2015: Year 2
Summary Report
About TeachOregon

TeachOregon is a public-private partnership between the state and Chalkboard Project. It pairs universities with community colleges and school district partners to redesign teacher preparation practices in Oregon. Five project teams representing 13 districts and 11 higher education institutions, which together license 60 percent of the state’s new teachers, are addressing real-world needs to provide a holistic, full-circle reform model to support effective teaching in every classroom.

Chalkboard Funded
Portland Metro Teaching and Learning Coalition
David Douglas, Portland, and North Clackamas School Districts; Portland State University.

Salem-Keizer Teacher Preparation Collaborative
Salem-Keizer School District; Western Oregon University, and Corban University.

TeachSpringfield
Springfield School District; University of Oregon, Pacific University-Eugene, and Lane Community College.

State Funded (HB 3233)
TeachCentral Oregon
Bend-La Pine, Crook County, Jefferson County 509J, and Sisters School Districts; High Desert ESD; Oregon State University—Cascades Campus, and Central Oregon Community College.

TeachOregon PAC
Newberg, Sherwood, Tillamook, and Woodburn School Districts; George Fox University and Pacific University, Tillamook Bay Community College, and Chemeketa Community College.

About Chalkboard Project

Chalkboard Project is an independent education transformation organization dedicated to making Oregon’s K–12 public schools among the best in the country. We are funded by a consortium of Oregon’s leading philanthropic foundations with a central belief that expert research is essential to identifying policies and practices that improve outcomes for students. Launched in 2004, Chalkboard is the first initiative of Foundations for a Better Oregon (FBO). FBO founding foundations are: Meyer Memorial Trust, The Oregon Community Foundation, The Collins Foundation, The Ford Family Foundation, JELD-WEN Foundation, and The James F. and Marion L. Miller Foundation.

www.chalkboardproject.org
@ChalkTalkers
# Table of Contents

About TeachOregon ............................................................ 2

About Chalkboard Project ................................................... 2

Executive Summary ............................................................ 5

Introduction ........................................................................ 9

Recruitment and Selection ................................................ 11

Clinical Practice ............................................................... 21

Hiring and Placement ....................................................... 33

Mentoring and Induction ................................................... 40

Appendix A: SPS Placement Brochure ............................... 46
Executive Summary

TeachOregon is completing its second year of implementation. The project has gained considerable traction in promoting continuous improvement in preparing effective teachers for Oregon schools, while capturing valuable lessons learned and building strong collaborative relationships among universities, districts, and the communities they serve.

This progress report highlights many of the accomplishments, explains the challenges resolved, outlines those still remaining, brings forward promising practices, and summarizes what it will take to sustain the work. It is also accompanied by a third party evaluation report completed by EcoNorthwest that includes process and impact evaluation information for the first two years of TeachOregon.

Legislation

TeachOregon and Chalkboard Project have advocated for and have worked with the Oregon legislature to pass two major pieces of legislation in 2015 affecting teacher preparation programs:

SB 83 forms a task force over the next biennium facilitated by TSPC that will meet and formulate recommendations for the 2017 legislative session regarding a training plan and incentives for cooperating teachers. TeachOregon work has demonstrated that training cooperating teachers is important in preparing teacher candidates. This new statute will require that teacher candidates be placed with a trained cooperating teacher during their clinical practice experience by 2020–2021.

SB 78 requires all Oregon teacher preparation programs to meet CAEP standards for educator preparation programs and be approved through an external site review process by July 1, 2022.

Recruitment and Selection

Grow our own programs are creating a pipeline of young, talented, and culturally and linguistically diverse potential teacher candidates to diversify our teacher workforce. Key features include:

- Teacher cadet and aspiring teacher programs with dual credit options, summer internships, and direct teaching opportunities along with strong and personalized mentors.
- Continued personalized guidance, navigator support, and financial assistance.
- Reinstatement of education classes in community colleges with credit transfer agreements.
- The use of social media for recruitment of potential teacher candidates and a means of connecting them with the community.
Executive Summary

Clinical Practice

Training cooperating teachers for their role during the first two years of the project and increasing the level of university supervision through cluster and cohort placement of students has produced positive results with university supervisors and cooperating teachers working more closely together. Trained cooperating teachers express confidence in their ability to be more effective in their role with co-teaching and other support strategies coupled with improved communication and interaction with university supervisors. They also report that teacher candidates trained in co-teaching integrated successfully into their teaching experience during their first week of placement.

There still needs to be more careful delineation of the co-teach strategy, but this is not unexpected with early implementation of a new model. Creating a continuum and using common language for evaluating the growth of the teacher candidate and beginning teacher is helping partners recognize and acknowledge teacher development, and identifying ways to support that development.

Hiring and Placement

Reviewing, revising, and refining district hiring and placement practices and developing a new consciousness about current processes and procedures in hiring and placement is showing promise. Recognizing implicit bias, working with new strategies for screening application materials, using behavior-based interview questions, and making the process more comprehensive have all proven to increase hiring success. This has resulted in increased hiring of culturally and linguistically diverse candidates.

While districts are implementing solutions to manage vacancies in different and intentional ways, and assign teachers based on their skills, knowledge, and dispositions, this remains a challenge to be addressed.

Mentoring and Induction

TeachOregon partners are strengthening mentoring support for beginning teachers to accelerate their professional growth and to retain them during their first years of practice. State funding for mentoring continues to be a concern and several of the TeachOregon partners have had to fund their own programs, while others struggle to fully serve all of their beginning teachers.

Induction has been brought to the forefront in discussions within the TO partnerships, especially around the need to create a supportive and welcoming environment for beginning and culturally diverse teachers.
Impact

The strength of TeachOregon is in the power of collaboration, networking, and concomitant learning among team members and organizations involved.

- **824** Beginning Teachers Mentored
- **402** Cooperating Teachers Trained in Co-Teaching and Supportive Strategies
- **198** Teacher Candidates Placed with Trained Cooperating Teachers
- **147** Middle School Students in Pro Team (“Grow our Own”) Programs: **79** Percent are Culturally Diverse Students
- **124** High School Students in Teacher Cadet (“Grow our Own”) Programs with Dual-Credit Option: **86** Percent are Culturally Diverse Students
- **340** High School Students in Aspiring Teacher (“Grow our Own”) Programs: **56** Percent are Culturally Diverse Students
- **130** Community College Students in Teacher Pathway Programs: **75** Percent are Culturally Diverse Students
- **80** Scholarships Awarded Since 2014
- **1,174** Beginning Teachers Receiving Mentoring Services Through District or Regional Mentoring Programs
- **200+** Educators Trained in Equity and Equitable Hiring Practices

During the next 16 months, TO will continue to work towards stronger collaborative partnerships and continue to present recommendations on promising practices that inform the continuous improvement of effective teacher preparation and the recruitment and retention of culturally diverse teacher candidates and teachers in Oregon.

Many promising practices are emerging. Next year, the TO teams will focus on taking their collaborative discourse deeper on opportunities yet to be discovered. While we have made tremendous inroads both from a practice and policy perspective, and are seeing great promise in many of the efforts currently underway, there is still much work to be done to move us closer toward a high-quality education system in Oregon.
Introduction

TeachOregon embodies collaborative partnerships. Recognizing the benefit of advancing the teaching profession and preparing more effective educators, districts and higher education institutions seized the opportunity to take a complex ecosystem and work together to forge a new path forward for teacher preparation in Oregon.

TeachOregon (TO)—an innovative public-private partnership is co-funded through the state’s Network for Quality Teaching and Learning (ODE) and Chalkboard Project. The combined funding supports five project teams. The teams engage other government agencies, non-profits, community advocacy groups, consultants, and business partners. The co-creative TO work is complex, incremental, time consuming, and at times messy. But the strength of collaboration and the teams’ combined energy and success will ensure sustainability through ownership beyond the life of these pilot projects.

While the project teams have approached their work with differing focuses and timelines, TO has made gains in improving recruitment and retention of teacher candidates, training cooperating teachers, aligning curriculum and evaluation and revising hiring practices with a focus on equity and diversifying the teacher workforce in Oregon.

This report is further evidence of the partners’ commitment to the ongoing work of improving teacher preparation in Oregon. Key highlights include:

- Diversification of our teacher workforce through grow our own strategies and approaches that begin preparation as early as middle school and high school through cadet teaching programs and dual credit options.
- Stronger and more collaborative recruitment of bright and talented students and individuals supported in school and interested in careers in teaching at a time of growing teacher shortages.
- Bridging the transition from high school to college when students may not be adequately prepared for the rigors of college transition programs at our community colleges, through summer internships, and after school tutoring experiences.
- Preparation of parents and families for the college experience.
- Financial support and assistance for candidates both in the pipeline and the pathway to careers in teaching to reduce the level of debt encountered in completing a college education.
- Personalized support and guidance for teacher candidates as they navigate the pathway of teacher preparation including the support of a peer cohort.
- Training and preparation of cooperating teachers and university supervisors for their role in supporting strong clinical practice experiences for teacher candidates that then feeds our effective educator supply.
- Design and use of evidence-based systems and databases to inform a district’s management of human capital, and provide opportunities for data sharing with university partners to drive constructive conversations and advance improvements in preparation programs.
- Improvements in hiring and placement practices, with attention to equity, implicit bias, and cultural responsiveness.
Introduction

- Mentoring support for beginning teachers and new hires to accelerate beginning teacher development and retention.
- Formulating policy and promoting rule changes in order to remove barriers and sustain change into the future.

As TO launches into its final phase, the project teams will focus on providing evidence and information on promising practices, scaling up interventions, and determining sustainability of these efforts. It will also continue to provide a voice for further policy and rule changes, if necessary in the future.


Recruitment and Selection

Importance of Recruitment and Selection

An effective teacher working with every student is key to improved student performance. A more educated workforce is essential to our economic health and vitality as a state, not to mention the correlation with improved health, and lower rates of mortality and crime for the citizens in our state (Berger and Fisher, 2013). Equally important is diversifying our workforce to help close the performance gap that exists for our culturally and linguistically diverse students. Oregon’s demographics show that 36.4 percent of our K–12 student population is culturally diverse, with this number increasing daily; while only 8.5 percent of our teachers are culturally diverse. And while this is not unlike other states, it still presents a challenge for teacher recruitment and preparation.

Research clearly demonstrates the benefits for culturally diverse students to be taught by culturally diverse teachers, who act as real-life models of career success and academic engagement, to whom students can relate and who engender effort, interest, and confidence. Research also shows that teachers of color have been successful in increasing achievement test scores of students with backgrounds similar to theirs (Ahmad and Boser, 2014).

Opportunity and access are key operative words for attracting culturally diverse teacher candidates to consider attending college and teaching as a career. To quote one of our culturally diverse TO candidates, “TeachOregon is giving me a fair shot.” This forms the basis for our recruitment and selection work in TO.

Grow Our Own: Creating a Pipeline of Potential Teacher Candidates

During the first two years of TO, the five teams have focused their recruitment efforts on a grow our own approach by creating a pipeline of culturally and linguistically diverse teacher candidates interested in college and teaching as a career. The goal is to energize and entice students and others in our own communities about the benefits of teaching and serving students and families in the community in which they live. This type of approach has been used successfully to create opportunity and access to the teaching profession for individuals (often culturally diverse) who may not otherwise have considered a career in teaching or even attending college. While the grow our own approach takes a long time to realize success, the long-term investment has produced solid results in the past for districts such as Salem-Keizer where they engaged in a transition-to-teaching program and a career-in-teaching program with strong retention results (retention of a career teacher and commitment to the community that supported that individual in their pursuit of a career with positive benefits and levels of loss as low as 3 percent over a six-year period). This approach also serves the dual purpose of meeting Oregon’s 40–40–20 goal by encouraging college preparation and enrollment, especially for our culturally diverse students.

The grow our own approach in TO is moving forward with teacher cadet, aspiring teacher, mentor and hybrid cadet programs for high school students with dual credit options. TO teams have targeted culturally diverse students who may be interested in pursuing post-secondary studies and a career in teaching. Teacher cadet programs have been implemented in Salem-Keizer, Springfield, Bend-LaPine, Sisters, and Jefferson 509J (Madras) districts. Aspiring teacher programs are in place in David Douglas, North Clackamas, and Portland Public Schools. These programs provide opportunities
for teaching experiences and community service, and give students careful guidance to improve their study skills, increase their grade point averages, and plan and prepare for college. Students learn about social justice and the impact teachers have in their communities.

In the PAC team, for example, when these elective courses are not offered due to current funding, clubs, such as the Educator Rising Club at Woodburn High School, become an option. The club began tutoring experiences in fall 2014, while Newberg and Sherwood high schools are awaiting course approval for teacher cadet programs and have Educator Rising clubs planned for fall 2015. Tillamook will launch a teacher cadet program at their high school this fall. Even though the approaches have differed based on the project, the success of these programs has been the involvement of a full partnership—university, community college faculty, and district personnel trained working collaboratively with students and with support from district administrative leadership. While enrolled numbers could be larger, the benefits for teacher cadets through scholarship assistance and summer internships are starting to be realized and expanded. This should help peak interest in these programs as recruitment and college retention tools in the future.

Also on the horizon is reauthorization of the Higher Education Act (HEA) at the national level which hopefully will include major revision of the federal TEACH grant program, which has been overburdened with regulation and conditions for its use, not to mention a daunting application process. As a result, the program has not been used by Oregon universities and students to its fullest extent.

While current pipeline numbers are encouraging, we must maintain assertive recruitment efforts and collaboratively address potential barriers. Data from the Center for Educator Recruitment and Retention (CERRA) program in South Carolina, in place since 1985, indicates that the percentage of teachers produced from cadet type programs is about 40 percent of total and yet this type of recruitment is a strong proven resource in retaining the investment we make.

**TEACHER CADET PROGRAMS**

<table>
<thead>
<tr>
<th>NO. DISTRICTS PARTICIPATING</th>
<th>NO. STUDENTS (DUAL CREDITS)</th>
<th>CULTURALLY DIVERSE</th>
<th>PROGRAM COMPLETION/LICENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>124 (up to 4 credits)</td>
<td>86%</td>
<td>5-6 years</td>
</tr>
</tbody>
</table>

**ASPIRING TEACHERS PROGRAMS**

<table>
<thead>
<tr>
<th>NO. DISTRICTS PARTICIPATING</th>
<th>NO. STUDENTS (CREDITS)</th>
<th>CULTURALLY DIVERSE</th>
<th>PROGRAM COMPLETION/LICENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>340 (up to 7 credits)</td>
<td>56%</td>
<td>5-6 years</td>
</tr>
</tbody>
</table>

**EDUCATOR RISING CLUB**

<table>
<thead>
<tr>
<th>CLUB-DISTRICT</th>
<th>NO. STUDENTS</th>
<th>CULTURALLY DIVERSE</th>
<th>PROGRAM COMPLETION/LICENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodburn HS</td>
<td>5</td>
<td>100%</td>
<td>5-6 years</td>
</tr>
</tbody>
</table>
The TO teams have been extending their reach to middle school students as well. Through efforts, such as Pro-Team programs, students who are considering college and teaching careers are provided opportunities to set college and career goals through elective classes or after school mentoring programs. The mentoring approach provides the added benefit of culturally diverse older college students serving as role models for younger students, giving them the opportunity to work with younger students.

Recently more middle school programs have been provided funding for implementing AVID® programs this fall. AVID® promotes study skills and learning strategies for improving student performance and preparing students for college and careers. AVID® has a strong evidence-based record of accomplishments and many of the attributes associated with Pro-Team classes, such as improved academics, college-ready preparation, and student-centered learning. For this reason, some programs have elected to implement AVID® and not proceed with a Pro-Team program. The AVID® classes and other programs provide opportunities for project teams to introduce middle school students to college and teaching as a career and employ similar recruitment methods.

**PRO-TEAM**

<table>
<thead>
<tr>
<th>No. of districts and schools</th>
<th>No. students</th>
<th>Culturally diverse</th>
<th>Program completion/license</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 districts 5 middle schools</td>
<td>147</td>
<td>79%</td>
<td>9-11 years</td>
</tr>
</tbody>
</table>

**MENTORING PROGRAM—MIDDLE LEVEL**

<table>
<thead>
<tr>
<th>No. districts</th>
<th>No. students</th>
<th>Culturally diverse</th>
<th>Program completion/license</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodburn TLG-VISTA Coordinator</td>
<td>50 20 college-level mentors</td>
<td>95% (students) 100% (mentors)</td>
<td>9-10 years</td>
</tr>
</tbody>
</table>

TO has also focused on targeting students in community colleges. Because many of these students have not yet made their career decisions, providing teaching opportunities has been one of the approaches used to help them decide whether this is the right career path for them. Currently, recruitment efforts are underway at Chemeketa, Lane, Clackamas, and Central Oregon Community Colleges, which have resulted in 130 students participating with 89 percent identifying as culturally diverse. Providing these students with mentor/navigator support and opportunities to meet, explore the university environment, and stay enthused and interested in the possibility of being a teacher is critical at this juncture in the recruitment pipeline process.

Early in the first year of TO, teams explored the possibility of recruiting instructional assistants into the teaching profession. These instructional assistants were already working in school districts—many had classroom experience, were mid-career changers, were interested in becoming teachers, and had either an associate or bachelor’s degree. Initial projections estimated that approximately 220 candidates could be recruited.
from this group across the teams. This option did not prove to be as promising as first anticipated. The time commitment along with the financial impact of reduced earnings created undue hardship for these individuals and their families. Many have also been out of school for some time and getting through the required testing for program entry and licensure proved challenging. For some, experiencing the uncertainty of employment due to large layoffs of teachers and instructional assistants in recent years, losing seniority as employees in the district was too big of a risk. For mid-career changers the reasons were similar. As a result, only 43 instructional assistants are currently pursuing a teaching career. Ninety-eight percent of these teacher candidates identify as being culturally diverse. The majority of these candidates are attending George Fox University (GFU) where flexible schedules and part-time program options are available. The teacher candidates in the GFU part-time teacher preparation program are not in TO placements.

As the TO teams worked to recruit culturally diverse teacher candidates, they became concerned with the burden of testing to enter teacher preparation programs and the high failure rate among culturally diverse and second language teacher candidates.

- On the writing test, 27 percent of Hispanic test takers, 20 percent of Native Americans, and 18 percent of Asian/Pacific Islanders do not pass while 94 percent of their white peers pass the test.
- On the math test, 14 percent of Hispanic and 17 percent of Native American test takers do not pass while 94 percent of their white peers pass the test.
- On the reading test, 25 percent of African American and 18 percent of Hispanic test takers do not pass the test while 97 percent of their white peers pass.

Research reveals that generalized standardized testing poses significant challenges for English language learners at all levels of proficiency. “In the absence of good evidence about the relationship between teacher tests and measures of teacher effectiveness, it’s not possible to judge the extent to which states’ use of licensure tests allows ineffective teachers into the workforce or screens potentially effective teachers out of the workforce” (Goldhaber, 2012).

A TO work group comprised of university and district partners studied and discussed the issues related to basic skills testing and provided the Teacher Standards and Practices Commission (TSPC) with a position paper on the topic. The TO work group requested the commission review the problems associated with the basic skills test in November 2014. TSPC repealed the rule requiring the test for program entry, but kept the requirement for program completion. The work group also provided data from two TO partners about test cost and predictive validity in January 2015. In June 2015, TSPC eliminated the Essential Academic Skills Testing requirement for program entry and program completion. TO partners feel this provides more open access to programs for culturally diverse teacher candidates.

**Summer Internships**

Summer internships are a promising practice and appear to be sustainable beyond the life of TO. Not surprising, many teacher candidates say their decision to pursue a career in teaching came after a satisfying experience working with children. The primary purpose for the summer internships is to give students the opportunity to experience first hand the process inherent in teaching another person.
After my friend talked me into volunteering at the camp working with children, I was driving back to my restaurant job that I had and all of a sudden I realized that working with children brought me joy—I was so happy even though I was tired. I knew then that I could find joy in being a teacher. I remember telling my mother—I know what I want to do—I am going to become a teacher.”

—Melissa Robles, Teacher, Salem-Keizer Schools, 2015

TeachCentral Oregon created a small internship pilot in summer 2014 with four students (all culturally diverse), who as a result of the internship were eager to move forward with plans for college and become a teacher. The program was such a success in its first small undertaking that TeachCentral Oregon tripled the size of the intern group with added funding from Chalkboard Project and an intern scholarship from the Prineville Kiwanis for Crook County. In 2015, 12 students interned in summer programs in Central Oregon (Crook County, Bend-La Pine, and Sisters). Bend-La Pine District also took advantage of a teachers’ summer training session to allow student interns to observe some of Bend’s best teachers working to improve their skills as teachers—a win-win opportunity.

The summer internship experience was an amazing opportunity to let our students experience the hands on work and satisfaction in teaching that is possible for them to have in the future.”

—Ruth Jones, Summer Internship Supervisor Sisters SD

“Brain Camp was a huge success for students and staff. The COCC cadets played an integral role in the success of Brain Camp. They worked side by side with the OSU classroom teachers each and every day and were able to experience teaching in a very real, hands-on way. The cadets developed bonds not only with the students but also the teachers. They assisted teachers during lessons, led field day activities, and worked one on one with students, among many other things. They even helped to translate letters into Spanish that were sent home to families. We are so very thankful for the opportunity to have the cadets at Brain Camp.”

—Melinda Brown, Summer Internship Supervisor, Bend-LaPine SD
Two partners from the Salem–Keizer Collaborative—Western Oregon University (WOU) and Salem–Keizer District—selected 22 culturally diverse, bilingual high school students for the WOU Bilingual Scholars Program. This program combines summer internships approved by Salem-Keizer Superintendent Perry and supported financially by the district at four sites. These students will enter WOU this fall with scholarships provided by the university. This is an excellent example of recruitment and selection efforts supported by a teacher cadet program teacher, building level administrators, counselors, the district superintendent, and the university. Another Salem–Keizer partner, Corban University, has also established a scholarship fund of $50K for teacher cadets from the Salem–Keizer District program attending Corban and pursuing teaching as a career.

The enthusiasm and energy of high school students establishing their career goals has caught the attention of many individuals and is proving to be a promising practice. The challenge will be scaling up efforts and continuing to involve communities and stakeholders in garnering support for sustainability of this grow our own approach.

Attracting individuals to consider teaching as a career has been challenging. This is clearly demonstrated in the reduced number of candidates enrolled in teacher preparation programs in Oregon. In 2010–11, 2,037 teacher candidates completed their programs in Oregon university teacher preparation programs, whereas in 2013–14 the number was 1,425. This reduced number is mirrored in other states and in the TO university partner programs. The lack of interest in teaching as a career is related to the economic recession and scarcity of jobs in past years, but other factors also include: increased public pressure on teachers; low entry salaries when compared to other fields with similar degree levels; lack of flexibility and mobility for pension plans that have also been reduced in benefit levels in recent years; licensure requirements; and lack of opportunity for career advancement and leadership. Much of this is out of the university’s sphere of control, but can be influenced by school districts, the teachers’ association, and the legislature.

To put teaching in a more favorable light, PAC launched a social media campaign designed to attract Latino students who may be interested in teaching by sharing success stories of current candidates. This spring, the PAC team experimented with posting stories of teacher candidates on Facebook and targeting specific audiences and the community from which the student comes. The campaign resulted in 4,796 views,
Recruitment and Selection

6,925 page views, 92 percent new users, and 260 likes from the Latino community. These results surpass the team’s initial efforts with email campaigns and other forms of communication, and shows promise in reaching into the Latino community. The PAC team will continue this effort in the coming year and will track their success.

TeachSpringfield has had a successful teacher cadet program with dual credit options and has recognized that teacher cadets are the “best recruiters” for helping more students become interested in looking at teaching as a career, especially those students who are culturally diverse and may be first-generation college going in their families.

**Smoothing the Pathway for Teacher Candidates**

Entry of potential teachers into college and ultimately into teacher preparation programs is the second phase of recruitment and selection. TO teams often refer to this as the pathway to teaching. Eighty percent of teachers prepared in Oregon have a master’s degree, usually a master of arts in teaching, which requires four years of undergraduate work and an additional year (or more) of graduate level work—a seemingly long path for young adults when compared to other career options.

Students planning to become teacher candidates have many needs. The first is planning and financial assistance. Often, families and parents have little or no knowledge of planning for college or accessing financial assistance to cover the high costs of tuition, books, fees, and living expenses associated with college. Mentoring and advisement support is crucial at this level in keeping teacher candidates on track in their teacher preparation pathway. A promising practice embraced by TO has been the availability of pathway coordinators at the universities to help guide and navigate teacher candidates through the maze of various systems, programs, and organizations key to their success. Four of the TO university partners (Portland State, Western Oregon, Pacific, and George Fox) have recruiter/coordinators assigned to assist...
students on their path to teaching. Two more (Corban University and Central Oregon Community College) will add positions in fall 2015. Portland State has doubled the number of culturally diverse candidates in the pathway program from 20 in December 2014 to 42 in June 2015 through the efforts of the PSU Program, with 93 percent identifying as culturally diverse. A clear example of the power of the availability of pathway coordinator support is seen in this video of teacher pathway candidates at PSU: https://www.youtube.com/watch?v=hRtj8Rawoos/.

Many culturally diverse young adults are first-generation college students, whose families often do not know how to support them on their pathway. College costs for tuition, books, and living expenses can be challenging. Even though there are opportunity growth grants and other financial assistance packages, if a student takes a break from their teacher pathway for even just one term, the resources are often no longer available for that student. Financial and program planning often deter students from considering college. Attracting and retaining strong culturally diverse teacher candidates and guiding them along the pathway to becoming teachers requires strong collaborative partnerships and personalized support.

One example of a TO partner addressing this need is JUNTOS, an open campus program through Oregon State University. This promising program facilitates training for parents in their native language and provides guidance about various forms of financial assistance and planning for college for their child. Programs for Latino parents and the Latino community have been in place for some time, and this year, in working with TeachCentral Oregon, JUNTOS has helped parents and community members particularly in the Native American community of Warm Springs create their own brand for the program.

Culturally diverse students also benefit from peer support networks. Placed in cohorts or clusters, students identify with and have the support of their peers during their college and teacher preparation experience. An approach used in several teacher preparation programs prior to TO, it has now been expanded to other programs as well. It’s important to note that while this practice has many benefits for full-time students, it is less practical for candidates who attend school part time or have a reduced schedule.

TO has addressed the need for financial assistance through scholarship programs and intern stipends across the project teams. By the end of 2014, 31 scholarships were available through the TO project partners. In fall 2015, 80+ scholarships in varying amounts will be made available for teacher candidates through the TO partners, a $518K investment ($108,359—PAC; $60,000—Springfield; $44,000—TeachCentral Oregon; $192,500—Salem-Keizer; and $30,000 and $83,258—PDX Metro). This does not include tuition waivers and the BTP and AITP programs at PSU.

Supporting students who are in community college programs, because they are either not ready academically for the university environment or need to be closer to home for work and family support, is an important priority for TO. It is key that community college programs provide support coordinators as described above, in addition to helping students avoid credit transfer problems by aligning coursework with transfer agreements made with university teacher preparation program. One such program was established at Chemeketa Community College with financial and partnership support from the TO PAC team. In Central Oregon, Central Oregon Community College partners with the CentralOregon teacher cadet program and has established a bridge program to OSU-Cascades.
### Promising Practices — Recruitment and Selection

<table>
<thead>
<tr>
<th>Promising Practice</th>
<th>What will it take to sustain/validate this practice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grow our own strategy has proven a worthy investment. Although a long-term investment, it promises strong retention among teachers who teach in their own communities, especially among culturally and linguistically diverse teachers.</td>
<td>$, PC, S</td>
</tr>
<tr>
<td>Teacher cadet programs with dual credit options help students develop confidence, especially when university faculty co-teach in these programs.</td>
<td>$, PC, S, X</td>
</tr>
<tr>
<td>Active teaching experiences and summer internships or internships during the school year so students can experience teaching while still considering their post high school options.</td>
<td>$, PC, S, X</td>
</tr>
<tr>
<td>Providing training and assistance in college planning and finance for culturally diverse families in their native language along with exposure to models from students and families already in the university teacher preparation pathway.</td>
<td>$, PC, S, X</td>
</tr>
<tr>
<td>Planning visits to campuses and programs with visits to classes and planned interactions with culturally diverse students, faculty.</td>
<td>$, PC</td>
</tr>
<tr>
<td>Active recruitment with high school principals and counselors to establish cohorts and clusters of students headed to college interested in pursuing teaching as a career.</td>
<td>PC, S</td>
</tr>
<tr>
<td>Use of social media (Facebook) to educate public and potential candidates about TeachOregon and teaching as a career.</td>
<td>$, PC, S, X</td>
</tr>
<tr>
<td>Providing onsite university navigators and guides who work closely with students prior to and on the pathway to teaching. Building relationships early so teacher candidates know who to call.</td>
<td>$, PC, S</td>
</tr>
<tr>
<td>Collaboration between districts and university partners in student selection for college programs and teacher preparation.</td>
<td>PC, S, X</td>
</tr>
</tbody>
</table>

$ = funding required, PC = partnership collaboration, S = scale up efforts, X = expand options

* Due to the short timeframe for implementation, TeachOregon partners will continue to collect additional data and evidence during year 3.
Recruitment and Selection

Cecelia Monto, Dean of Evening and Weekend Programs at Chemeketa Community College, on the importance of Community College Programs as TO partners.

Partnership work between community colleges and four-year universities creates an important pathway for culturally diverse students to enter the field of teaching. The accessibility and affordability of community colleges provides a welcoming entrance into higher education, and community colleges have typically served a greater percentage of ethnic minority and first generation students. Strong linkage between education departments at the community colleges and universities means that coursework transfers properly and students efficiently complete education degrees. For example, at Chemeketa, we actively reach into the diverse communities we serve in Salem and Woodburn to encourage students to pursue higher education, and offer academic services and bilingual instructors to reduce language and cultural barriers.

A key part of the community college recruitment of diverse students also rests in the network with area high schools. Woodburn High School has been particularly helpful in identifying and recruiting bilingual students who are interested in becoming teachers. We have now started recruiting these students to Chemeketa, where our college can support them academically and even provide tuition assistance through funds from TeachOregon. We have about 10 bilingual students starting this fall, and can provide tuition assistance for up to 25 bilingual students for the coming year. We also have 2 bilingual instructional assistants from Salem-Keizer who have received tuition assistance to pursue their education degrees who started this summer! Chemeketa’s hope is to provide a solid group of bilingual education students ready to finish their university work in Oregon and stay in state to become teachers. Our PAC philosophy is ‘grow our own’, and we think by doing this we will contribute to a teaching force that is culturally diverse and committed to the Oregon community.

Chemeketa is working with Pacific, Western, and George Fox universities to streamline articulation and transfer agreements. There is still more work to be done, because education degree requirements vary considerably between the many colleges in Oregon. Students would benefit from consistent degree requirements, such as a general associates degree in education that would be accepted by every university in the state. But that large agreement would require statewide collaboration, and is years in the making. In the meantime, it is important that community colleges provide that critical entrance point for culturally diverse students to begin their college work in the field of teaching, and that strong networks with universities will provide seamless transfer and degree completion for these students. These partnerships will increase the number of culturally diverse teacher candidates in the state of Oregon.”
Clinical Practice

Few education leaders dispute the value of the clinical practice or student teaching experience in preparing effective teachers for the classroom. A 2011 NCTQ study on student teaching indicated that respondents reported it as the most meaningful and significant part of their preparation. In recent interviews of 15 teacher candidates in Oregon teacher preparation programs completing their clinical practice, candidates all said the clinical practice experience was the most meaningful and relevant part of their training. In a 2013 survey by DHM Research™ (Davis, Hibbitts, and Midghall, Inc.) for Chalkboard Project, 92 percent of teachers surveyed supported providing purposeful placement of teacher candidates with high quality cooperating teachers. The Urban Teacher Residency Project recently released a report stating that careful selection of candidates and cooperating teachers and a one-year residency model resulted in 82 percent of teachers trained being retained during their first five years of employment. This is significantly higher than the reported 50 to 60 percent retention rate reported nationally.

In many instances, however, purposeful clinical placement and preparation of teacher candidates for placement have been given short shrift by both school district and university partners. Placement often has been poorly defined or not intentional, with few dedicated resources (human or fiscal) and few collaborative conversations. Signed agreements have traditionally allowed universities to place teacher candidates in schools, but these agreements have not fully spelled out the terms of a mutually beneficial relationship for either partner. Notice to cooperating teachers has been brief and non-informative from either partner. Universities have felt like guests and school districts have felt compelled to take on the task in order to have a supply of future teachers rather than focus on advancing the profession and preparing a more effective teacher.

Improving the clinical practice experience is central to TO’s collaborative project framework. Through their work, the TO teams have identified eight elements for improvement. Each team is focusing on these elements at differing levels depending on the needs identified by their partners and collaborative relationships. This report outlines several examples of best practice by element, and illustrates the work accomplished during the first two years of the project.

Recruitment and Careful Selection of Cooperating or Clinical Teachers

Several teams, such as Salem-Keizer and Springfield, have worked to establish selection criteria and an application process for choosing cooperating teachers to be trained for their role. Teach Springfield uses an online registration and application tool that provides background information on the teacher, a self-assessment tool, and a commitment to serve as a cooperating teacher, which includes participation in training. It also requires a commitment on the part of the cooperating teacher to use co-teaching strategies and to host multiple possible placements, both clinical and practicum, throughout the year. References and applicant materials are then submitted to a selection committee for entry into the Springfield teacher leader cadre.

Salem-Keizer University Collaborative uses a similar process whereby teachers apply to become clinical teachers, train for the role, and then host teacher candidates. The district requires certain qualities that are clearly outlined and verified through interviews and references. The team delineates expectations for the role of the clinical teacher.
Clinical Practice

Selection as a potential clinical teacher requires the teacher to attend the district’s Clinical Teacher Academy held in the summer, and sign a letter of commitment following successful completion of the academy. This summer, the team has made some of the academy’s content available online for teachers who have busy summer schedules. All clinical (cooperating) teachers are required to attend a minimum of five out of the nine monthly network meetings held throughout the school year. Clinical teachers choosing to continue this work each year also sign a letter of commitment.

Introduction of Teacher Candidate to Site and Cooperating/Clinical Teacher

Another advancement in the clinical practice experience has been the planned early introduction of teacher candidates to the site where their clinical experience will take place. This includes an introduction to the clinical teacher, with planned time for interaction between the two, and also with the building administrator. The Portland Metro TLC provides the most substantial data on this practice. It involves the planned introduction of teacher candidates shortly after admission to a program. The team arranges these visits each April using specific criteria for site selection. In 2015, 52 candidates participated in site visits with more than 100 registrations (candidates visited multiple schools). Survey feedback from the candidates, site coordinators, and administrators was reported as very favorable. These visits allowed candidates to meet potential cooperating teachers and become familiar with clinical placement sites. This practice resulted in more than half of the visiting candidates being requested by the school staff for clinical placement, and created commitment and ownership from the site. Other TO teams are considering adopting this practice as well.

Training Cooperating or Clinical Teachers in Co-teaching and Other Supportive Strategies

All five teams provide co-teaching training to cooperating teachers and teacher candidates. To date, the teams have trained 402 teachers, university partners, and administrators in the use of co-teaching strategies. Not all placements have been made with cooperating teachers trained in co-teaching. For evaluative purposes, the levels of TO candidate participation are coded and defined as to level of involvement and training for partners, such as the teacher candidate, cooperating teacher, and host school. This year, 198 TO teacher candidates were placed at Levels 2 and 3, which require both the teacher candidate and cooperating teacher to be trained in co-teaching strategies.

As teacher preparation programs shift their practice toward co-teaching strategies, it will be important to monitor implementation to ensure that these are applied with consistency and fidelity. Testimony provided at the legislature this year, in support of SB 83—Training for Cooperating Teachers, revealed that cooperating teachers “feel more confident and able to provide a quality clinical practice experience for teacher candidates when provided with sufficient training and professional growth opportunities.”

During this past year, a TO work group put together a scope and sequence of expanded training topics based on cooperating teacher feedback. These learning
I have served as a co-teacher with five teacher candidates from George Fox. There are so many differences from a traditional student teacher experience, but allow me to highlight the ones that impact our students the most:

First, students never lose their original teacher. In fact, in many cases, our teacher candidates begin the year with us learning to build a classroom community, which sets teachers up for success all year long. The teacher candidate and the cooperating teacher work together to enhance student learning through better differentiation, remediation, and acceleration because the student-to-teacher ratio is cut in half giving students the opportunity to work with different teaching styles and in smaller groups. Better-trained cooperating teachers allow for more appropriate learning opportunities for our teacher candidates.

Second, our teacher candidates and cooperating teachers in the TeachOregon project are given professional learning opportunities several times throughout the year to ensure better quality teaching and better cooperation between teaching teams. My students benefit by having an experienced teacher in the classroom at all times and by having a new teacher who comes with new ideas and renewed energy to share within the classroom. Both teachers have the opportunity to learn from each other and are given time in their professional learning to share out and dig deeper in the work they do.

Last, we work to ensure that teaching teams are purposefully chosen so that both the cooperating teacher and the teacher candidate choose to work together. Dynamic teams have evolved from this purposeful placement process that is so different from the usual cold call to place candidates in the fall for the sole purpose of program completion for the candidate. Our candidates are observed more often and given more feedback to grow and change in their practice. This influences both the teacher candidate and the cooperating teacher, growing the practice of both! Better trained cooperating teachers allow for better teacher candidates entering our schools prepared to take on the challenges they will face. Better trained cooperating teachers allow for growth minded veteran teachers in our buildings.”

Testimony

Cass Thonstad
Oregon Legislature 2015
Cooperating Teacher
Newberg High School
DEC member
I would like to start by telling you about my experience working with a student teacher before the TeachOregon project was put in place and created a partnership between our school and our local universities. My first student teacher had a difficult time making it through her program. It was not all that different from my experience as a student teacher just three years prior. My student teacher was frustrated; she was overwhelmed with the expectations that are placed upon teachers. She found herself with lots of unanswered questions, and I had a hard time answering them. I was frustrated too. I felt like I wanted to support this person, but I just didn’t know how.

After that experience I was lucky enough to get training as a cooperating teacher through the Clinical Teaching Academy. This training has taught me so many skills in working with student teachers, or now called ‘teacher candidates.’ I’ve learned co-teaching strategies, so I can model and support specific strategies in my classroom with my teacher candidate. I’ve been taught how to ask guiding questions, how to give constructive feedback, and be a much more involved cooperating teacher than what the traditional student teaching experience ever allowed.

Another major difference that I’ve experienced between the traditional model and the new clinical teaching model is the level of university support and involvement. In my own experience, and with my first student teacher, the role of the university was minimal and it was disconnected with what was happening in the classroom. Now with the new model, the universities play a collaborative role with my teacher candidate and me. They are aligning their classes with our professional development and the clinical experience. They have aligned their rubrics with our evaluation system. The university supervisors are in my classroom once, twice a week observing, giving feedback, connecting with me, all to help support this developing new teacher.

I’m here today speaking to you because I believe in this program. I’ve seen the difference between the old model and this new one, and to me this level of collaboration and support is the right way to work with developing teachers. I think back to my own experience, and that I made it, but it wasn’t easy for me. I think about my first student teacher often, and I wonder what she is doing because she didn’t make it through her program. I’m sorry for this and I wish that I could have supported her.

Kelsey Dake Harris
Clinical Teacher
Chavez Elementary
Salem-Keizer SD
In the past two years, including this school year, I’ve worked with five teacher candidates. All three that I worked with last year have been hired in our school district, and are now first year teachers. When I see them now, I feel so proud of this work that we do. I know that although this first year is challenging that they have been set up for success.

Not only is this a program that sets up teacher candidates for success, but it is a program that has affected me, truly, as well. I’ve been trained in how to teach children, and now I’m trained in how to teach adults. And this has been an incredible leadership opportunity for me and it is really satisfying work.

And you should see how this affects the students in my classroom as well! I have 30 second graders this year, and I can’t explain how incredibly helpful it is to have another teacher in the classroom. With two teachers we can differentiate instruction so much easier to create an environment that accommodates many levels of learning. And also, I think that the students benefit from seeing their teachers as life-long learners.

This work is incredibly important and beneficial to everyone who is involved, however, it takes a lot of extra time and hard work for cooperating teachers. It is so nice to be acknowledged and compensated for this work.”
and TO are investigating the feasibility of this approach with instructional design consultants.

During the 2015 legislative session, Chalkboard and TO with the support of the Distinguished Educator Council and TO cooperating teachers, proposed SB 83—Training for Cooperating Teachers. The bill—passed and signed by Governor Kate Brown—requires that by 2020–2021 all teacher candidates will be placed with a trained cooperating teacher. It also calls for the formation of a work group or task force, facilitated by TSPC, which will put forth recommendations on procedures and rules, training needs, delivery of the training and the scaling up of training efforts, along with providing definitions of incentives that recognize the importance of clinical practice and the work of clinical or cooperating teachers.

**Purposeful Placements**

A growing concern among TO participants is that many of the placements available to a university are not being leveraged. For this reason, purposeful placements with trained cooperating teachers and supportive school environments that amplify the growth and development of the teacher candidate are a targeted and planned intervention for all five teams. For example:

- In Portland Metro TLC, only 53 percent of the possible higher level placements with trained cooperating teachers were used this past year.
- In Salem, the planned placements for the coming year are only at 58 percent of those clinical teachers trained and available. The Salem-Keizer situation is related to the number of teacher candidates at the clinical practice level in the partner university preparation programs.

Some of this relates to universities’ concerns over maintaining relationships with non-TO districts so that their graduates are viewed in a favorable light when it comes to program completion and hiring. It is also related to the level or type of placement needed as there are more elementary teachers trained in co-teaching than secondary teachers. In some instances, it may be more a matter of convenience and travel consideration for the candidate.

To improve the placement process, most of the teams are using study school sites, where school faculty are prepared for their role in preparing teacher candidates, and understand the collaborative relationship with the university faculty and supervisors.

- Salem-Keizer has designated seven study schools sites.
- Portland Metro TLC has 17 selected study sites with supervisors at each site.
- Tillamook partners with Liberty Elementary as a placement site for the rural host teacher candidate program with George Fox University.
- Pacific-Woodburn uses a placement format where secondary teacher candidates are placed with a department team whenever possible. This means the teachers in a science department all work with the teacher candidate during their clinical practice experience.

Another practice is to create professional development schools such as Dos Rios in the Springfield School District. Dos Rios was selected as the first professional development school in the Springfield district after a rigorous application and selection process. While the faculty and administration at Dos Rios have been prepared and
Developing Clinical Practice in Rural Oregon through Co-Teaching: A mutually beneficial partnership

Partnering with a rural school district, teacher candidates live in homestays allowing for complete immersion into the community.

Benefits to the School District
- Draw young teachers to the community
- Allows veteran teachers to develop mentoring skills
- Allows mentor teachers to share their craft with the next generation of teachers
- Provides teacher candidates to a district who has few opportunities to host and mentor
- Provides professional development in co-teaching for mentor teacher and brings an additional teacher into the classroom

Benefits to the University
- Strengthened partnership between the university and school district
- Allows the university to meet a district need
- Diverse experiences for candidates
- Job opportunities for candidates upon graduating
- Opportunity to observe additional master teachers working with teacher candidates
- Opportunity to support and learn from K-12 teachers

Benefits to the Teacher Candidate
- Opportunity to be fully immersed in the community & culture
- Creates an "abroad experience" without sending students abroad
- Teacher candidates have their mentor teacher with them throughout the entire experience to strengthen their practice
- Provides an experience in a truly rural district
- Exposes candidates to a completely different community

“I would choose to teach in a school like that because of the community feel. At least in Tillamook, there is so much support. It was down to earth and the administration was more personable and involved in all the different levels." “There was a huge emphasis on working together.”

“I really was thinking that I was going to be observing a lot more, but she had me dive straight into the material, and had me start taking over things right away, which was kind of nice, kind of flattering that she had some confidence in me.”

“Since I started my student teaching in Tillamook, I have been welcomed into the district as if I was a full-time teacher. Everyone is social and helpful. At a district in excess I had a high school teacher I had never met to me to spend the weekend camping with her. I have been given such different experiences than children closer to Portland and I have found that the students, and their families are eager to teach me more about Tillamook. The experience has opened my eyes to different lifestyles, and how to teach students who are coming from them. I will forever use the skills I have gained while here.”

Ready for their role, possible placements have not been fully realized this past year by the partner universities. It is projected that the coming year will see increased use of this unique opportunity with 18 placements planned for the school. Teach Springfield also provides a brochure to teacher candidates and practicum students to highlight the carefully designed process used to select cooperating teachers and purposeful placements (see Appendix A).

The PAC team worked to solve a placement problem in a unique way. In the past, rural districts like Tillamook School District have had few if any teacher candidates placed in the district due to distance from the university campus and often lack of housing in the community. The PAC piloted a project that involved the Tillamook District and George Fox University. The district and the university worked out the logistics and created a “host family” stay program for teacher candidates in order to offer clinical practice placements in this rural district. Some of these host placements were with families who are culturally diverse, which provided the teacher candidate with an even richer experience in being immersed in a culture different from their own. The PAC has three more students placed in this program in the coming fall. The team has presented on this concept at regional, state and national forums and there has been a significant amount of interest in this pilot.
**Stronger Collaborative Working Relationships Between Cooperating Teachers and University Supervisors**

Teacher candidates and cooperating teachers build strong working relationships through the time they spend interacting, planning, and engaging in professional development on topics of common interest. This is true for cooperating teacher and university supervisors as well. As mentioned earlier in the report, placing teacher candidates in cohort or cluster models allows university supervisors to spend more time in schools. Inviting university faculty members to provide or participate in professional development opportunities within the school also helps build these strong relationships. Often these faculty members have expertise in an area that is beneficial to the district and can, therefore, provide professional development opportunities, creating a mutually beneficial outcome for the partnership. Likewise, inviting cooperating teachers to collaborate and participate in the admission and selection of teacher candidates, and assist in the revision of teacher preparation curriculum builds ownership for cooperating teachers.

These types of strong relationships are being built across the TO partner sites. Central Oregon district partners, OSU Cascades, and Central Oregon Community College have collaborated on admission and selection of candidates and cultural responsiveness training, as have partner districts and Portland State University Graduate School of Education in the Portland Metro TLC efforts.
In Salem-Keizer we have partnered with our university faculty and have been able to train a core group of educators as ‘clinical’ teachers who work with our teacher candidates. At César Chávez, we have 25 clinical teachers—every classroom teacher, physical education, music teacher and even our counselor are trained. When César Chávez opened three years ago, we had this in mind as we were hiring teachers. We wanted our school to be a lab, a place that believes in teaching and learning at every level including the training of future teachers in order to advance our profession.

Our teacher candidates are involved in co-teaching, they are working in collaboration with the classroom or clinical teacher who is also trained for their role. They are not just observing anymore—they are always with kids, always involved with instruction. Outside of class time they work closely with the clinical teachers—looking at student data and planning lessons together.

The teacher candidates come to every staff meeting. They participate in parent conferences. They are part of the school data teams and special education meetings. They receive tons of constructive feedback and modeling throughout their clinical practice experience. When I walk into our classrooms and talk to the teacher candidates, they are so confident. We don’t just tell them ‘Watch us, and then do it yourself.’ Instead we say, ‘Do it with us.’ It is amazing what has been accomplished in preparing these new teachers.”

**Aligned Standards-Based Evaluation Procedures with Inter-rater Reliability and Calibration Training**

Evaluating teacher candidates and measuring their growth on a summative tool provides them with information important to their ongoing growth as a career teacher. Senate Bill 290, part of the State Accountability for Schools for the Twenty-First Century Act, requires teachers to be evaluated using the Interstate Teacher Assessment and Support Consortium (InTASC) standards. The InTASC standards are also used by TO teacher preparation programs to evaluate teacher candidate performance, knowledge, and dispositions.

- The PAC has engaged in regular calibration sessions with an observation tool across the partnerships.
- The Salem-Keizer Collaborative engaged their university partner supervisors in inter-rater reliability training this past year and reached average consensus levels of 80 percent or higher.
Clinical Practice

The training and calibration sessions have brought forth strengths and weaknesses inherent in the design and implementation of evaluation and observation tools. These interchanges have opened discussions within the groups on common language and ways of providing constructive feedback to candidates: The teams discuss revisions and refinements, and are developing more consistent use of these tools. Plans are underway in the coming year to provide other teams with similar training.

Length of Clinical Practice Experience

Time and again teacher candidates and cooperating teachers report the time they spend in a well-prepared clinical experience is key to their success as a teacher. In fact, the length and scheduling of a clinical practice goes hand in hand with purposeful placement.

TO considered making a policy recommendation to increase the clinical practice experience to 30 weeks, but did not pursue this option based on advice from Chalkboard’s Advisory Council, which feared this could impede flexible programming and schedules, especially as teacher preparation programs attempt to innovate and provide alternative programs for licensure for culturally diverse teacher candidates.

Curriculum Aligned to Clinical Practice Experience

Four of the seven university TO programs have implemented new teacher preparation curriculums within the past two to three years, with one more (OSU-Cascades) approved by TSPC and prepared for implementation this coming fall. Each of the programs has sought feedback from cooperating teachers and TO collaborative partners and is planning or has made revisions based on that feedback.

National Accreditation for Oregon Teacher Preparation Programs

Chalkboard proposed legislation (SB 78) that would require national CAEP (Council for Accreditation of Educator Preparation Programs) accreditation for all Oregon teacher preparation programs by July 1, 2022. The bill passed during the 2015 legislative session and was signed into law by Governor Kate Brown. After conferring with the national CAEP team, the Chalkboard legislative team determined that with the increased emphasis on self study and assessment evidence, Oregon’s teacher preparation programs would need a longer period of time than originally proposed to design and seek approval of their tools and plans prior to proceeding with the accreditation review process.
Dr. Randy Hitz, Dean of the Graduate School of Education, Portland State University on the impact of TO collaborative partnership work:

School/university partnerships have always been important in accreditation reviews, but the new CAEP standards take the relationships to a much higher level, requiring that ‘partners co-construct mutually beneficial P–12 and community arrangements.’ Furthermore, the partnership must ‘establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.’

The TeachOregon project that PSU is involved in with three school districts has been invaluable in helping us work more closely with our partners toward meeting the CAEP standards. Together we are creating a more seamless system of educator recruitment, preparation, and ongoing professional development to ultimately improve P–12 student achievement.”
### PROMISING PRACTICES—CLINICAL PRACTICE

<table>
<thead>
<tr>
<th>PROMISING PRACTICE</th>
<th>WHAT WILL IT TAKE TO SUSTAIN/VALIDATE PRACTICE?*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of specific criteria and care in the recruitment and selection of cooperating teachers.</td>
<td>PC, S</td>
</tr>
<tr>
<td>Introduction to host school staff, site visit and cooperating teacher.</td>
<td>PC, S, X</td>
</tr>
<tr>
<td>Training for cooperating teacher for their role including co-teaching and other advanced strategies for being a more effective cooperating teacher. Online interactive modules followed by face to face training to meet the busy schedules of cooperating teacher.</td>
<td>$, PC, S, X</td>
</tr>
<tr>
<td>Blogs to share promising practices.</td>
<td>PC</td>
</tr>
<tr>
<td>Purposeful placements that include: co-teaching training for the candidate, criteria used to select cooperating teachers, trained cooperating teachers, increased university supervision, designated sites (clinical, professional practice or professional development school) committed to advancing the profession.</td>
<td>PC, S, X</td>
</tr>
<tr>
<td>Extended placement: 15 weeks of full time clinical with 30 weeks total including clinical practicums.</td>
<td>$, PC, S, X</td>
</tr>
<tr>
<td>Building stronger relationships between cooperating teachers and university supervisors.</td>
<td>PC, S</td>
</tr>
<tr>
<td>Collaborative decision making on selection and admission of teacher candidates.</td>
<td>PC, S</td>
</tr>
<tr>
<td>Inter-rater reliability training and calibration practice between cooperating teachers and university supervisors-evaluation and observation tools.</td>
<td>$, PC, S, X</td>
</tr>
<tr>
<td>Curriculum used in EPP aligned to clinical practice experience.</td>
<td>$, PC</td>
</tr>
</tbody>
</table>

$ = funding required, PC = partnership collaboration, S = scale up efforts, X = expand options

* Due to the short timeframe for implementation, TeachOregon partners will continue to collect additional data and evidence during year 3.
Hiring and Placement

Following large teacher layoffs during the 2011–13 recession, hiring is once again front and center in Oregon school districts. While districts have a large number of openings, the number of teacher candidates completing teacher preparation programs is down. This enrollment decline has been in part due to the insecurity of teaching as a career, as less experienced teachers were laid off during the recession due to seniority clauses in collective bargaining agreements. Oregon teacher preparation programs have seen a 30 percent reduction in program completers in the past four years (2010 to 2014) from 2,037 to 1,425. Enrollment in TO programs in those same years has declined at a similar level from 1,146 to 780 in 2013–14. It appears that programs were slower to react to the reduction initially during the layoffs and now seem to be slower to recover from the decline.

The mobile, millennial generation is skeptical about teaching as a career, as discussed earlier in Selection and Recruitment, and this is further evidenced by the percentage of teachers who leave the profession in the first five years. The teacher shortage is further affected by an increase in teacher retirements and an increase in the number of positions, which is leading to what Richard Ingersoll describes as the “greening” of the teacher workforce or a larger proportion of younger beginning teachers in the field. (Ingersoll, R., Merrill, L., & Stuckey, D. (2014). Seven trends: the transformation of the teaching force, updated April 2014. CPRE Report (#RR-80). Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania).

Calculating the Demand

TO districts are reporting increases in teacher retirement during the past two years. Data from the Oregon Department of Employment provided by ECONorthwest projects that Oregon will need 15,563 new teachers over the next five years due to replacement and growth. In addition, we will need a larger percentage of culturally and linguistically diverse teachers to meet the needs of our culturally diverse student population. And as school districts begin to offer full-day state-funded kindergarten this fall, the demand for kindergarten teachers increases by 1,020 positions (based on Oregon Department of Education figures for projected enrollments of 42,792 kindergarten students with class sizes of 21 students).

When needs exceed the supply of teachers, best hiring practices may fall to the wayside and vacancies can be filled without the kind of consideration that makes for quality placements for beginning teachers. Hiring and placement are extremely important steps in the overall effective educator developmental continuum especially for ensuring the success and retention of beginning teachers and protection of the district’s investment in those new teachers.

Managing Vacancies to Create Successful Placements

Vacancies most often occur in high-need schools with diverse student populations. Rather than manage these vacancies across the district and transfer teachers who are more experienced into these positions, districts have typically moved to fill these vacancies. Efforts to reduce the number of beginning teachers in these more challenging school environments is difficult because many of the young beginning teachers have
broader skills or training, including ESOL endorsements or are bilingual. Many districts have worked to balance the number of beginning teachers teaching in high-need schools that serve large populations of children with their families living in poverty and children whose first language is not English.

A challenge and important factor in addressing these issues is the use of a comprehensive database to manage important information on a district’s human capital: (a) how many teachers speak a second language? (b) who has an ESOL endorsement? (c) who has been through specialized training on a given topic? (d) what is a teacher’s level of experience? Along with licensure, all of these are important factors in both hiring and placement of staff. And while this information is available, it often exists in disparate places or is difficult to retrieve due to formatting issues. Districts also fail to gather and use exit interview information to correct or revise procedures, strengthen placements, and improve teacher support in the district.

**Recognizing Implicit Bias and Using Culturally Responsive Screening, Interviewing, and Hiring Practices**

Implicit bias often creates a roadblock for culturally diverse candidates who often don’t “match” backgrounds or experiences of a prevailing group of teachers or administrators participating in the screening and interview process. Interview teams often describe such candidates as not being a “fit” when in reality the message is that “they are not like me or us.” Behavior-based interviewing techniques shed light on the characteristics needed to be an effective and resilient teacher and reduce the type of interview questions that focus on cultural aspects. Behavior-based interview questions ask candidates to draw on their past experience, which research shows is the best predictor of future performance (Mary Clement, 2009).

The TO teams all received training in recognizing and addressing implicit bias, and the principles of behavior-based interviewing from Tina Gutierrez-Smich from the University of Oregon Center on Diversity and Community (CODAC) team. The training was completed in the first year and since then, the teams have been working to change procedures and protocols to adjust for past issues, and to improve the screening and interviewing of culturally diverse candidates for positions within districts and universities.

**HR Self Assessments or Audits**

The first step in improving hiring practices is assessing the current practice in a district. This is accomplished with a facilitated self-assessment or a third-party audit. TeachCentral Oregon used a third-party facilitated self-assessment in the first year across the four partner districts. Since then, the combined partner human resource teams have worked with a consultant/facilitator to implement recommended changes in practice based on their self-assessment report and targeted recommendations. Together the teams are working on a comprehensive database, procedures for screening candidates, a regional website, and possible application system along with combined training for hiring teams in the use of equitable and culturally responsive hiring practices.
Hiring and Placement

Training Challenges

One of the biggest hurdles for districts in their reform efforts is the number of individuals involved in the hiring process. Training and shifting past practice becomes a huge undertaking. For example, after an initial training for project representatives from each of the four districts in Central Oregon on culturally responsive hiring practices, the team rolled the training out to building level administrators charged with hiring in these districts. One hundred twenty building level administrators in Central Oregon were trained in culturally responsive hiring practices this past year prior to the 2015 hiring season.

Other Ongoing Reform Efforts in TO Partner Districts

Portland Metro TLC district human resource partners met this year with Cultures Connecting, a Seattle-based consulting group and examined their practices and protocols across the three districts. As a result, they are working on action plans for improvement and meeting together to share ideas about equitable hiring practices and training opportunities for staff involved in hiring teachers. The districts formed equity committees to explore, adopt, and implement policies that enhance equity and diversification.

TeachSpringfield organized an equity book study and a biweekly discussion group in the first year to examine practices and procedures within the district. They established a common language and a resolve to move forward with a plan this past year that focused on earlier recruitment for projected vacancies, closer attention to implicit bias in hiring, and the use of behavior-based interviewing along with careful screening and performance assessment in a comprehensive hiring process. The results of the Springfield model are encouraging. This hiring season, the district filled half of the administrative and elementary vacancies with culturally and linguistically diverse educators. The percentage of culturally and linguistically diverse teachers in the district rose from 6.3 percent in 2010 to 10.7 percent this year. The process used in Springfield is illustrated in the graphic below.
Sue Rieke-Smith, Springfield School District superintendent describes the new hiring process using their 80–20 plan with attention to screening, implicit bias, and behavior-based interviewing:

“This is the way we do the business of hiring in Springfield and this is just part of our DNA now and who we are. Hiring and supporting culturally and linguistically diverse teachers is key to our success with our students.”

The Salem-Keizer Collaborative engaged in hiring practices this past year that focused on the use of video and pre-interview procedures. This approach highlighted the clinical training of teacher candidates and provided a direct path for first consideration of TO teacher candidates by administrators hiring for vacancies in the district. Interview information and a video demonstration of the teacher candidate teaching were attached to the manifest used by the administrator in the hiring process. These artifacts provided both a performance preview and background information on each candidate. This process also recognized the district’s already large investment in the teacher candidate through the TO partnership. Salem-Keizer has also increased their use of social media, texting, and tweeting to inform candidates about teaching opportunities within the district.
The PAC worked closely with the National Equity Leadership Project (NELP) on addressing equity issues in their partnership. They examined their practices in training, supporting, and hiring culturally diverse teachers and how these affected the overall goal of greater inclusion of culturally diverse teachers both at the universities during training and in the district post hire. The PAC team felt their work with NELP was so beneficial in addressing the equity conversations within their partnership that they hosted a three-day seminar to further their work and share the information and experience with the other TO project teams in March 2015. Four of the five TO projects sent representatives to participate in the seminar and 70 project team members participated in the seminar. All of the participants left the seminar with action goals for leading discussions within their teams and increasing attention to equity work including conversations about recruitment, hiring, and placement in their organization or school. A survey conducted at the end of the seminar showed a high level of satisfaction with the outcomes and the resulting benefits to the work of TO.

Overall more than 250 individual teachers and administrators have been trained in culturally responsive practices relative to screening, interviewing, and hiring. While there is still much work to do in this area, this represents a significant effort by the projects.
NELP Seminar Participant Feedback

Hearing about other people’s personal experiences helped to shape my own experiences and thoughts about moving forward in life. Thank you the sessions have been great.”

“I know more about when to guide the conversation and when to listen and I feel more comfortable engaging in conversations and decisions about equity and inclusion with others, I really liked the fact that we practiced.”

Support with the Application Process and Interviewing

The PAC instituted a second year of mock interviews during spring 2015. Following the interview, candidates were provided with feedback. This year the interviews were held at the George Fox campus in Newberg and were expanded with 52 district administrators interviewing 72 teacher candidates. Teacher candidates were each given four interview opportunities and then provided with feedback about their responses and the presentation of their resume. The PAC partner districts also held a joint teacher fair and interviewed candidates for early selection prior to the Oregon Educator Fair.

George Fox mock interviews
### PROMISING PRACTICES—HIRING AND PLACEMENT

<table>
<thead>
<tr>
<th><strong>Promising Practice</strong></th>
<th><strong>What will it take to sustain/validate this practice?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-assessment or audit of hiring procedures and protocols used in the district and in the university teacher preparation programs.</td>
<td>PC, S, X</td>
</tr>
<tr>
<td>Revised hiring procedures that eliminate implicit bias and provide a more comprehensive review of candidate talent and qualifications including dispositions.</td>
<td>S, X</td>
</tr>
<tr>
<td>Postings for positions and job descriptions that demonstrate the district’s value for diversity and support for beginning teachers.</td>
<td>S</td>
</tr>
<tr>
<td>Support for applicants that encourages culturally diverse teacher candidates to apply for positions (role of recruiter/navigator).</td>
<td>$, PC</td>
</tr>
<tr>
<td>Ongoing training for partnership personnel involved in hiring decisions that includes recognition of implicit bias, behavior based interviewing and hands on practice in analyses of materials and performance assessment.</td>
<td>$, PC</td>
</tr>
<tr>
<td>Practice interviews for teacher candidates with feedback for improvement that simulates a live interview opportunity.</td>
<td>PC, X</td>
</tr>
<tr>
<td>Support through the application process and with resume construction.</td>
<td>PC, X</td>
</tr>
<tr>
<td>Opportunities for teacher candidates to become part of a professional community through purposeful placement during the clinical experience.</td>
<td>PC, S</td>
</tr>
<tr>
<td>Use of database evidence in managing human capital determining vacancies and placing new hires to ensure future success.</td>
<td>$, S</td>
</tr>
<tr>
<td>District equity team that reviews procedures and results on a regular basis and recommends adjustments as needed.</td>
<td>PC, S</td>
</tr>
</tbody>
</table>

$ = funding required, PC = partnership collaboration, S = scale up efforts, X = expand options

* Due to the short timeframe for implementation, TeachOregon partners will continue to collect additional data and evidence during year 3.
Mentoring and Induction

The Oregon Department of Education (ODE) currently administers a competitive mentor grant program for new teachers and administrators; and since 2008, requires districts receiving funding to train their mentors through the New Teacher Center using its model for mentoring beginning teachers.

Recently, the state expanded funding to more closely meet the needs of districts, providing support for beginning teachers through the first two years (the recommended best practice for mentoring is three years). Districts often must also supplement the state funding of approximately $4,000 per teacher to provide adequate coverage for all beginning teachers in the district (See chart on next page).

Mentor Teacher Selection

The selection of mentor teachers is critical: They must provide a professional level of support that ensures the success of beginning teachers. Key traits of a strong mentor include: exceptional teaching skills, proven success in working with students with vastly different needs, strong listening skills, the ability to build relationships and earn respect of colleagues, and model quality instruction clearly and consistently.

The selection process begins with the district’s ability to clearly articulate its expectations and working conditions in the position posting. It is followed by a rigorous interview process, observations in the classroom, and demonstration of the ability to work with other adults in the learning environment. Dispositional assessments, along with recommendations from administrators and fellow teachers, should be included in the process as well.

Both Salem-Keizer and TeachCentral Oregon have developed a solid selection protocol and procedure used in mentor teacher selection that includes a strong position description, clear expectations, and a rigorous hiring process. TO districts have made a concerted effort to add mentor teachers of color and provide placements for beginning teachers of color whenever possible. For example, Salem-Keizer currently has 19 mentor teachers with eight identifying as culturally and linguistically diverse (5 native Spanish speakers, 2 African American, and 1 multi-ethnic). The district also employs four male teachers as mentors.

Mentor Teacher Training

Mentor teachers have the opportunity (required if grant funded; encouraged if district funded) to participate in mentor teacher training through ODE and NTC. The training is as follows:

**Mentor Academy Year 1** (96 hours): For first-year mentors, the academy focuses on foundations for instructional mentoring and normative assessment, observation and feedback, coaching for effective instruction, inquiry into practice, and assessing growth and deepening practice.

**Mentor Academy Year 2** (64 hours): For all mentors, the academy includes: conditions for equity, mentoring for language development, reaching all students, and leading for tomorrow.

Mentors are also encouraged to attend district professional development opportunities that relate to the district curriculum and the beginning teachers they are mentoring. This may include instructional leadership options for administrators and instructional
coaches. TeachCentral Oregon will also provide training this coming year for administrators on supporting beginning teachers.

**TeachOregon District Partner Mentor Programs**

Mentoring programs in TO districts vary in their funding and administration.

Six districts—Salem-Keizer, Woodburn, Tillamook, Springfield, Portland Public, and David Douglas—had state-funded mentor programs this past year that are administered through ODE. Salem-Keizer, Portland, and David Douglas districts use full- and partial-release mentors. Tillamook uses 1:1 (buddy system) mentors and Woodburn uses a combination of full-release and 1:1 mentors.

Bend-La Pine, Sisters, Madras, Crook County, and North Clackamas fund their own mentor programs and have trained their mentors through the state contract.

TeachCentral Oregon offers a regional program funded by the districts and TO. TO helps pay for a coordinator position for the combined district program. TeachCentral Oregon uses both full- and partial-release mentors. North Clackamas uses a combination of 1:1 aligned with an instructional coach support model for beginning teachers.

Newberg and Sherwood are the only districts in TO that have not had mentor programs for beginning teachers.

**Trained Teacher Candidates Placed with Trained Cooperating Teachers**

<table>
<thead>
<tr>
<th>District</th>
<th>Mentor Teachers</th>
<th>Beginning Teachers</th>
<th>No. Mentored</th>
<th>Percent Mentored</th>
<th>Mentor Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portland Public</td>
<td>15</td>
<td>517</td>
<td>215</td>
<td>42%</td>
<td>Full release</td>
</tr>
<tr>
<td>David Douglas</td>
<td>6</td>
<td>60</td>
<td>52</td>
<td>87%</td>
<td>Full/ partial release</td>
</tr>
<tr>
<td>North Clackamas</td>
<td>5</td>
<td>132</td>
<td>92</td>
<td>70%</td>
<td>1:1 with instructional coaching</td>
</tr>
<tr>
<td>Springfield</td>
<td>29</td>
<td>43</td>
<td>43</td>
<td>100%</td>
<td>Full release</td>
</tr>
<tr>
<td>Newberg</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Sherwood</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Tillamook</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>100%</td>
<td>1:1</td>
</tr>
<tr>
<td>Salem-Keizer (includes Woodburn-W)</td>
<td>22 (5-W)</td>
<td>302 (30-W)</td>
<td>302</td>
<td>100%</td>
<td>Full release (W- Full/1:1)</td>
</tr>
<tr>
<td>Central Oregon (Jefferson 509 J, Bend, Crook County, Sisters)</td>
<td>13</td>
<td>98</td>
<td>98</td>
<td>100%</td>
<td>Full/partial release</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>107</strong></td>
<td><strong>1174</strong></td>
<td><strong>824</strong></td>
<td><strong>70.2%</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>
Mentor teachers work an average of 75 to 90 hours per year with beginning teachers and capture their interactions and other data in a mentor log. Under Oregon statute, mentors are not included in the licensed professional group permitted to evaluate their colleagues.

Mentor support includes, but is not limited to: review of observations, lesson planning sessions, review and analysis of student work and student assessment data, review of planned intervention results, and problem solving. Mentors also provide instructional resources and modeling of lessons, and often co-teach with the beginning teacher. Mentors often engage beginning teachers in observations of veteran teacher classrooms or learning labs. The mentor program also includes ongoing training for mentor teachers and evaluation of their performance.

In the past two years, another mentor model has taken hold and has proven to be highly valuable: regional mentoring programs. These programs bring together a region or number of school districts and follow the lead of a larger district or a district with an established mentoring program.

In some instances, these programs create a cadre of trained mentor teachers who work with beginning teachers across multiple districts. Such examples include Tillamook (PAC), Springfield, Woodburn, and Salem-Keizer. Central Oregon funds its regional program locally through districts and TO. The Salem-Keizer Consortium (Mid-Willamette Valley Consortium) is the largest and includes nine school districts, and plans to add three more, along with the Willamette ESD in fall 2015.

Regional mentor programs often provide resources that would otherwise be out of reach for individual districts. The Salem-Keizer regional program, for example, added the use of technology and Edivate® to their mentor program this past year. With the help of technology and video footage, mentors capture beginning teachers in practice. In post-observation conferences, beginning teachers view the videos and mentors provide coaching tips on issues such as re-directs, management issues, assessment opportunities, student engagement, and others. Beginning teachers also share their videos with each other to develop peer collaboration, particularly within their professional learning community.
Mentoring and Induction

Induction

Teaching is complex work and pre-service training cannot provide all the knowledge and skills that beginning teachers need. A carefully planned induction program may provide beginning teachers with an environment where they can further their skills and knowledge, and experience success in teaching.

Induction programs must be intentional and sustained over a period of time to provide sufficient on-the-job training for teacher growth and confidence.

“A comprehensive induction program has the potential to move the skill level of a beginning teacher to that of a fourth year teacher within a the span of a year and results in a higher rate of retention than beginning teachers who do not participate in an induction program” (Hiebert, Gallimore, and Stigler, 2002 and Wong, 2005).

Induction Programs with Credit Options for Beginning Teachers

Salem-Keizer, Springfield, and Jefferson 509J districts all have induction programs with credit options. Salem’s program involves a menu of professional development options designed for beginning teachers. Teachers self-select with guidance from their mentor and administrator, and earn graduate credit through Western Oregon University paid for by the district upon completion. This past year, all beginning teachers completed the requirements and received credit.

Springfield’s program involves beginning teachers working with the Skillful Teacher materials in the first year along with a one-to-one mentor teacher. During the second year, beginning teachers work through a planned curriculum using Skillful Teacher and Teach Like a Champion that is taught by veteran teachers and the master teacher cadre titled: Navigating the Second Year.

The induction program at Jefferson 509 J includes a three-day district orientation prior to teaching, followed by the completion of two courses through Portland State University’s Graduate School of Education, paid for by the district. The three-day orientation includes a field trip across the community served, interactions with key people in the district, discussions about rules and policies in the district, and team building time to create a supportive cohort of new teachers to the district. The courses include training on diversity and inclusion, research-based practice, impacts on learning and development, evidence-informed decision making, and technology to enhance learning.

Meeting the Gold Standard for Induction

This past year, Dr. Hilda Rosselli, Director of College and Career Readiness at the Chief Education Office posed a challenge both to the Oregon School Personnel Association and to the TO teams to reach a gold standard for inducting beginning teachers into the profession in Oregon. Several of the TO teams have begun working toward meeting these conditions for their new teachers. The challenge includes:

1. Early Start for beginning teachers (this may involve additional funding and/or changes in the collective bargaining agreement).
2. Assurance that the classroom is well supplied and ready.
3. Culturally connected community welcome event.
4. Tour of the community and the school district.
5. Assignment within the teacher’s licensure.
6. Limited number of preps for secondary teachers, especially dual language teachers where there is extra time demand on lesson preparation.
7. An assigned trained mentor with paid time to mentor and if possible a mentor who is culturally diverse matched to the beginning teacher.
8. Support opportunities for beginning teachers.
9. Opportunities for beginning teachers to visit other classrooms with their mentor teacher and with coverage of their classroom by a substitute teacher.
10. Avoiding placement in a focus or priority school.

Elements 2, 4, 5, 6, 8, and 10 involve pre-planning; while 1, 3, 7, and 9 involve extra resources and may present more of a challenge. TO teams have taken the challenge to heart and have new plans for adding elements to their induction programs or starting induction programs in addition to their current orientation programs.

PROMISING PRACTICES—MENTORING AND INDUCTION

<table>
<thead>
<tr>
<th>Promising Practice</th>
<th>What will it take to sustain/validate this practice?*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor support with a trained mentor teacher for all beginning teachers in the first three years in the classroom.</td>
<td>$, S</td>
</tr>
<tr>
<td>Care and diligence in the selection, training, and evaluation of mentor teachers to ensure program quality.</td>
<td>PC, S</td>
</tr>
<tr>
<td>Induction programs that meet the gold standards.</td>
<td>$, PC, S, X</td>
</tr>
<tr>
<td>Regional mentor programs that allow large and small districts to work together to leverage their resources.</td>
<td>PC, S</td>
</tr>
<tr>
<td>Use of technology to provide immediate and visual feedback to beginning teachers on their performance.</td>
<td>$, PC, S, X</td>
</tr>
</tbody>
</table>

$ = funding required, PC = partnership collaboration, S = scale up efforts, X = expand options

* Due to the short timeframe for implementation, TeachOregon partners will continue to collect additional data and evidence during year 3.
TeachOregon Presentations

During the past year, TO partners were active in presenting at state, regional and national conferences and meetings. The presentations were well received and have resulted in numerous inquiries into the TO work.

Presentations were made at:

- Oregon School Boards Association
- National Association of State Boards of Education
- National Teacher Induction Network
- Professional Development Schools Association National Conference
- National School Improvement Network
- American Association of Colleges of Teacher Education
- Learning Forward National Conference
- Oregon Association of Teacher Educators
- Association of Teacher Educators National Conference
- Oregon College Access Network
- National Field Experience Conference
- National Association of State Directors of Teacher Education and Certification

TeachCentral Oregon presents Teacher Cadet Program Team at ORATE, 2015.
Angie Cole, Amy Howell, and Dan Jones
Facts About Springfield Public Schools

- 10,600 engaged students
- 1,300 nurturing, caring staff
- 600 dedicated, highly trained teachers
- 22 student-focused principals
- 5 community-spirited board members
- 200 technology infused classrooms
- 12 elementary schools
- 5 middle schools, including a leadership-focused charter middle school
- 5 high school options: 2 comprehensive high schools, 1 small learning community high school, 1 arts-focused charter high school, 1 leadership-focused charter high school
- 185 square miles service Springfield and east/central Lane County
- 12th largest school district in Oregon
- 15 languages spoken
- 63% free and reduced lunch

Mentoring & Induction

Springfield’s goal is to support and guide teachers from pre-service clinical practice, through their first three years of teaching, and into leadership roles. In addition to the pre-service programs we’ve created, Springfield is investing heavily in our new teachers by providing all new hires with three years of mentoring services.

Our programs are focused, timely, and relevant. Utilizing a combination of 1-to-1 mentoring and credit-bearing coursework all provided by active teachers, they provide new teachers with what they need, when they need it.

Our mentors are excited about the program. They are trained and eager to positively reinforce and shore up their mentees. Many are members of Springfield’s Teacher Leader Cadre and involved in projects in their schools, around the district, and/or across the state. All are successful in the classroom and eager to share.

Springfield Teacher Leader Cadre

Springfield’s Teacher Leader Cadre is filled with advocates and passionate leaders committed to sharing their knowledge, improving the educational experience for ALL of their students, and networking to foster continuous growth. They ultimate goal of the Teacher Leader Cadre is to keep great teachers in front of our students.

The Cadre has four goals: Reflection (the individual examination of practice), Knowledge (improving practice), Service (promoting the professional of education), and Communication (creating connections between all aspects of the district). A majority of our members are involved in mentoring pre-service teachers or new teachers (first three years).

We will Exceed your Expectations

5 REASONS YOU SHOULD CHOOSE A PLACEMENT IN SPRINGFIELD PUBLIC SCHOOLS
Clinical experience is both the opportunity to practice all that you’ve learned and to find yourself as a teacher. Become a part of the Springfield community - Teach in SPS!

Purposeful Placement is the process by which practicum students and teacher candidates are placed in classrooms for their clinical experience.

In Springfield, every teacher interested in mentoring a university student registers. The registration includes a self-reflection, two references, and a review by Human Resources. Only after all three steps are successfully completed can university supervisors visit the classroom, interview/observe the teacher, and then place students.

Springfield wants your Clinical Experience to be the start of a strong and successful career in education.

Picture above: Sara Hoskinson is a 4th grade teacher at Riverbend Elementary School. She regularly shares her passion for equity by providing professional development on Sheltered Instruction, instructional strategies, and the integration of Common Core.

Professional Development School

Pacific University and Two Rivers – Dos Ríos Elementary School are Springfield’s first Professional Development School. They have built an environment that encourages trial with fear of failure.

As a Professional Development School, Two Rivers, Dos Ríos and Pacific University are focused on raising student achievement and preparing career-ready educators through innovative, engaging, student-centered learning and teaching in a trusting, supportive environment.

Together they are working to use 21st Century skills to develop and foster grit and tenacity in ALL participants. The staff promotes student achievement by “doing to learn” and focusing on engagement. Their highest priority is creating a supportive environment in which elementary students, practicum students, and teacher candidates are encouraged to try without fear of failure but with intentional and planned communication/feedback.

Picture above: Dr. Anil Oomen can regularly be found at Two Rivers – Dos Ríos Elementary School. He holds classes at the school, leads Learning Walks with the teachers, and shares research with the principal and staff.

Co-Teaching

Springfield teachers work alongside practicum students and teacher candidates. Our goal is to support candidates throughout their placement. We’ve eliminated the “sink or swim” model of student teaching.

Co-Teaching occurs when cooperating teachers and teacher candidates intentionally collaborate and co-design curriculum and instruction. They share the planning, organization, delivery, and assessment of instruction as well as the physical space. Springfield has trained over 40 teachers in the St. Cloud model of co-teaching. Every cooperating teacher and teacher candidate receives support and materials for implementing the seven strategies of the co-teaching model.

We are focused on the success of every university and SPS student. We have seen the positive results for both when utilizing the co-teaching model.

Picture above: Kyle Minney and Danielle Smith know the powerful learning that co-teaching supports for both their elementary and college students. Kyle is a trained co-teaching trainer and both are members of Springfield’s Teacher Leader Cadre.