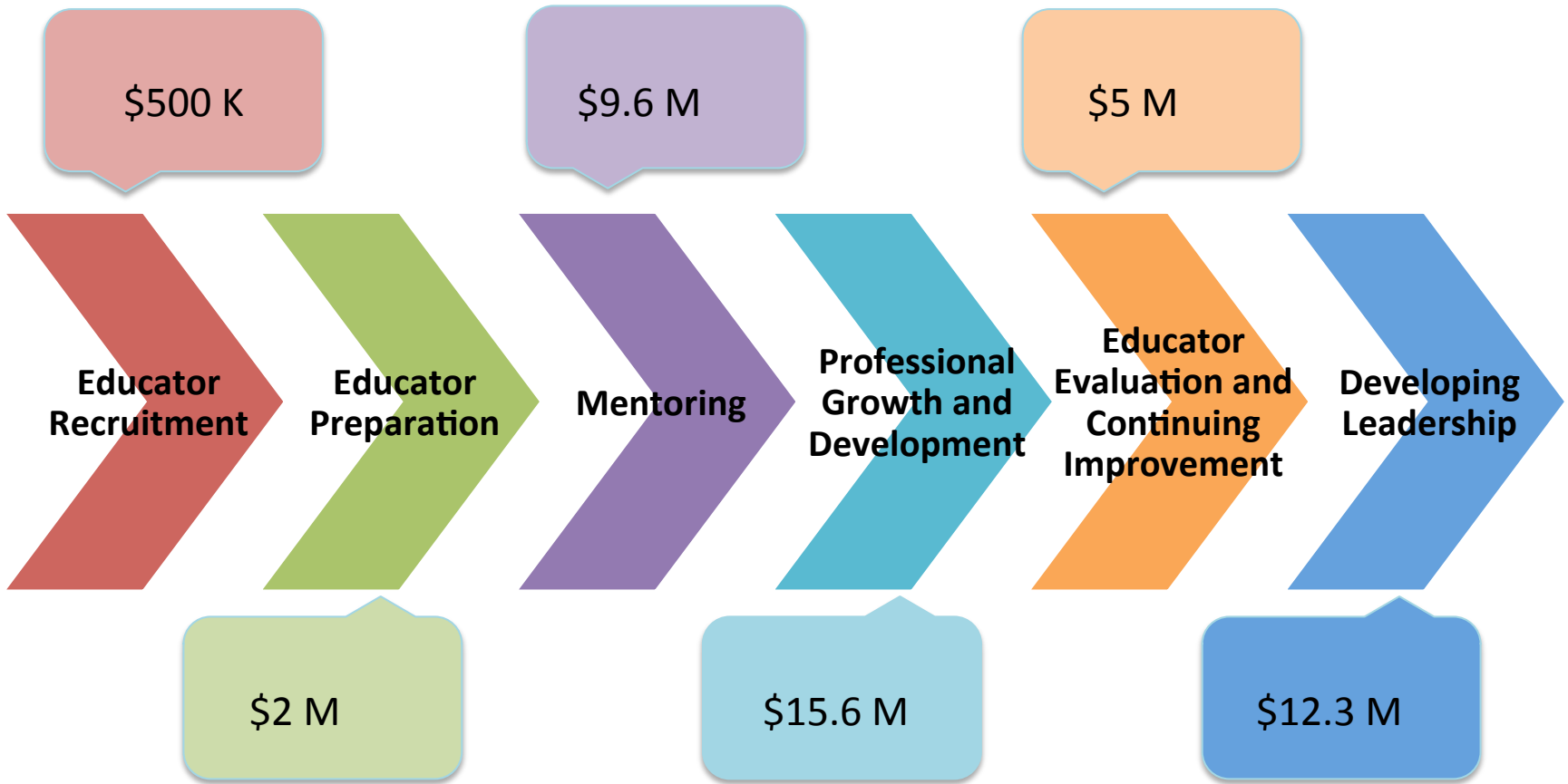
FAST FACTS

2014-15

... will be the first school year of full implementation of the new assessments.

What support will I have as a
teacher?

HB 3233: Investing in the Profession



Support for Educator Preparation

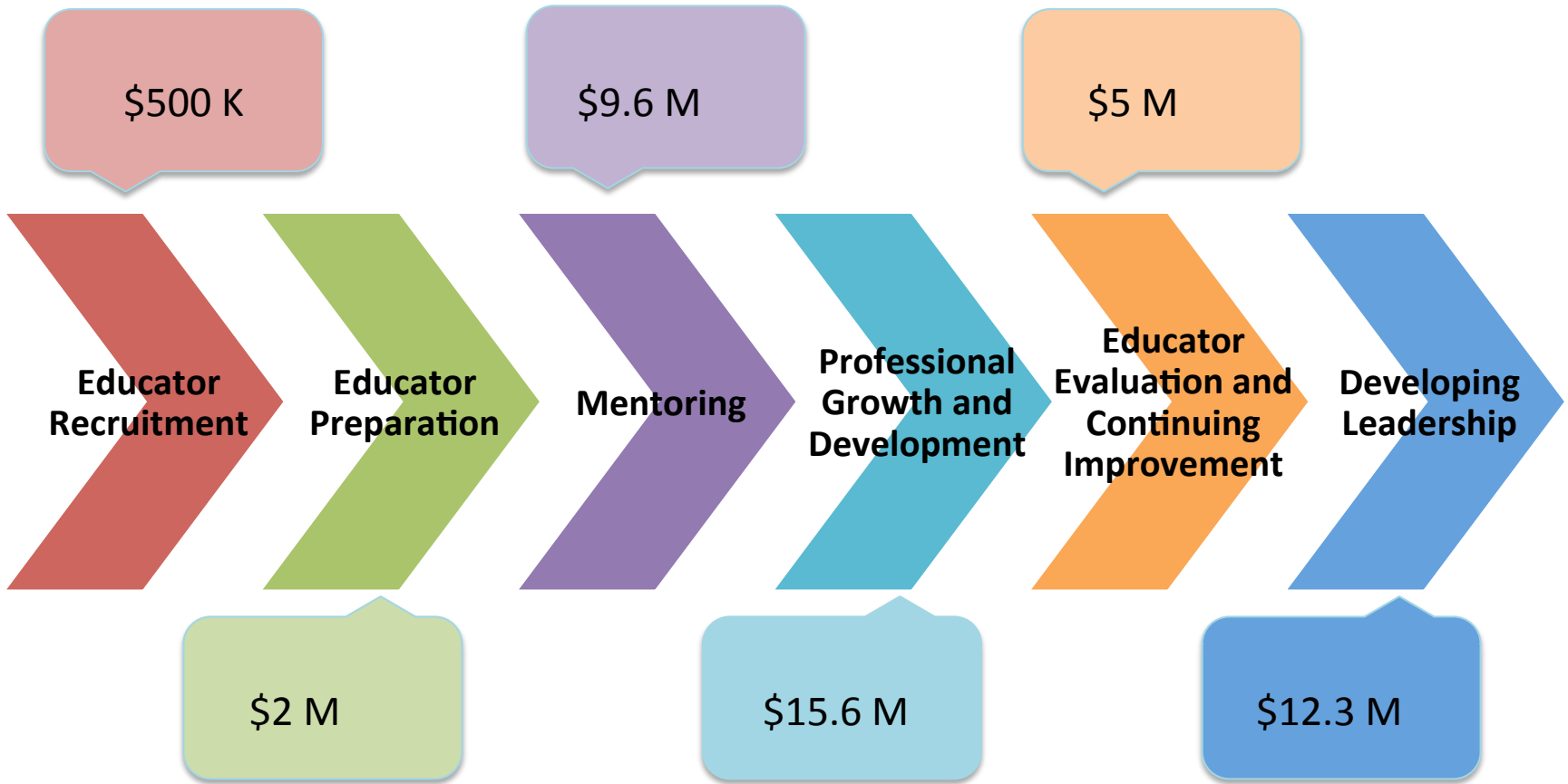
- Diversifying our workforce to better reflect our student body
- Central website for information about teaching as a profession, supply and demand, job offers, teacher prep programs, types of licenses, etc.
- Valid and reliable performance assessments
- Access for programs to follow up on graduates (hiring, retention rates)
- Professional development for faculty in educator preparation programs
- Strengthening clinical partnerships

TeachOregon

- Districts and universities working together to support teacher preparation programs
- Five funded partnerships
 - Central Oregon
 - Pac 7
 - Portland Metro
 - Salem-Keizer
 - Springfield



HB 3233: Investing in the Profession



Once you're hired

- Mentoring for new teachers (2 years)
- eMentoring for new teachers in rural districts
- Educator effectiveness systems for supporting continued growth and development
- Embedded time for professional development
 - CCSS, Dual Language, ELPA Standards, Culturally Responsive Pedagogy and Practices, and Proficiency Based Teaching and Learning
- Teacher leader opportunities



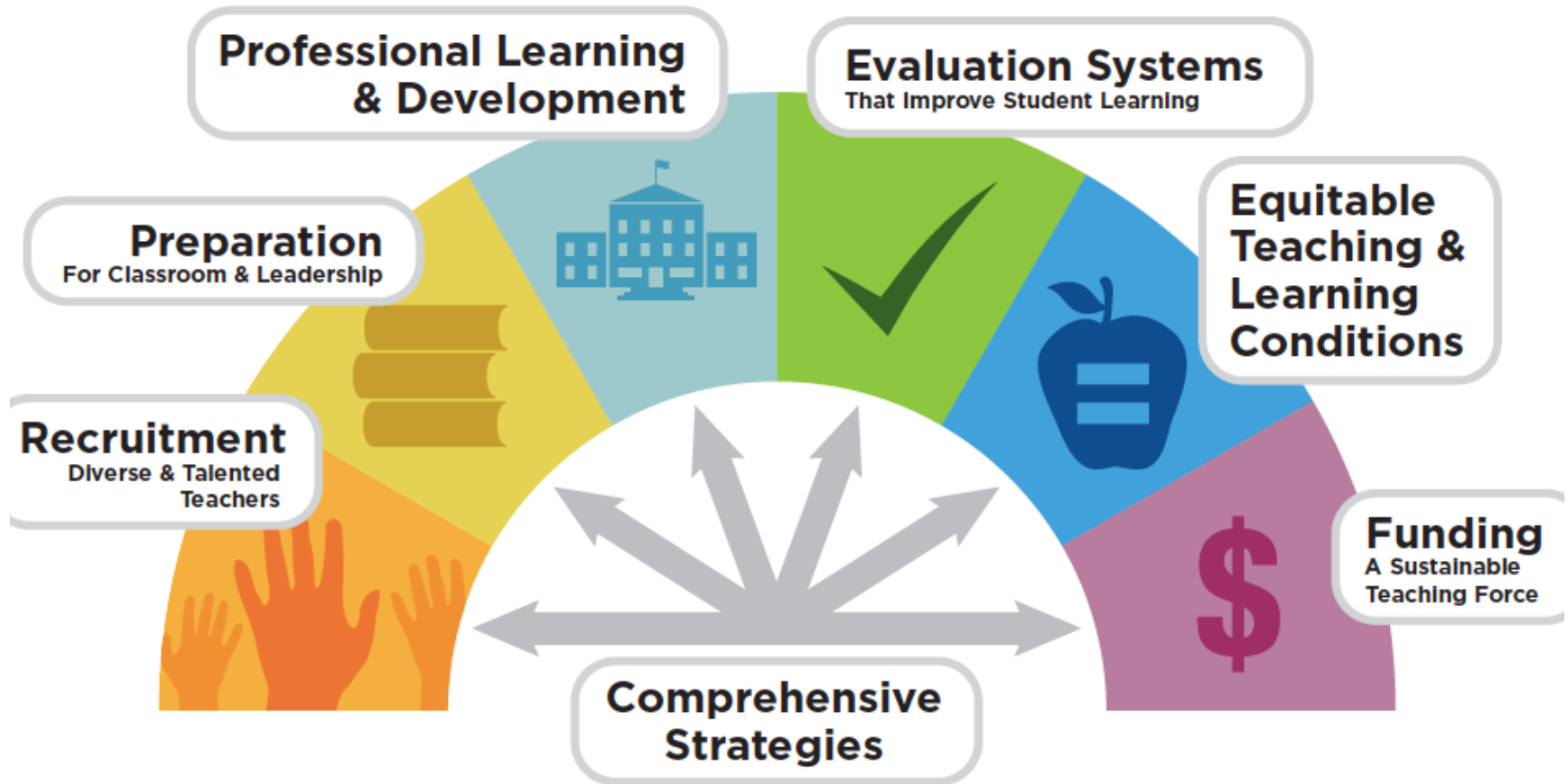
An Oregon Teaching and Learning Conditions Survey

TELL (Teaching, Empowering, Learning, and Leading) Survey



- Online, anonymous school survey for all school-based, licensed educators, instructional staff, and administrators
- Purpose-- to improve schools, not evaluate personnel
- Focuses on:
 - Time during the day for collaborative instructional planning
 - School and teacher leadership
 - Professional development
 - Other supports needed for educators to do their jobs well

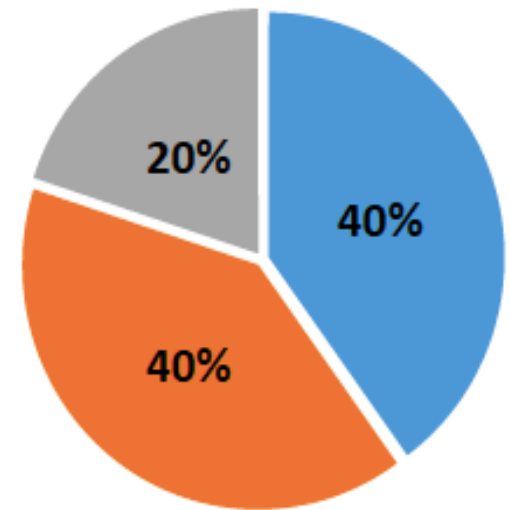
A National Agenda



What about all the changes I've heard about in Salem?

Oregon's 40/40/20 Goal for 2025

- **40%** of adult Oregonians will have earned a bachelor's degree or higher (now close to **30%**)
- **40%** of adult Oregonians will have earned an associate's degree or postsecondary credential (now about **18-19%**)
- **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 (in essence goal of 100%--now almost **70% HS grad and 90% HS completion**)



Oregon Education Investment Board

Our purpose is to

- Encourage a seamless system from preschool to graduate school;
- Help smooth the transitions between each stage; and
- Identify strategic investments in areas with the greatest potential for improving outcomes for students



WE'RE FOCUSED ON BUILDING A PATH TO ACHIEVE THE FOLLOWING:

MORE KIDS READY FOR SCHOOL



MORE 3RD GRADERS READ AT OR ABOVE GRADE LEVEL



MORE 9TH GRADERS FINISH STRONG



HIGH SCHOOL & COLLEGE GRADUATIONS INCREASE

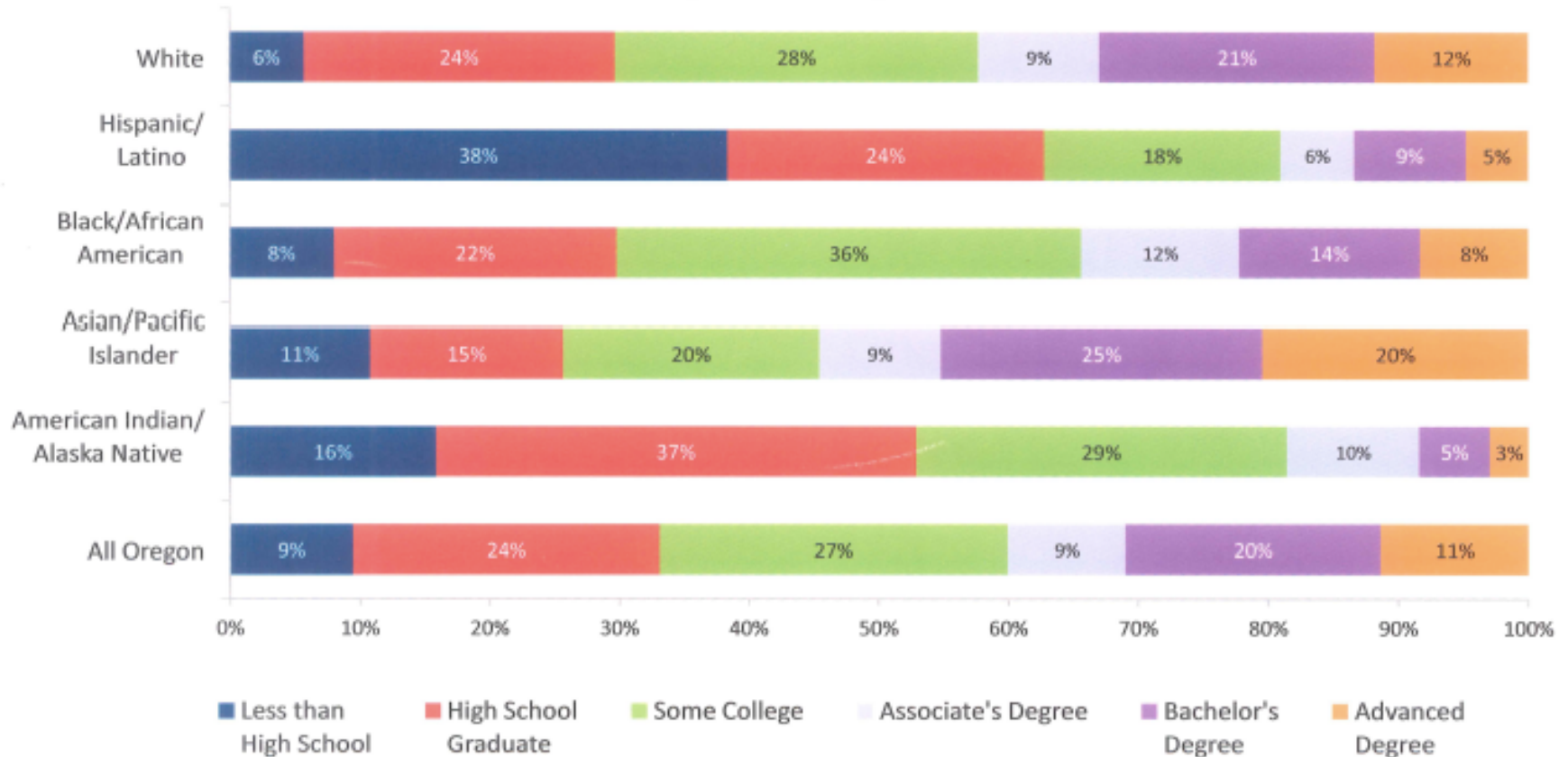


MORE OREGONIANS READY FOR REWARDING JOBS



Educational Attainment: Race/Ethnicity

Highest Level of Educational Attainment in Oregon by Race/Ethnicity
Ages 25 through 64

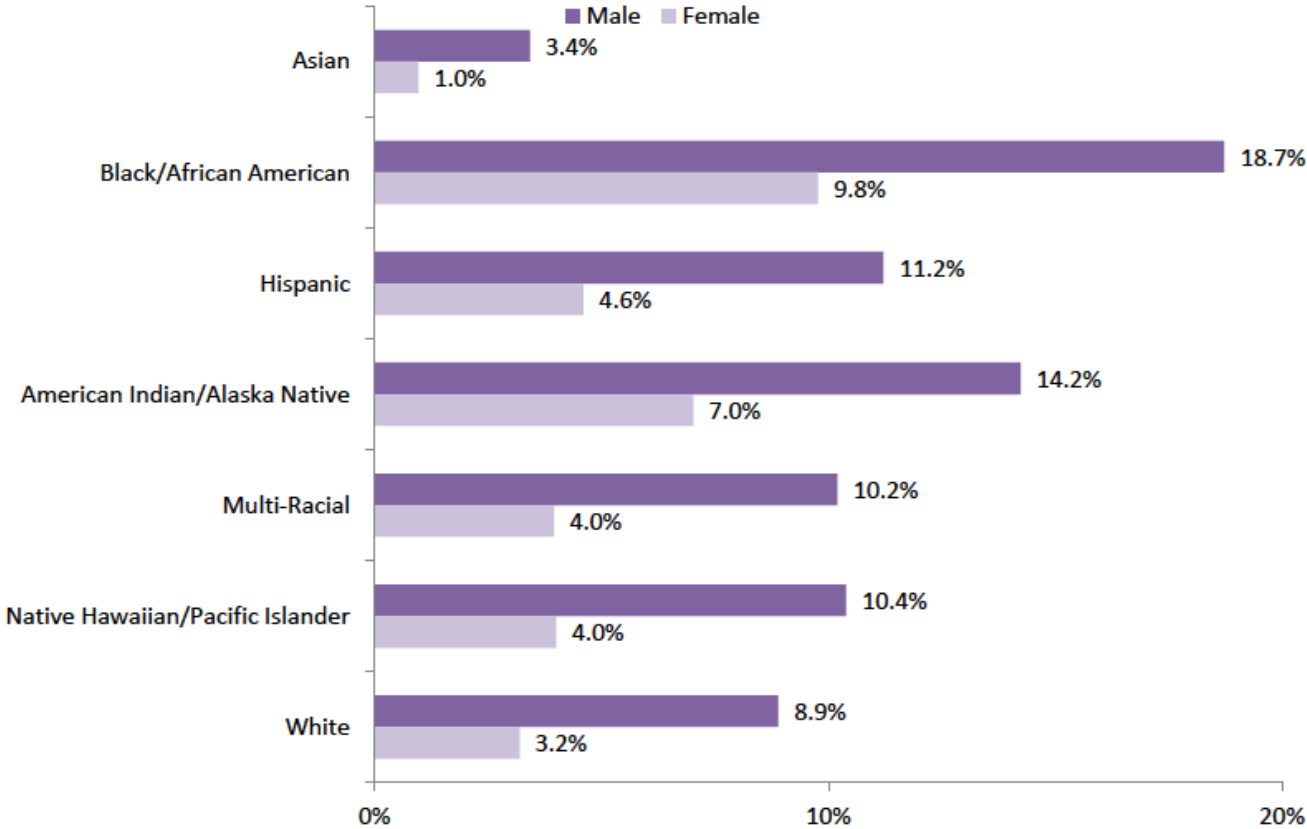


Source: US Census, American Community Survey 2012

Discipline Disparities

Discipline Incidents by Gender and Race/Ethnicity

Percent of Students enrolled on May 1, 2013 with One or More Suspensions or Expulsions in the 2012-13 School Year



EQUALITY DOESN'T MEAN JUSTICE



THIS IS EQUALITY



THIS IS JUSTICE

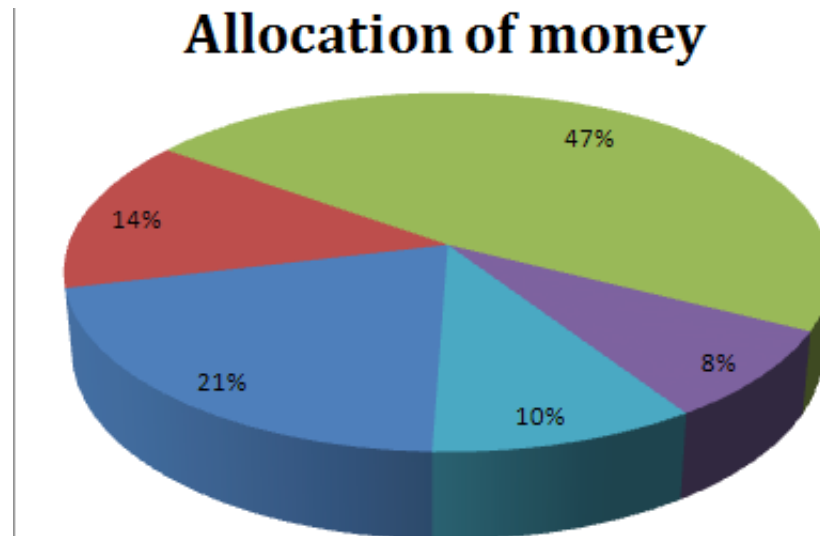
An Equity Lens: Our Moral Principles



- We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

An Equity Lens: Our Moral Principles

- We believe that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.





OUR PRIORITIES

The future prosperity of our state depends on our ability to build a system that focuses on supporting each student, early, and throughout their education.



- **From Surviving to Thriving:** Collectively Supporting Students Beyond School
- **Educational Equity:** Prioritizing Students in the Opportunity Gap
- **Reading Changes the Game:** From Age 3 to Grade 3
- **Realizing the Dream:** Increasing Access & Affordability to Higher Education



From Surviving to Thriving

- For the 12-13 school year, more than half of Oregon students qualified for free and reduced lunch.
- In Oregon, nearly 1 out of 4 children live in poverty.
- Nearly 8% of Oregon's students under the age of 18 are homeless.



OEIB's Commitment

- Early Learning Hubs that bring together educators and health providers to meet students needs early on
- Voluntary Quality Rating Systems to help early childhood facilities attain professional status
- Investing in raising the educational levels of our early childhood providers
- 15 minute assessments to provide feedback on readiness in Kindergarten



Educational Equity: OEIB's Commitment

- Ensuring that a much higher percentage of educators and school staff reflect Oregon students;
- Bringing all voices to the table to engage in supporting student; and
- Investing in programs that make a difference for students who have been placed at risk by our educational system



Reading Changes the Game

- 33% of entering Oregon kindergarteners could name five or few letters and 14% couldn't name a single letter.
- Students reading proficiently by 3rd grade are four times more likely to graduate high school.
- 85-90% of poor readers receiving intervention before 3rd grade can increase reading skills to average levels; whereas 75% of those receiving intervention post nine years old will continue to have difficulties

OEIB's Commitment

- Providing support to educators, families, and caregivers to help build early literacy skills and foster a love of reading;
- Increasing access to high-quality, affordable childcare with safe, stimulating, and interactive environments;
- Supporting the transition to full-day Kindergarten for all students; and
- Building systems of support and intervention in schools to get all students on track by the end of 3rd grade.



Realizing the Dream

- An Oregonian with a Bachelor's degree is twice as likely to be employed and makes a median income that is double that of an individual who has less than a high school diploma.
- Dual credit students have a 10% higher college participation rate than high school graduates overall.
- The average debt at graduation for students who have attended a four-year public university in Oregon is \$23,675.



OEIB's Commitment

- Working collaboratively to develop seamless pathways from high school to college & career;
- Supporting legislative efforts to pilot programs aimed at making higher education affordable for more students; and
- Working with families and communities around Oregon to create a college going culture.



Official OEIB website

Google OEIB



The header of the OEIB website features a dark blue background. On the left is the OEIB logo, which includes the Oregon state seal and the text 'OEIB Oregon Education Investment Board'. To the right of the logo is a search bar. Further right is a navigation menu with four buttons: 'ABOUT' (blue), 'CONNECT' (yellow), 'ENGAGE' (dark red), and 'MEETINGS' (dark red).



**Unifying education
from birth to college
& career**

The Oregon Educational Investment Board (OEIB) is chaired by Governor John Kitzhaber and was created in 2011 to oversee an effort to build a unified system for investing in and delivering public education from birth to college & career. We envision a system that links all segments of the educational experience together to ensure each

People are talking education.
Join the conversation.



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Sign up for weekly updates.

Sign up for weekly updates

**Best wishes for a bright
future where you make a
difference!**