



Willamette
EDUCATION SERVICE DISTRICT

Region D Report
Regional Educator Network



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Introduction

The Educator Advancement Council (EAC) is an innovative public/nonprofit partnership created by the Oregon Legislature through the passage of Senate Bill 182 (2017) to support the public educator profession.

The EAC created the Regional Educator Networks to embody this work. The Educator Advancement Council's (EAC) theory of action is that educators' professional growth leads to improved systems and practices which leads to student success.

Funds are distributed through ODE to REN's across the state who then facilitate content, process, and infrastructure support to school districts in the following areas:



Educator Recruitment Pathways



Educator Preparation



Mentoring (Support for Novice Educators)



Professional Growth and Development



Career Advancement

Region D includes 31 school districts from the Willamette ESD and the South Coast ESD regions. A coordinating body of educators from both regions will assist in the decision-making process of how money will be distributed to support districts in both regions. The first order of business for the REN's was to determine the top priority areas for the ESD regions both individually and collectively. Each ESD collected data from educators through focus groups, teacher PLC, and an online survey.

Calculation of Data to Identify Priority Areas

The data collected from focus groups, teacher Career and Technical Education (CTE) Professional Learning Community (PLC) and online surveys was entered into an Excel spreadsheet. The rankings were totaled by category. The lowest scores indicated the highest priorities. The following provides a summary of the top three priorities for each ESD by student populations and for Region D. The Appendices provide details on the priorities for D and for each individual district.

Region D Cumulative Summary

Overall Summary

Both Willamette ESD and South Coast ESD regions collected data in different ways based on the proximity, availability, and access to the resources needed to collect the information in a timely manner. This report provides a detailed account of the needs of educators based on the EAC's five characteristics (Key Stages of an Educator Advancement Continuum) which were presented as six priorities to Region D districts. One area, Career Advancement was broken down into Educator Evaluation and Developing Leadership. The three highest priorities of Region D based on input from 395 educators from 31 districts are noted in a detailed list below with quotes from educators within different districts in both the Willamette ESD and South Coast ESD regions.

Region D Top Three Priorities

Support for novice educators was ranked the first priority. Teachers identified the importance of beginning teachers having a support system to navigate through district and classroom processes and procedures. Professional growth and development was ranked second. Teachers cited the need for professional learning sessions that are differentiated, meet the needs of students, and relevant to content and grade level. Educator preparation ranked third. Teachers indicated that new teachers are not getting enough time in the classroom and unprepared for the classroom when they enter the field.

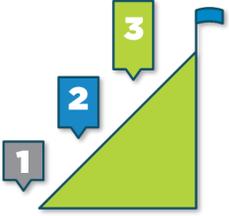
1. Support for Novice Educators

- “Mentors who are trained well are a great resource for new teachers to provide support and guidance in the early stages of their career.” (Coos Bay)
- “Mentor/Mentee relationship needs to be productive and mentor needs training on how to work with mentee.” (Salem-Keizer)
- “Facilitate really strong education is to support beginning teachers. (McMinnville)
- “Authentic relationship where the teacher can choose who mentors them.” (Gervais)



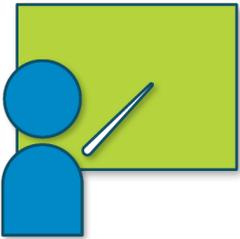
2. Professional Growth and Development

- “In order for a teacher to grow in their expertise they need ongoing coaching (observations, feedback, and modeling), time to collaborate and plan.” (Central Curry)



- “Students are changing and teachers could benefit trauma informed care, mental health, self-regulation. (Dayton)
- “More time for all staff to meet to follow up on trainings to make sure everyone is on the same page” (Perrydale)
- “Professional development that is effective and related to grade level, content area” (Newberg)
- “Professional learning opportunities that can continue on a regular basis where teachers can continuously learn.” (Jefferson)

3. Educator Preparation



- “Teacher training programs should expose teacher candidates to as many classroom environments as possible. The best way for a teacher to learn is to be in the classroom to experience different teaching styles, as well as school cultures.” (Coquille)
- “Teacher candidates need to have more training in classroom management and navigating the school community.” (Myrtle Point)
- “Clear standards for teachers coming out of a university program because consistency is important.” (Yamhill-Carlton)
- “Expectations in ED prep programs are different no consistent characteristics.” (Silver Falls)
- “Teacher preparation programs need to communicate with districts about what is really happening in the classroom needs such as SEL, collaborative problem solving.” (Woodburn)

Closing

This report captures the voices of the educators in Region D noting the importance of having a system that will listen, support, and include educators from diverse backgrounds. the opportunity to participate in an equitable way. The information in this report may assist in guiding Region D’s Coordinating Body to make decisions to support and meet the needs of districts in an equitable manner.

Willamette ESD Region Summary

Process for Focus Groups

A critical component of the Regional Educator Network's (REN) purpose is to capture the voices of teachers to identify their perception of key areas of need within the educator continuum. One strategy for gathering teacher voice is through focus groups.



The EAC identified Salem-Keizer School District's (SKSD) Mentoring program as a model program for incorporating key characteristics of an effective educator network. Due to SKSD's affiliation with WESD and their experience with mentoring WESD sought their assistance. Superintendent Christy Perry asked Karen Spiegel, Coordinator of the SKSD Instructional Mentoring Program, to collaborate with WESD in this effort.

Specifically, the Center for Education Innovation, Evaluation & Research (Center), as the program evaluators for the REN, assisted Ms. Spiegel with the focus groups. Ms. Spiegel reached out to superintendents via phone and email to explain the purpose of the focus groups. Superintendents then identified individuals who were willing to participate in the focus group activity for one hour during a late start day or after school. Ms. Spiegel facilitated the focus groups while Amber Ryerson, Center Analyst, provided data gathering, compilation and evaluation services.

Focus Group Activity- Educator Advancement Continuum

The EAC identified five areas most vital to educator advancement (Educator Advancement Continuum). Participants were asked to rank the areas based on their district needs. One area, Career Advancement was broken down into Educator Evaluation and Developing Leadership. Therefore, the continuum went as follows:

1. Educator Recruitment Pathways
2. Educator Preparation
3. Supports for Novice Educators
4. Professional Growth and Development
5. Educator Evaluation (Career Advancement)
6. Developing Leadership (Career Advancement)

Focus Group Facilitation Process

Focus groups were one hour long with 10 minutes for introduction and purpose, 15 minutes for individual work, 10 minutes for partner share, and 25 minutes for whole group discussion. If the group size was less than six participants the whole group share time was extended 35 minutes.

All 21 Willamette ESD school districts participated in the REN focus groups. A total of 298 teachers were part of the focus groups. The size of the focus groups varied from four (4) to 36. SKSD held three focus groups due to the size of the district (mentors, new teachers, and experienced teachers).

The focus groups provided the opportunity to gain feedback and input from classroom teachers and administrators based on the six priority areas guided by the EAC's Key Stages of an Educator Advancement Continuum. Teachers and administrators who volunteered to be a part of the focus group provided the most detailed information on the priorities and or needs of their district whereas the teachers who attended as part of their staff development day were not as engaged in the activity. The following concerns were expressed throughout the twenty-one school districts:

1. Educator preparation programs are not preparing teachers for the classroom.
2. New teachers without support or mentoring are leaving the profession at some point during the school year.
3. Teachers are not receiving feedback from administrators that allows them to grow professionally.
4. Teachers need access to professional learning opportunities that are targeted, differentiated, and align to the needs of students.

Top Three Priorities of the Willamette ESD Districts

Mentoring, professional growth and development, and career advancement (educator evaluation) rose to the top of the priorities list for Willamette ESD. Rationales from various districts supporting each area are listed below. Appendix A provides the top three selections for each district.

1. Support for Novice Educators

- “Mentor/Mentee relationship needs to be a productive and mentor needs training on how to work with mentee.” (Salem-Keizer)
- “Matching mentor content or grade level experience with mentee grade level/ content area.” (St Paul)
- “New teacher effectiveness increases when the mentor is either the same grade level or content area.” (Woodburn)



- “In-building mentor is important for access to navigate the nuances of the district.” (Dallas)
- “Flexible options of teachers identifying what they need and some requirements.” (North Marion)
- “Aligned and relevant to district culture.” (McMinnville)
- “Authentic relationship where the teacher can choose who mentors them.” (Gervais)
- “Connecting teacher candidates to a mentor during the student teaching process to have for first two years of teaching.” (Central)
- “Networking is important to help new teachers identify others they can reach out to when they have questions about specific items.” (Newberg)
- “The human connection is important...if you want to keep teachers—have mentors.” (Cascade)

2. Professional Growth and Development

- “Having teachers facilitate professional learning sessions for other teachers within the district increases the effectiveness of content learned.” (Jefferson)
- “Grade level meetings are critical for teacher professional development sharing of resources.” (North Marion)
- “Follow up and continuation is important after professional learning sessions.” (Newberg)
- “Teacher driven professional development rather than administrator selected.” (Falls City)
- “Continued Professional learning is important for teachers to improve their skills.” (Amity)
- “Quality Professional learning that is engaging and relevant to student needs.” (Sheridan)
- “Have the opportunity to regionally network with teachers who are in the same content area would be very enriching for teachers from small districts.” (Yamhill-Carlton)
- “Opportunities where teachers can attend during the school day rather than after school hours.” (Central)
- “Rural district regional meetings connecting with one another looking at the equity lens group type such as low socioeconomic status.” (Cascade)
- “Students are changing and teachers could benefit trauma informed care, mental health, self-regulation.” (Willamina)



3. Educator Evaluation (Career Advancement)

- “Systematic approach to evaluating new teachers and experienced teachers.” (Mt Angel)
- “Feedback to connected to professional learning.” (Perrydale)
- “Time for observations to help teachers grow professionally.” (Amity)
- “Feedback on growth should be authentic.” (North Marion)
- “Applicable to instructional strategies to identify how students learn.” (Dallas)
- “Two-way communication between administrator and teacher.” (McMinnville)
- “Cross pollination subject matter experts to observe one another and provide helpful feedback.” (Jefferson)
- “Leadership advancement opportunities within the evaluation system” (Silver Falls)
- “Consistency in evaluation process.” (Salem-Keizer)
- “A system where progress is made over time rather than setting goals up for failure” (Woodburn)



Priorities by Student Population of District

The same three areas (professional growth and development, support for novice educators, career advancement (educator evaluation)) rose to the top when district responses were evaluated by size. The only exception was large districts (McMinnville, Newberg, Silver Falls, Woodburn) which favored leadership over career advancement (educator evaluation).

0-1,499-Small (Amity, Dayton, Falls City, Gervais, Jefferson, Mt. Angel, Perrydale, Sheridan, St. Paul, Willamina, and Yamhill-Carlton)

1. Professional Growth and Development
2. Support for Novice Educators
3. Educator Evaluation (Career Advancement)

Teachers in districts with a student population of 1,499 or less prioritized professional growth and development as their first priority. This is likely due to limited professional learning opportunities within the district and the lack of funds to attend sessions outside the district. Support for novice educators was ranked second as districts indicated the need for supporting teachers in their first three years. Some of the districts have continued their partnership for mentoring with Salem-Keizer School District in order to do this. Career advancement (educator evaluation) was identified as the third priority. Teachers reported receiving evaluations that are based on a rubric with little or no feedback on growth, no suggestions for improvement, and no opportunity provided for reflective conversations about the observation.

1,500-4,499- Medium (Cascade, Central, Dallas, North Marion and North Santiam)

1. Support for Novice Educators
2. Professional Growth and Development
3. Educator Evaluation (Career Advancement)

Teachers in districts with a student population of 1,500-4,499 or more aligned with the top three overall priority areas. Support for novice educators is the number one priority for these districts, with teachers citing concerns about being prepared. With Career Advancement (educator evaluation) teachers expressed wanting instructional coaching and professional development opportunities embedded into the evaluation system.

4,500-7,000 Large (McMinnville, Newberg, Silver Falls, and Woodburn)

1. Support for Novice Educators
2. Professional Growth and Development
3. Developing Leadership (Career Advancement)

Teachers in districts with a student population of 4,500-7,000 or more identified support for novice educators as the number one priority due to the teacher turnover rates. Professional growth and development ranked second. Teachers indicated professional learning needs around aligning with classroom culture and student needs. Developing leadership ranked third. Teachers indicated the need for training on developing leadership skills and the opportunity to apply for leadership roles within the district.

7,000+ Extra Large (Salem-Keizer)

1. Support for Novice Educators
2. Professional Growth and Development
3. Educator Evaluation (Career Advancement)

Teachers in districts with a student population of 7,000 or more identified support for novice educators as the number one priority. The district has had a strong mentoring program that teachers value and seek to continue. Professional growth and development ranked second. Teachers indicated the need for more targeted and differentiated professional learning opportunities, especially in supporting students in their mental health needs. Career Advancement (educator evaluation) was the third priority. Teachers would like to see consistency in how the evaluation tool is used throughout the district.

Conclusion

Conducting focus groups provided information from classroom teachers who are familiar with the needs of the students. The data collected from the focus groups may assist in guiding the Coordinating Council's focus by prioritizing the most critical areas with which to begin.

SCESD Region Summary

Process for Collecting Data

The South Coast Education Service District (SCESD) is comprised of 10 school districts that are wide spread making it difficult to conduct focus groups.



The SCESD team determined that the most effective ways to collect data was to:

1. Meet with the CTE teacher PLC that includes representatives from all ten SCESD districts
2. Conduct an online survey to collect data from teachers in districts.

The data collection focused on the EAC's identified five areas most vital to educator advancement. Respondents were asked to rank the areas based on their district needs. One area, Career Advancement was broken down into Educator Evaluation and Developing Leadership.

1. Educator Recruitment Pathways (Recruitment)
2. Educator Preparation
3. Supports for Novice Educators
4. Professional Growth and Development
5. Educator Evaluation (Career Advancement)
6. Developing Leadership (Career Advancement)

Online Survey Process

The South Coast ESD superintendent reached out to administrators and teacher unions in area districts explaining the purpose of the survey and the importance of district input on the EAC priority areas. Administrators and teacher union representatives shared the information with teachers inviting them to participate in the survey that was placed on South Coast ESD's website. A total of 75 teachers responded representing eight of the 10 school districts.

CTE Teacher Group Facilitation Process

Twenty-three teachers representing the 10 area districts attended the CTE PLC meeting. The superintendent facilitated the meeting discussing the importance of the EAC's priority areas and the ESD's role in the Regional Educator Network. Teachers were given the following instructions to complete the ranking activity.

1. Rank priorities from 1(most important) to 6 (least important) based on the needs of the district.
2. Write down thoughts or ideas related to each priority.
3. Whole group share out the most important priority for the district.

After reviewing the data, the following concerns were expressed throughout the South Coast ESD region:

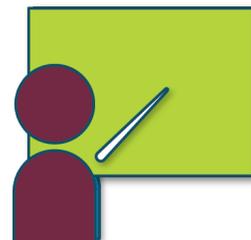
1. Because South Coast ESD is a great distance away from teacher preparation programs, it makes it difficult when hiring new teachers. Some teachers are currently teaching on an emergency license.
2. Teacher salary scale is too low to afford housing in the area with very little affordable housing options for new teachers moving to the area.
3. Educator preparation programs are not preparing teachers for the practical applications of the classroom. Many new teachers coming out of preparation programs are struggling with setting up a classroom and managing student behaviors.
4. Districts that have had mentoring noted that most mentors don't have enough formal training to support new teachers. Those districts that didn't have mentoring relied on another experienced teacher to help the new teacher navigate the processes and procedures of the school district.
5. Teachers need additional professional learning opportunities that address the needs of the students and more training in the area of technology.

Top Three Priorities of the South Coast ESD Districts

Unlike districts in the Willamette ESD, teachers in the South Coast ESD rated Educator Preparation as the highest priority. This is probably due to the lack of educator preparation programs in the area. Support for novice educators and professional growth and development rounded out the top three. Appendix B provides a district breakdown of the ratings for the ten South Coast ESD districts.

1. Educator Preparation

- "More with adjusting teaching methods related to student mental and behavioral needs." (Central Curry)
- "All prospective teachers need to complete a full practicum. They also need a mentorship program with articulated expectations of the district." (Brookings Harbor)



- “Focus more on the day-to-day practical skills of teaching, rather than supporting skills, such as action research. Too much time is spent in teacher preparation programs on skills that don't contribute to the day-to-day success of a teacher.” (Coquille)
- “How to teach students social skills while doing all the other requirements. Stopping to take time to build relationships so students’ behavior improves. More classroom management and engagement strategies. How to successfully differentiate lessons when clientele is so wide ranged in ability (cognitive and social).” (North Bend)
- “Better training in student behavior supports, training in trauma informed care, training in using data to inform instruction, differentiation” (Reedsport)

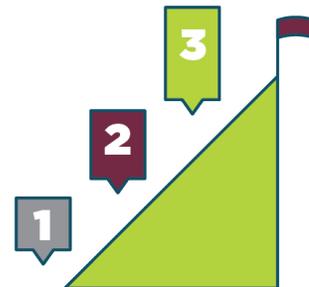
2. Support for Novice Educators

- “Well-trained mentors that can support new teachers on school practices and procedures.” (Coos Bay)
- “Teacher-to-teacher time for both to observe, plan, and discuss.” (Central Curry)
- “Mentoring is important and helpful for new teachers especially when the mentor is in the same grade level or content area.” (Coquille)
- “Mentoring is helpful and key people who are compensated for their mentoring roles.” (North Bend)
- “If the mentor pairing is a good fit, it would be beneficial for the new teacher.” (Port Orford)



3. Professional Growth and Development

- “Individualized rather than big group meetings, conferences in your own field, classes.” (Central Curry)
- “Individualized instruction and how to lead students to be thinkers. We need to start preparing teachers better to create thinkers and collaborators that help them with 21st century society. We are way behind in this.” (Coquille)
- “Emotional well-being of teens, strategies for recognizing those teens dealing with difficult issues.” (North Bend)
- “Professional learning opportunities focused on technology, supporting students with behaviors, and trauma informed practices.” (Myrtle Point)
- “Professional learning opportunities to better support students in career pathway programs.” (Bandon)



Priorities by Student Population of District

The same three areas (professional growth and development, support for novice educators, educator preparation) rose to the top when district responses were evaluated by size. The only exception was medium districts (Brookings-Harbor, Coos Bay, and North Bend) which favored recruitment over professional growth and development.

0-1,499 Small (Bandon, Central Curry, Coquille, Myrtle Point, Port-Orford/Langlois, Powers, and Reedsport)

1. Support for Novice Educators
2. Professional Growth and Development
3. Educator Preparation

Districts with a student population of 1,499 or less prioritized support for novice educators as the first due to new teachers not having the support to navigate district processes and procedures and being unprepared to handle behavior challenges in the classroom. Professional Growth and Development ranked second as districts indicated the need for professional learning opportunities that includes differentiation and understanding the cultures of students. Educator preparation ranked third primarily due to new teachers being unprepared to handle the student behaviors in the classroom (similar to support for new educators).

1,500-4,499 Medium (Brookings-Harbor, Coos Bay, and North Bend)

1. Educator Preparation
2. Support for Novice Educators
3. Recruitment

Districts with a student population of 1,500-4,499 or more prioritized Educator Preparation as the first priority because new teachers struggle with classroom management, lesson planning, and arranging the classroom environment. Support for novice educators is the second priority because new teachers are requiring a lot of support in classroom management and instructional strategies. Recruitment was ranked third citing higher salaries in other parts of the state and the lack of affordable housing in the area.

Conclusion

South Coast ESD sits in a unique location where districts are wide spread throughout the region making it difficult to access resources and hold in-person focus groups with each district. In order to collect data, the team determined to:

1. Meet with a teacher CTE PLC which has representation from all ten districts
2. Send an email invitation to administrators and teacher union reps to encourage participation in taking the survey on the South Coast ESD website.

The data collected from South Coast ESD may assist in guiding the Coordinating Council's focus by prioritizing the most critical areas with which to begin.

Appendix A

Willamette ESD Focus Group Participants by District

N=298

District	Number of Teachers
Amity	6
Cascade	5
Central	11
Dallas	24
Dayton	10
Falls City	6
Gervais	10
Jefferson	6
McMinnville	21
Mt Angel	8
Newberg	8
North Marion	7
North Santiam	9
Perrydale	20
Salem-Keizer	56
Sheridan	36
Silver Falls	11
St Paul	20
Willamina	7
Woodburn	13
Yamhill-Carlton	4

Individual Willamette ESD Districts

This section includes the top three priorities by school district in the Willamette ESD region with input provided by teachers on their individual ranking activity sheet.

Amity

1. Professional Growth and Development

- Huge need for a small district to access professional learning outside the district.
- Allowing time to observe colleagues/ other teachers in-building and outside the district.
- More graduate level courses that vary in subject matter that is affordable or district provide additional funds in reimbursement.

2. Educator Evaluation (Career Advancement)

- Being a small district, it would be nice to have an outside administrator observe teachers and provide feedback.
- More opportunities for peer feedback.
- Important to have quality feedback and follow up from professional learning sessions related to evaluation.

3. Support for Novice Educators

- Having a mentor who can provide support and feedback during the first couple of years is essential.
- Mentors should be in-building or within the district and have the ability to do observations and provide feedback to teacher along with collaboration time.

Cascade

1. Support for Novice Educators

- Support for first- and second-year teachers at a deeper level than administration can provide is critical to retention of the best teachers.
- Having someone who is non-judgmental who can provide support and feedback.
- The mentor program helped me as a first-year teaching and boosted my confidence as I started my second year.

2. Educator Evaluation (Career Advancement)

- Instructional coaching would be important to help with embedded professional learning within the classroom.

3. Recruitment

- Offering a pathway for instructional aides who have a bachelor degree to attend classes to obtain a Masters in Teaching.

Central

1. Professional Growth and Development

- Practical professional learning sessions that have a purpose such as trauma informed care and working with migrant families.

- Collaboration with surrounding districts to offer additional professional learning sessions.
 - Content specific, opportunities for individualized professional growth.
 - Better overall understanding of what’s really important (i.e. kids in crisis, kids with behavioral issues, kids not keeping pace with benchmark learning etc.) prioritizing according to district need.
- 2. Support for Novice Educators**
- Support is crucial to help new educators work through the diverse population and large range of behaviors.
 - Consistency in program requirements having in-building mentors vs off campus mentors who are mindful of teacher needs.
 - An increased need since the district is hiring teachers who have not completed their student teaching.
- 3. Education Preparation**
- Better training in behavior management and accommodating students with differing learning needs.
 - Preparing teacher candidates for the classroom to meet the specific developmental needs of students within the grade level or content area.
 - Collaboration between higher education and seasoned teachers who are currently teaching that can identify the latest trends happening in the classroom.

Dallas

- 1. Support for Novice Educators**
- Important to have mentors in every building to support and meet the needs of new teachers.
 - Having a mentor program is crucial for not only supporting the teacher “teach” expectations but expectations for goal setting for the teacher, students, and district processes and procedures.
 - A good mentor creates better teachers especially when a mentor is well trained. Mentors can deliver the content one-on-one for a teacher to implement new strategies.
- 2. Professional Growth and Development**
- Allowing teachers to observe one another to get feedback and ways to implement new strategies.
 - Professional learning that includes collaboration with others, opportunities for independent learning, time, and embedded follow up.
 - Professional learning that is differentiated and targeted to student needs.
- 3. Educator Preparation**
- Allowing districts to provide overall feedback to higher education about how well teacher candidates are prepared for the classroom could be beneficial in strengthening teacher preparation programs.
 - Preparing teacher candidates for the “real world” problems that teachers experience in the classroom.

- More time for cooperating teacher, university supervisor and teacher candidate to meet and discuss goals and next steps to ensure they are successful as they complete the program.

Dayton

1. Support for Novice Educators

- Meeting and being able to discuss what is working and not working as a beginning teacher is essential.
- Mentors need training to understand how to support and work with beginning teachers.
- Time for mentors to meet with beginning teachers should be a priority of the administration.

2. Professional Growth and Development

- Much of the teaching profession is managing the classroom we need training in this area as many of our teachers struggle with students who have difficult behaviors.
- More professional support for the school environment such occupational therapists, counselors, specialists who work with administration, teachers, and students.
- Training sessions on trauma informed practices, mental and behavioral health.

3. Educator Evaluation (Career Advancement)

- Revise the current walk through procedure to include feedback about a teacher's strengths and weaknesses to help them reflect and develop goals to improve.
- Veteran teachers need more feedback that includes reflection and opportunities for growing as an experienced teacher.
- Opportunities for coaching.

Falls City

1. Professional Growth and Development

- Opportunities to grow and improve meeting the needs of the students.
- Opportunities that provide training where all staff can equally participate.
- Topics that are relevant to the needs of students and families in the district.

2. Developing Leadership (Career Advancement)

- Improved communication to staff about leadership opportunities within the district.
- Lessening the disconnect between administrative priorities and teacher needs.

3. Support for Novice Educators

- More opportunities to train and have in-building mentors rather than off-site mentors.
- Professional learning communities for small school districts to network.

Gervais

1. Professional Growth and Development

- Our district needs more professional learning opportunities in the area of social emotional learning (SEL).

- Professional learning needs to be relevant, proactive, and targeted.
 - Training sessions on community engagement and communicating with families.
 -
- 2. Support for Novice Educators**
 - Our district needs mentoring to support new teachers that is inbuilding and the same grade level or content area.
 - Provide new teachers with networking groups specific to their content area.
 - New teachers receiving feedback from a person who is in a non-evaluative role is critical to their success.
 - 3. Educator Preparation**
 - Teacher candidates need to be better prepared to teach students how to read
 - Preparing teacher candidates for the classroom with the highest quality. preparation will decrease their likelihood of burning out after five years and helps with their success as a new teacher.
 - Familiarizing teacher candidates with Talent Ed and goal writing.

Jefferson

- 1. Professional Growth and Development**
 - Targeted and based on staff need.
 - More supplemental training in K-12 curriculum that is current and relevant.
 - Content specific professional learning sessions.
- 2. Support for Novice Educators**
 - Important to have in-building mentors who know district processes and procedures.
 - A program that invests in supporting and encouraging new teachers as they are hired.
 - Flexible support based on the demands of the teacher's workload.
- 3. Educator Evaluation (Career Advancement)**
 - Feedback that includes reflection and is not program specific such as AVID.
 - Authentic evaluations.
 - Implementing instructional coaches in the areas of reading and math.

McMinnville

- 1. Professional Growth and Development**
 - Providing differentiated professional learning opportunities for teachers based on grade level and content area.
 - Professional learning that is relevant and meets the needs of students.
 - Training that focus on diversity, equity, and trauma informed practices.
 - Opportunities to attend training outside of the district
- 2. Support for Novice Educators**
 - New teacher mentors for each building rather than one mentor district wide who has a large case load.

- Having a mentor that is similar in grade level, content area, with time to collaborate.
- More support for new teachers such as training, planning time with experienced colleague, and immediate access to building materials.

3. Developing Leadership (Career Advancement)

- More teacher leadership opportunities for both elementary and secondary
- Allow for more teacher voice that affects change. Allow teachers to take on roles and receive compensation for their time.
- Using teachers to model, share, and update administration on current instructional strategies in the classroom. This would close the gap between practical application of administrator support for teachers.
- Providing teachers, a list of requirements and steps to becoming a leader in the district

Mt Angel

1. Support for Novice Educators

- In-building representative that can assist new teachers with learning the processes and procedures of the district.
- New teachers are in the most critical time of their career and need all the support and foundation building in the beginning to help them be successful as they grow throughout their career.

1. Professional Growth and Development

- Opportunities for all teachers to participate in professional learning that will continue to help them grow as professionals and meet the needs of the students.
- Having the time provided to attend professional learning sessions is critical.
- Continued support for veteran teachers after mentoring in order to help students to continue to grow.

2. Educator Evaluation (Career Advancement)

- Shift to continued growth mindset that feels supportive and less evaluative.
- Individualized and prompt feedback depending on the role.

Newberg

1. Support for Novice Educators

- Providing mentors to support new teachers and coaches to help seasoned teachers.
- Mentors that are well trained, dependable, and flexible to meeting the needs of the new teacher.
- In-building mentors that are non-evaluative and a sounding board for new teachers.

1. Professional Growth and Development

- Professional learning sessions on implementing trauma-informed practices into the classroom setting.

- Differentiation of professional learning for teachers depending on experience level e.g. new teacher/veteran teachers.
- Increase the tuition reimbursement for attending professional learning sessions outside of the district.

2. Recruitment

- Hiring teachers of color who match the student population.
- Increasing the benefits packages for teachers since district is surrounded by larger districts that offer better compensation.

North Marion

1. Educator Evaluation

- Implementing instructional coaching in all subject areas especially reading and writing.
- Evaluation that measures teacher growth, allows for goal setting, and reflection.
- Timely feedback focused on more of a coaching management style.

2. Support for Novice Educators

- Aligning mentors to the grade level or content area to meet the needs of a new teacher in a specific area.
- In-building mentors are important for new teachers to learn district processes and procedures.
- Having a mentor who is not in an evaluative role is important building confidence and trust.

3. Professional Growth and Development

- Providing professional learning sessions that help teachers support the evolving needs of the students.
- Planning professional learning sessions that is targeted and specific teacher needs allowing teachers to provide input.

North Santiam

1. Support for Novice Educators

- Mentoring program that aligns with district professional learning and teacher input on selection of mentor that aligns closely with their grade level or content area.
- Mentoring for new teachers and instructional coaching for experienced teachers.
- Mentors who are well trained, provide necessary support to new teachers adjusting the amount of time based on their work load.

1. Professional Growth and Development

- Recognizing student needs helping to fill gaps through special instruction/education giving teachers the tools to help students learn.
- Opportunities to attend professional learning sessions outside of the district to become an expert trainer on a topic to become a district lead in training others.
- Professional learning that is targeted and differentiated based on teacher need.

2. Recruitment

- Develop strategies to increase teacher salary scale to make district competitive with others.
- Implementing programs that are sustainable and have a long-lasting impact.
- Education pathway created for high school students that concentrates on recruiting students of color but also open to all who are interested.

Perrydale

1. Professional Growth and Development

- Professional learning sessions that promote ongoing growth and motivation.
- Follow up is really important with time constraints its difficult.
- Teachers should be provided the time to revisit, reflect, and practice skills.

2. Support for Novice Educators

- Requiring every school to have a mentor/evaluator to support beginning teachers and to make sure seasoned teachers are still being effective.
- Providing a mentor to support a beginning teacher according to the teacher's need and work load.
- Paid mentor positions to support new teachers based on content area such as elementary and secondary and develop cohorts so new teachers can network with mentors and one another.

3. Educator Evaluation (Career Advancement)

- Offering professional learning sessions focused on addressing student behaviors and social emotional learning.
- Provide professional learning sessions that are meaningful giving teachers tools they can take back and implement in the classroom.
- Follow up on implementation once new skills are introduced to help with teacher growth.

Salem-Keizer

1. Support for Novice Educators

- Provide monthly meetings/seminars with all "like" educators to discuss and problem solve issue.
- Lowering the case load of teachers per mentor.
- Assign mentors to a specific building, currently mentors are split between many sites and it makes it hard to get feedback and have more observations.
- New teachers need to be mentored in order to be successful in their careers. Teachers that don't get the support quit within their first five years of teaching.
- Mentoring is important for new teachers, if I didn't have a mentor to support me through the district processes, procedures, and navigating the classroom environment I would have left the profession after my first year.

2. Professional Growth and Development

- Providing professional learning that is realistic, valuable with the ability to have the implementation tools, and follow up to assess areas for improvement.
- Professional learning sessions outside of the school district that offer a wide range options with observation and feedback built in after implementation.
- Access to professional learning sessions that introduce new and improved ways of teaching and working with students.
- Professional learning that is research based and allows a person to work through the design cycle.
- Professional learning that encourages teachers to develop skills necessary to become leaders in a specific topic area.

3. Educator Evaluation (Career Advancement)

- Evaluation rubrics that provide opportunity for reflection and feedback
- Narrowing the focus of the evaluation to ten areas or fewer highlighting the most critical skills.
- Provide teachers a common and clear understanding of good instruction.
- Administrators need to know how to support a new teacher in a way that is positive and purposeful.
- Evaluation system that provides teachers the opportunity to grow and learn.

Sheridan

1. Professional Growth and Development

- Offering professional learning opportunities that are applicable to all subject areas or opportunities to attend subject specific professional learning outside the district.
- Greater diversity and opportunity for professional learning to be available to all districts within WESD's region specifically in the areas of math and science.
- Professional learning focusing on technology, trauma informed practices and content specific with embedded collaboration.

2. Support for Novice Educators

- Supporting current staff to increase retention is the best place to start then implement as new teachers are hired.
- Supporting new teachers is important but continuous support of all teachers is key to maintaining confident educators.
- Targeted mentor support based on input from new teachers where they may be struggling most.

3. Recruitment

- Offering higher pay to entice teachers to apply for positions within the district.
- Teacher reason and drive should come from the individual not a district trying to get people to become teachers.
- Focus on the retention of current teachers within the district.

Silver Falls

1. Support for Novice Educators

- Essential for the first three years of a teacher's career providing support to ensure they are successful.
- Teaching and advising new educators are things missed in prep program such as completing the required paperwork.
- Well trained mentors that are respectful and supportive of new teachers will help with retention.

2. Professional Growth and Development

- Providing professional learning sessions that are aligned with the needs of today's students to avoid teacher burn out.
- Professional learning that supports all educators including specialists most sessions are geared toward teachers.
- Professional learning series that provides follow up with coaching and implementation.

3. Educator Evaluation (Career Advancement)

- Consistent actionable feedback that allows the teacher to reflect and develop goals to monitor growth.
- Peer observations with feedback is useful.
- Focus on professional growth opportunities that come from feedback provided encouraging improvement rather than focusing on what wasn't being done.

St Paul

1. Professional Growth and Development

- Offering professional learning tied to district goals and teacher evaluation.
- Limited professional learning session for a small district would like additional funding for opportunities to attend professional learning sessions outside of the district.
- Consistency in training all school staff for district wide implementation of strategies.

2. Support for Novice Educators

- Provide in-building mentor that can provide support for new teachers and be available when there are questions.
- Mentors that are well trained in providing follow up to teachers.
- Structured and accountable mentoring for new teachers and coaching to support experienced teachers.

3. Educator Preparation

- Training cooperative teachers on how to work with teacher candidates.
- More instructional time for teacher candidates with the support of the cooperating teacher and less busy work from the university.
- Preparing teacher candidates to teach equitably to diverse populations of students.

Willamina

1. Support for Novice Educators

- Providing a dedicated person within the school setting to check in and support new teachers in the identified areas they need support in.
- Mentors are needed for all new teachers the first year as a new teacher was very difficult to navigate.
- A person that can help navigate a teacher through district processes and procedures and instructional practices in the classroom setting.

2. Professional Growth and Development

- More professional learning sessions that focus on implementing SEL strategies.
- Ability to attend at least two professional learning sessions that are outside of the district that are specific to content area.
- Professional learning sessions that are aligned with the evolving needs of the classroom setting such as life skills.

3. Educator Preparation

- Teacher candidates need to be provided more time in the classroom and classes on trauma informed practices.
- Tailoring a university program toward what grade or content area the teacher will be teaching.
- More instruction on classroom management and social emotional learning.

Woodburn

1. Support for Novice Educators

- Continue the mentor program it is beneficial for new teachers. Mentors are always willing to support new teachers in anyway including flexible meeting times that work for the teacher's schedule.
- New teachers get first hand support from an experienced teacher which leads to the retainment of the teacher.
- Providing a mentor who is fully released and well trained with the tools that will leverage their work with new teachers.

2. Professional Growth and Development

- Professional learning sessions that focus on social emotional learning and trauma-informed instruction.
- Professional learning that is relevant to the subject area or need with embedded follow up.
- Focusing on one district initiative at a time to make sure everyone is provided support with implementation the important points with fidelity.

3. Educator Evaluation (Career Advancement)

- Implementing differentiated professional learning opportunities related to evaluation and areas of focus for teachers.
- Implementing additional informal observations where quick snapshots of feedback can be provided on the spot.

- Evaluation feedback that encourages reflection and goal setting.

Yamhill-Carlton

1. Professional Growth and Development

- Training on trauma informed care tools that teachers can leave with to implement into their classrooms.
- Professional learning related to the ever-changing needs of the students.

2. Support for Novice Educators

- In-building mentors are important to supporting new teachers and answering questions related to district processes and procedures.
- New teachers that have a mentor are less likely to leave the district if they feel supported.

3. Recruitment

- Hiring quality staff through second career path or high school career development courses to reduce class size.
- Grow your own program within the district to encourage instructional aides to apply for teacher program pathway.

Appendix B

Number of responses by district (South Coast ESD)

N=98

District	Number of Responses
Bandon	3
Brookings Harbor	6
Central Curry	10
Coos Bay	16
Coquille	30
Myrtle Point	3
North Bend	12
Port Orford	6
Powers	3
Reedsport	8

Individual South Coast ESD Districts

This section includes the top three priorities by school district in the South Coast ESD region with input provided by teachers on their individual ranking activity sheet.

Bandon

1. Educator Preparation

- Teachers candidates need to come prepared to teach in the classroom.
- Opportunities to take additional CTE courses in a licensure program.

2. Support for Novice Educators

- New teachers need the extra support to be successful in the beginning years.
- Mentoring has been a huge help for teachers who are coming from industry.

3. Recruitment

- Increasing salary for teachers to allow for affordable housing.

Brookings-Harbor

1. Recruitment

- Instructional Aid pathway to complete teaching degree.
- Affordable housing in the community for teachers.

2. Professional Growth and Development

- Professional learning opportunities that train teachers on how to address students who have experienced trauma.
 - Instructional strategies on how to implement a social emotional learning program in the classroom.
- 3. Support for Novice Educators**
- In-building mentors are a valuable asset to a new teacher.
 - One-on-One mentor for new teachers has been very effective.

Central Curry

- 1. Recruitment**
- Moving allowances for first year teachers to help with the housing shortage.
 - Making improvements to the school district website.
- 2. Developing Leadership (Career Advancement)**
- The need for change, developing a positive culture of collective efficacy, using data to improve classroom instruction.
 - To be listened to and in return, see movement-better discipline policy/improve school moral.
- 3. Support for Novice Educators**
- Opportunities for new teachers to observe experienced teachers.

Coos Bay

- 1. Educator Preparation**
- Teacher candidates need to have more classroom experience as part of the training. Being in the classroom is the only way to learn what the job is really like.
 - Be more realistic and less idealistic and provide more time in more classrooms.
- 2. Professional Growth and Development**
- Implement multi-disciplinary projects, as well as a school-wide dedication to doing it.
 - Professional learning that focuses on trauma informed instruction to address student behavior.
- 3. Support for Novice Educators**
- Mentors are essential to help new teachers navigate the district guidelines and create a positive feedback loop.
 - I think having outside consultant would definitely help, because they could come during the day (without having to have a substitute teacher), teach and/or coach with the new teacher's own classroom.

Coquille

- 1. Support for Novice Educators**

- I had a mentor my first year and it was phenomenal. We would meet bi-weekly to discuss how things were going and bounce around ideas. It was super valuable to my development.
 - Peer mentoring programs have worked the best for me along with PLC work that is teacher designed and lead. Administrators need to support the mentoring without forcing it on people.
- 2. Professional Growth and Development**
 - Social/Emotional Learning; effective remediation for students with learning gaps.
 - Individualized instruction and how to lead students to be thinkers. We need to start preparing teachers better to create thinkers and collaborators that help them with 21st century society. We are way behind in this.
 - 3. Educator Preparation**
 - Ongoing education and regular check-ins to see how a new teacher is doing.
 - More hands-on practice, less thought experiments and discussions. We spent so much time in my program talking about how students think and act, whenever there is no replacement for the real thing.

Myrtle Point

- 1. Professional Growth and Development**
 - Networking with other CTE teachers in specific content areas.
 - Opportunities to have additional trainings related to technology.
- 2. Support for Novice Educators**
 - Important to have a mentor at the building level to support new teachers.
- 3. Educator Preparation**
 - Teachers being prepared to teach content specific CTE courses such as manufacturing.

North Bend

- 1. Educator Preparation**
 - Stop requiring instruction that is outside the scope of classroom relevance. Provide more instruction on classroom management/instruction methods.
 - People in teacher training programs need to be placed in many classrooms to see the variety of teaching styles and student population needs.
- 2. Recruitment**
 - Administrative support with behavior issues, and money for classroom instructional aids.
 - Authentic personal outreach (having staff members call perspective teachers) (most important!), opportunities to tour school, review curriculum, and view school's report card, higher pay, advocating for supports for teachers on restricted licenses.
- 3. Support for Novice Educators**
 - The most important thing is to have a work environment that is welcoming and supportive, where veteran teachers share information with and encourage new teachers.

Port Orford

1. Developing Leadership (Career Advancement)

- Time would be the key. I am so stretched thin with multiple preps it's not worth trying to add anything else.
- If I had fewer preps and was compensated for my time I might be interested in taking on more of a leadership role.

2. Educator Preparation

- Realistic expectations of what it's like to be in teaching, as well as teaching teachers' boundaries. Many beginning teachers and some others spend way too much time in the building and have no way of saying 'no'.
- Emphasize self-care. Teach productivity strategies. Develop strong mentorship programs locally.

3. Professional Growth and Development

- Subject specific conferences--both state and national conferences; as for approaching current youth today I think being with kids and knowing how to interact with them and build relationships is key.
- Technology training. Time to collaborate with team.

Powers

1. Educator Evaluation (Career Advancement)

- Data driven evaluations work. Peer to peer observations also might work.

2. Developing Leadership (Career Advancement)

- Being able to balance time and not adding additional tasks that replace something I already do.

3. Recruitment

- Increase wages and offer signing bonuses to attract teachers to the region.

Reedsport

1. Educator Evaluation (Career Advancement)

- Our current system is not effective. Administration needs to be more hands-on, especially with new teachers. They need to be able to demonstrate to the teacher exactly what is expected of them, instead of theoretical ideas.
- I think there needs to be more spontaneous or unscheduled observations. When teachers know when they are being observed, they tend to be doing what they should be. I don't want to have a "gotcha" approach, but I also feel like they should be held more accountable on a regular basis.

2. Professional Growth and Development

- Behavior supports, instructional coach training, instructional group peer support groups
- Mentoring by retired teachers, seasoned instructors and outside review and arbitration by educational professionals for levels in the school district up to including.

3. Recruitment

- Equitable salary structure, being given credit for all years previously worked in another district, stipends or bonuses for having to commute long distances.