

Oregon Coalition for Quality Teaching and Learning Beliefs and Call to Action

There are many things that can and should be done to transform education, but nothing is more important than better preparing and supporting the professional educators who interact with students on a day-to-day basis. Education needs to be transformed to address the reality of globalization, technological advances, national standards, and economic realities. Additionally, Oregon's investment in education needs to equal the outcomes we demand from the system and our students.

The primary focus of the OCQTL is to ensure that all teachers in Oregon have the skills needed to ensure that all students can be successful. Toward that end we seek to create a seamless system of professional preparation and job embedded professional learning for licensed educators (beginning teachers, experienced teachers, administrators, and superintendents) that includes the following elements:

- Consistent support and clear expectations for professional educators at all points in their careers, with special emphasis during the induction years to include mentoring, careful workload assignments, and participation in school based professional learning communities.
- Support for educational professionals in their ongoing pursuit of high quality professional learning to ensure their effectiveness in today's rapidly changing world.
- Recruitment and retention of professional educators that include professional compensation and opportunities for teacher leaders that ensures a diverse, highly talented, and committed population of individuals to work directly with students.
- Educator-built evaluation tools and processes that are meaningful, reliable, valid, align with rigorous state and national standards, and use various criteria and data sources and result in improving and informing educators' professional practice.
- Data systems that enable universities and school districts to better assess and improve program effectiveness. This includes creating accessible data systems at the state and local levels that provide, for example, student demographic and achievement data, employment data of graduates, and data from surveys of teachers and employers.
- More consistent, rigorous and relevant clinical experiences for educator candidates. This involves stronger definition and recognition of the key roles of school personnel involved in clinical supervision and strong university/school partnerships and results in better linkages in clinical experiences to course work and tying the work of educator candidates to school improvement and professional development priorities of the school districts. This also involves

elevating the role of school personnel in program development and student assessment with appropriate acknowledgement for the school employee's time and expertise.

- Channeling the research resources of universities toward collaborative research with practitioners which is designed to improve teaching and learning at all levels.

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