



An Innovative Partnership for Educator  
Professional Learning and Support Systems



APRIL 2024

*Building on Oregon's long-standing commitment to providing quality education for every student, the Educator Advancement Council was created in 2017 as a coalition of state agencies, educators, leaders, and community partners who work towards building a statewide, seamless professional learning and educator support system.*

## About the Educator Advancement Council

National research on school-related factors demonstrates that teachers and school leadership are the top two influencers of student success. When it comes to student performance on reading and math tests, teachers are estimated to have two to three times the effect of any other school factor, including services, facilities, and leadership. These effects on school performance are not just short-term; effective teachers have a significant impact on graduation rates, college attendance, and life earnings. In recognition of the critical role that educators play in supporting student success, the vision of the Council is to realize an equitable, sustainable model for coordinating educator support systems along the P-20 career continuum - from recruitment to career advancement. Through collaborative partnerships and educator networks, the Council aims to provide open access to evidenced-based educator support that reflects local contexts and priorities, promotes culturally responsive teaching practices, and leverages educator expertise and leadership.

Over the last six years, this coalition has been building the connective tissue for coordinated action to create the change students and educators deserve. The launch of this work coincided with the start of the COVID-19 pandemic; despite this, the coalition has established and funded several new collaborative structures that support educators' professional growth and development. Consistent with research on timelines of systems change initiatives, these efforts have resulted in pockets of success, but require continued support and investment to realize statewide success. We cannot work in silos; the combined expertise and experience across agencies and in the field allows us to see the gaps and opportunities to improve support for students and educators. The Council is in a unique position to bring those multiple perspectives and agencies together to create change.

## History and Intent

In 2011, former Governor John Kitzhaber created the Oregon Education Investment Board (OEIB), which aimed to oversee an effort to build a seamless, unified system for investing in and delivering public education to Oregon students from birth to college and career. Senate Bill 253 (2011), established in law a state goal that by 2025, every Oregon student should earn a high school diploma – one that represents a high level of knowledge and skills. Eighty percent must continue their education beyond high school – with half of those earning associate degrees or professional/technical certificates, and half achieving a bachelor's degree or higher. This goal, often referred to as the "40/40/20 Goal," gives Oregon the most ambitious high school and college completion targets of any state in the country.

In 2013, the OEIB proposed key strategic investments to support Oregon's attainment of the state's 40/40/20 goal. Key to this work, and connected to new, higher [standards to guide and evaluate the practices of effective teachers and school leaders](#) in Oregon public schools, was the establishment of the Network for Quality Teaching and Learning (HB 3233). The Network provided funding for a comprehensive system of support for educators that creates a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across the P-20 system. The Network aimed to strengthen recruitment, preparation, induction, and ongoing professional development for Oregon's educators, as well as empower educators to help implement curriculum

needed to support students' success, document the impacts on results, and infuse current preparation programs with in-the-field practices that are working for Oregon's students.

In 2016, access to funding for small and rural districts was a primary area of concern. According to a [2018 report by the Chief Education Office](#), fifty percent of Oregon's school districts did not receive any of the Network funded investments in the three prior biennia. Former Governor Kate Brown issued [Executive Order 16-08](#), establishing the Governor's Council on Educator Advancement as an advisory body to the Governor. Seventeen members representing teachers, principals, superintendents, institutional and community leaders, legislators and state agency leaders were appointed. Membership came from both rural and urban communities, representing geographically diverse areas of the state. The Governor's Council was charged with conducting an examination of the Network's structure, funding, metrics of success, and leveraging of resources to address:

- Greater alignment across preparation, induction, and ongoing professional learning.
- A more equitable and sustainable funding mechanism to distribute funds across both rural and urban school districts sensitive to local contexts and priorities.
- Leveraging the expertise of teachers and administrators – and resources of local, regional, non-profit, and philanthropic organizations – to maximize on-the-ground support for Oregon educators.
- Centralized coordination and quality assurance with partner input across all Network projects and supports such as the Oregon Educator Network, TELL Oregon Survey, and the Teach in Oregon website.
- A systemic approach to continuously assess needs and coordinate future priorities for resources to support Oregon educators.
- A research consortium across education agencies and institutions to analyze and identify promising practices that explain improved teacher quality and student outcomes over time.

The Governor's Council was directed to make recommendations on how best to provide access and efficient delivery of professional learning to all Oregon educators and develop a governance model for the programs and practices under the Network. The Governor's Council published a [2016 report](#) making ten recommendations; the tenth recommendation was to **“establish a statewide Intergovernmental Coalition to coordinate and connect regional networks in support of professional learning priorities, blending of funding sources and management of innovation funds.”** The report identified gaps in the current system that were intended to be addressed by the creation of an intergovernmental coalition as a “backbone structure” to fulfill the desired functions of coordination, alignment, accountability, and quality assurance/ support across the Network. The Governor's Council proposed an “Oregon Professional Learning and Educator Support System” (see the figure below, from the 2016 report), which intended to model an “equitable, sustainable mechanism for distributing professional learning resources and educator support—accounting for local contexts and priorities while leveraging the expertise and leadership capacity of educators.”

## Oregon Professional Learning and Educator Support System

An equitable, sustainable mechanism for distributing professional learning resources and educator supports—accounting for local contexts and priorities while leveraging the expertise and leadership capacity of educators.



**Students  
Succeed**

### Educator Advancement Intergovernmental Coalition

- Governed by an Educator Advancement Board of Directors with representatives from each Regional Educator Network
- Ensures integration of teacher voice into decision-making process
- Provides oversight for Oregon Educator Advancement Fund
- Identifies statewide professional learning priorities and distributes Regional Educator Network (REN) funding and innovation resources
- Blends resources and funding to support state needs
- Provides accountability function with outcome metrics for Oregon Educator Advancement Fund
- Appoints, coordinates and connects Regional Educator Networks

Competent, caring and  
culturally responsive  
**EDUCATORS**

### Regional Educator Networks (REN)

- Statewide coverage--9-10 networks
- Composed of classroom & school-based practitioners, postsecondary institutions, and contributing partners
- Ensures integration of teacher voice into decision-making process
- Identify local professional learning priorities and propose use of funds to Coalition
- Ensure equitable access to high-quality culturally- sustaining professional learning and educator supports (attention to rural needs)
- Leverage local, state and other resources to support identified needs
- Serve as accountability function to Educator Advancement Intergovernmental Coalition

### Technical Assistance & Monitoring

- Provide guidance on standards for professional learning
- Create systems for sharing of resources across Regional Educator Networks
- Monitor outcomes and impact on student and educator metrics
- Implement systems/tools for continuous improvement

## Establishment of the EAC

In 2017, the Oregon Legislature codified these recommendations into law through [Senate Bill 182](#), transforming the Network into the Educator Advancement Council (EAC), establishing the Educator Advancement Fund (EAF), and directing the EAC to establish local educator networks intended to prioritize needs for educator professional development and support and distribute funding in an equitable manner. SB 182 directed the Chief Education Office to coordinate across education agencies to provide support and accountability to this new Council, connect educator networks, and coordinate and conduct research on teaching and learning conditions, educator workforce supply and demand, and common measures for accountability. SB 182 (2017) was codified in Oregon Revised Statutes (ORS) 342.940 through 342.953. Subsequent changes to these laws have occurred in 2021 (HB 2166), in 2023 (SB 275, HB 3383, and SB 283), and in 2024 (SB 1552).

Governor Brown's administration envisioned the Council as a board that would operate in partnership with state education agencies to advance policy, coordinate across the P-20 system, and ensure oversight and accountability for Educator Advancement Funds and educator networks. State agencies, primarily ODE, would administer programs, grants, and research in support of the Council's goals and objectives. Early conceptualizations of this structure included Council staff (such as the Executive Director, Policy Director, and Board Administrator) housed in the Governor's Office, with programmatic staff at ODE and research staff (expanding on the Statewide Longitudinal Data System) housed at the Department of Administrative Services.

From 2017 to 2018, [the Chief Education Office led development](#) of the Intergovernmental Agreement (IGA) between state and local education agencies that established the Council, selected rotating directors to serve on the Council, and researched effective models for educator networks. When the Chief Education Office sunset in 2019, these duties were assigned to and taken up by staff at the Oregon Department of Education (ODE). The [IGA establishing the EAC](#) was first executed in 2018 and amended in 2019 (once to add ex-officio directors and once to reflect the Chief Education Office's sunset). It is signed by the executive leaders of the Oregon Department of Education, Teacher Standards and Practices Commission, and the Early Learning Division (now the Department of Early Learning and Care), as well as two superintendents representing an Oregon school district and education service district. The IGA describes the governance structure of the Council, and operations are further described in the [Policies and Procedures Manual](#), adopted in 2018. The Council has rulemaking authority in statute, but has not developed a formal process for the adoption of administrative rules and therefore the State Board of Education has adopted rules on behalf of the EAC, recorded in [Chapter 581 Division 12](#).

## Council Structure and Strategic Plan

The IGA sets up the Council as a [21-member board of directors](#), including four Standing Director seats, who are the executive leaders from the Oregon Department of Education, the Higher Education Coordinating Commission, the Teacher Standards and Practices Commission, and the Department of Early Learning and Care. Agency leaders are authorized to appoint surrogates to participate in Council meetings (and often do). The Council has 17 Rotating Director seats, representing K-12 educators, local and regional education agency leaders, higher education, early learning, community and philanthropic partners, Oregon's Federally Recognized Tribes, and professional associations. Rotating Directors serve two-year terms and are appointed by Standing Directors. The Council has historically had three ex-officio, non-voting seats for two Legislators and the Governor's Education Policy Advisor. The Chair and Vice Chair are selected by the Council and serve one-year terms.

Directors advise on policy making, budgetary decisions, planning and vision setting of EAC initiatives, as well as upholding the Council's mission, vision, and values, which were established in 2018:

- **Mission:** The EAC supports, strengthens and diversifies Oregon's educator workforce through local, educator-led networks in order to provide the education every student deserves.
- **Vision:** Oregon educators across the state are supported in engaging and teaching every child to help them realize their dreams.
- **Values:** Great teaching and learning is dependent on great educators. Teachers know what they need to help students succeed. The educator workforce should reflect the student population diversity. Professional learning is a seamless system, beginning with early learning. Professional learning should be educator-led, community-driven, and equity-focused. Investments made in educator development should be sustainable over time.

In July 2019, the Council identified [three-year strategic imperatives](#) (areas of focus) and aligned goals:

1. Establish and implement educator networks.
  - a. Increase the retention rates of new and experienced teachers and administrators.
  - b. Increase the number of new educators coming into the field.
  - c. Increase the number of ethnically and linguistically diverse teachers and administrators.
  - d. Improve teaching and learning conditions survey results.
  - e. Design, test, and refine system changes.

2. Develop an equitable funding model reaching all areas of the state.
  - a. Increase the percentage of districts receiving EAC funding.
  - b. Increase the percentage of novice teachers and administrators who receive support.
  - c. Disperse EAC funding to reach every region of the state.
3. Build awareness of the EAC and networks
  - a. Engage classroom teachers and community in REN development and implementation.
  - b. Increase teacher voice in system changes impacting the profession.
  - c. Help Legislators view EAC as the central program for addressing educator workforce issues.
  - d. Enhance visibility for the work resulting from the EAC (e.g., earned media, social media followers, and website visits).

In 2022, the EAC delivered the following [summary of strategic initiatives and goals](#) to the Governor's Office, which further defines the dissemination and monitoring plan for Regional Educator Networks, Grow Your Own, and other EAC-funded initiatives in the 2023-2025 biennium.

## Administrative Agent and Staffing

ODE, as the administrative agent of the Council, is directed by statute to perform certain functions in support of the strategic direction of the Council. The Council is staffed exclusively by employees of ODE, including an Executive Director and a team that has grown from two in 2019 to nine in 2024. The Executive Director is a member of the ODE Executive Team, and all staff are hired and supervised in accordance with ODE policies and procedures. The Executive Director is hired by and reports to the Deputy Superintendent of Public Instruction, who is the Director of ODE. In 2024, the EAC unit at ODE has 16 budgeted, permanent positions and two budgeted, limited duration positions. Currently the office employs seven permanent staff, two limited duration staff, and the interim Executive Director.

## EAC Implementation Milestones

Since 2018, implementation of the EAC and its initiatives has progressed and expanded due to changing conditions and subsequent legislation:

**2018 to 2019:** Under the leadership of the Chief Education Office, the EAC developed characteristics and criteria for **Regional Educator Networks (RENs)**, selected sponsoring organizations, and ODE distributed initial planning grants in late 2019. Formula and Capacity grants have been distributed each biennium since. Each of the ten RENs continue to be housed at education service districts serving all 197 school districts across the state, and each is led by a Coordinating Body made up of at least 51% local educators, community organizations, and higher education partners.

**2019:** In addition to launching the RENs, the passage of Section 48 of the Student Success Act (HB 3427) provided additional investments in educator development and diversity programs to be identified by EAC, Teacher Standards and Practices Commission (TSPC), school districts, and education partners. The [development of the plan](#) and the subsequent administration of investments in the identified programs is coordinated by the EAC office at ODE, though programs are administered across multiple agencies. Pandemic-related delays led to programs launching in late 2020, including **Grow Your Own Partnership grants, teacher and administrator scholarship and licensure reimbursement programs, funding for public educator preparation programs' equity plan implementation,**

**development of Multiple Measures Assessment options, and professional development** in support of culturally responsive, anti-racist practice.

**2020:** The creation and publication of the **Educator Equity Report** (ORS 342.448) was transitioned from the Chief Education Office to the EAC office at ODE, along with facilitation of the **Oregon Educator Equity Advisory Group**. In partnership with HECC, TSPC, and ODE, the EAC published the [2020](#) and [2022 Educator Equity Reports](#). Administration of the **TELL Survey** was also undertaken by the EAC staff (though it was not administered in 2020 due to the pandemic; the [2023 survey](#) was renamed due to copyright).

**2021:** Through [SB 5513 \(Policy Option Package 301\)](#), the Legislature approved one-time funding for an **Indigenous Educator Institute**, to be established by the EAC, that aimed to create a network for current educators, fully fund the schooling and licensure for future Indigenous educators and administrators, share best practices relating to promising racially affirming practices, advocate for initiatives regarding Indigenous sovereignty, and convene state and national Indigenous educators, scholars and leaders. Additionally, HB 2166 codified changes to EAC governance, providing the authority for EAC to operate as a separate entity from its administrative agent. However, these statutory changes were never operationalized before they were rolled back in 2023 through SB 275.

**2022:** The Legislature [allocated additional staff positions and funding](#) to ODE for the design and launch of the EAC's **comprehensive professional learning system for P-12 educators**, including the development of an online professional learning platform through which every educator in the state can access high quality professional learning resources and opportunities (HB 5202). Additionally, HB 4030 directed ODE to [distribute one-time funding](#) to every Oregon school district to address urgent education staff shortages. [Governor Brown directed the EAC](#) to collaborate with ODE in the [design of grant requirements](#) in order to promote the use of funding for high leverage, sustainable investments. EAC staff also took on coordination of the **Statewide Leadership Advisory Committee**, which continued the work of the [ESSA Leadership Learning Community \(ELLC\)](#) that began in 2016 with support from the Wallace Foundation.

**2023:** The Legislature directed the EAC to establish and coordinate grants in support of **mentoring programs for beginning teachers and administrators** and allocates one-time funding to support this grant program during the 2023-2025 biennium (SB 283). The bill also directs EAC to consult with ODE on developing standards for an annual survey on the working experiences of all education staff as well as developing a business case for the **creation of an education workforce database**. HB 3383 added classified staff representation to the Council. HB 5506 directed the EAC to report biennially to the Legislature on outcomes of its programs and requires reporting on **Key Performance Measures for Grow Your Own programs**. It also extended one-time funding for the Indigenous Educator Institute, which was re-named the **Tribal Nations Educator Collaborative**.

**2024:** The Legislature adopts an updated definition of “**educator**” in **ORS 342.940, as proposed by the EAC, to include non-licensed staff and educator candidates**, which codifies the ability for Educator Advancement Funds to be spent on programs that support these groups of educators (SB 1552).

## Opportunities and Accomplishments

Since 2018, the EAC and its members have been building P-20 system-wide capacity to align, coordinate, and integrate educator preparation and professional learning efforts. The EAC funds programs that are locally designed to address educator needs along the career continuum. Programs and projects vary across the state in their goals,

design, and implementation. The 2023-2025 biennium is the second, full biennium of EAC program implementation, and the first “post-pandemic.” EAC staff are focused on improving systems of support, developing statewide metrics, and improving fiscal processes across grant programs to ensure state funds are leading to desired outcomes, which include:

- Representation (recruitment and retention) of educators of color and multilingual educators.
- Improved access to and completion of educator licensure preparation programs.
- Improved access to high quality professional development and mentoring opportunities for educators.
- Effective institutional partnerships and multiple, articulated pathway connections for educator career entry through advancement.
- Effective induction, onboarding, and mentoring for new and novice educators.
- Improved workplace conditions relating to school climate and culture, staffing, collaboration and planning time, evaluation and feedback practices.
- Increased use of evidence-based and culturally responsive instructional, engagement, and leadership practices.
- Increased engagement of teacher leaders in instructional decision-making.

Staff continue to work with partners and grantees to improve services and document learning that will help the EAC operationalize one of its core functions - to direct the use of state resources for identifying and scaling the highest leverage strategies for improving systemwide conditions impacting educators and students. The EAC is focused on building a collective impact approach to system redesign, which means bringing together partners and multiple perspectives from across sectors and the state to build coherent and equity aligned [programs and services](#) that are working together for improved outcomes. This [February report to the Council](#) is a recent summary of the EAC budget and updates on recent events and initiatives.

## Building a Coalition for Collective Impact

The EAC is in a unique position to serve as a change agent for the state of education in Oregon as an innovative partnership that leverages collaborative leadership across SEAs, LEAs, and partners to build a system that can achieve high-quality, well-supported educators in every classroom. The Council brings educators, who have the highest influence over changing outcomes for students, into shared decision making with state leaders. It is this kind of shared power, the bringing of multiple perspectives from our schools and communities to work as equal partners in solving our toughest challenges, that is key to developing a coalition for collective impact. Research on collective impact efforts shows that coalitions need the time to build the connective tissue for coordinated action to create the change students and educators deserve.

## Establishing Networks and Partnerships Serving Educators Across Oregon

In five short years and through a pandemic, the EAC and its partners have established and funded several new collaborative structures for the implementation of educator systems of support:

- **Regional Educator Networks:** In an effort to provide equitable access to resources across the state, [Regional Educator Network \(REN\)](#) funding is awarded through a formula grant to improve access to resources and support for the state’s rural communities as well as urban communities. REN partners - educators, staff, and leaders - are beginning to see collaboration take place, and organizational synergy begin to take root. Many RENs are creating regional mentoring programs and center on improving working



conditions so that educators can thrive, which is critical for ensuring that every student can thrive academically, socially and emotionally. This [video](#) from the REN in Eastern Oregon provides a closer look at one example of REN impact. This [video](#) highlights a professional development program in the Southern Oregon REN. This [webpage](#) summarizes highlights of the South Coast to Valley REN. This [one-pager](#) describes mentoring opportunities across the RENs. This [testimony](#) from the Western REN Coordinator describes the REN impact in her region. These [one-pagers](#) summarize impacts of the RENs in each region of the state.

- **Grow Your Own Partnerships:** In 2020, the EAC established the [Grow Your Own \(GYO\) grant initiative](#) to fund local or regional partnerships designed with the whole school system in mind to address conditions affecting the recruitment and retention of diverse, high-quality, and culturally responsive educators. GYO programs offer multiple, articulated pathways into education careers for local candidates including high school students, school and district classified staff, and community members. Grantees reported in 2023 that they supported almost 600 candidates who received their teaching, counseling, or administrative license, and that more than 500 GYO participants were classified or licensed school staff who were supported in earning a credential for career advancement. Approximately 55% of GYO participants are from racially or ethnically diverse backgrounds, and programs funded by the grant have partnerships with nearly half the school districts in the state. In February 2024, the EAC hosted its first [GYO Summit](#), which was attended by over 120 individuals, representing more than 30 programs and partners from across Oregon. This [one-pager](#) describes the programs funded by the GYO grant. This [one-pager](#) includes quotes about the impact of GYO funds in local communities. This [testimony](#) from a GYO in Southern Oregon describes how the program supports high school students. This [testimony](#) from an educator in the Columbia Gorge area describes the impact of the local GYO program.
- **Tribal Nations Educator Collaborative:** In 2021, the EAC began work on developing an effort to honor tribal sovereignty and fund the nine Federally Recognized Tribes to be leaders in developing and implementing culturally responsive educator pathway programs that meet local community and tribal needs. In 2023, the EAC administered grants to all nine Federally Recognized Tribes for development of Grow Your Own efforts led by each Tribe and facilitating professional learning opportunities in collaboration with RENs in support of culturally responsive implementation of Tribal History/ Shared History Curriculum.
- **Educator Preparation Programs Equity Community of Practice:** The EAC provides funding and partners with the HECC and TSPC to support the six educator preparation programs at Oregon's public universities with their institutional Equity Plans. In an effort to develop cross-agency alignment to better serve Oregon educators and students, staff from the EAC and agencies conducted a [study with Education Northwest](#) to understand and define the individual and collective agency roles and responsibilities related to educator preparation program support to ensure aligned support for our university partners in order to achieve the best results. Through participation in Communities of Practice (CoP), university teams have structured support and funding to meet their 2022-2024 Educator Equity Plan goals.
- **Scholarships for Culturally and Linguistically Diverse Educator Candidates:** Since 2018, the HECC's [Oregon Teacher Scholars Program](#) has awarded scholarships to more than 450 individual teacher candidates. In May 2023, 80% of program completers held active TSPC licenses in Oregon, and 74% held a Preliminary Teaching license, Charter School Registry Teaching license, Professional Teaching, or Restricted Administrator license. In 2023, the program expanded to serve aspiring school counselors, social workers, and psychologists. Since 2021, TSPC has supported more than [418 administrator candidates](#) enrolled in educator preparation programs. More than 1700+ candidates and educators have also received

reimbursement for licensure and testing costs. This has significantly reduced financial barriers for candidates.

## **Developing a Culture of Collaborative Leadership & Mutual Accountability**

The EAC is working to develop a culture of collaborative leadership and accountability for a common agenda, which is a critical driver of systems change. In order to create the type of seamless education system we all seek - one that provides positive and equitable results for students and communities, we need to leverage our combined expertise and experience across agencies and in the field to improve support for our students and educators. The EAC is in a unique position to bring those multiple perspectives and agencies together to create change and hold each other accountable.

In 2024, the [Regional Education Laboratory Northwest](#), funded by the U.S. Department of Education, is supporting ODE and the EAC in developing a statewide approach to understanding the short- and long-term impact that local and regional programs have on improving systems of support for educators, as well as to ensure state funds are leading to desired outcomes. This work will help the EAC operationalize one of its core functions - to help local, regional, and state leaders identify and scale the highest leverage strategies for improving systemwide conditions impacting educators and students. The goal of this project is to improve the state's ability to measure EAC program implementation and assess the extent to which program activities are associated with changes in educator experiences, quality, and ultimately student outcomes. This project will set the foundation for ongoing evaluation, capacity building, and continuous improvement of EAC initiatives that can not only produce accelerated results for students, but also identify and scale promising practices across the regions and state.