

**Enrolled**  
**Senate Bill 182**

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CHAPTER .....

AN ACT

Relating to professional development for educators in early learning through grade 12; creating new provisions; amending ORS 327.008, 329.788, 329.795, 329.800, 329.805, 329.815, 329.820, 329.838, 342.950 and 342.953 and section 72, chapter 774, Oregon Laws 2015; repealing ORS 342.950; and declaring an emergency.

Whereas high-quality educator preparation and ongoing, effective professional learning and supports for educators are critical variables to excellent teaching, improved student learning and educator retention; and

Whereas system coordination and current levels of funding have been inadequate in providing open access to high-quality and culturally responsive professional learning and supports for educators in this state; and

Whereas teacher voice, local contexts and stages of an educator’s career should be reflected in the types and structure of educator professional learning and supports; and

Whereas this state seeks to recruit and retain more diverse educators and to enhance the capacity of all educators to create inclusive learning environments and address institutional barriers that limit opportunities for many students in this state; and

Whereas students will benefit from a systemic approach to continuously assessing needs and coordinating future priorities for resources to support Oregon educators to meet the needs of their diverse students with diverse learning needs and styles; and

Whereas Oregon’s vision for a workforce for early learning requires a vigorous and comprehensive early childhood professional development system; and

Whereas there are limited opportunities and resources for license-exempt family child care providers, who serve some of this state’s most vulnerable low-income families; and

Whereas early learning providers have limited access to culturally specific and language-diverse professional development curricula; and

Whereas early learning providers have limited access to relevant training and support for their professional development; and

Whereas compensation levels for the workforce for early learning are insufficient to encourage continuing professional development and have led to high turnover rates; and

Whereas recent actions taken by the Legislative Assembly have emphasized the need to address Oregon’s early childhood and kindergarten through grade 12 professional development system; now, therefore,

**Be It Enacted by the People of the State of Oregon:**

**ESTABLISHMENT OF EDUCATOR ADVANCEMENT COUNCIL AND  
LOCAL EDUCATOR NETWORKS, AND TECHNICAL CHANGES TO  
NETWORK OF QUALITY TEACHING AND LEARNING AND  
TO BEGINNING TEACHER AND ADMINISTRATOR PROGRAM**

**SECTION 1.** (1) As used in this section and section 2 of this 2017 Act, “educator” means a teacher, administrator or other school professional who is licensed, registered or certified by the Teacher Standards and Practices Commission.

(2)(a) The Educator Advancement Council is created, as provided by ORS 190.010 (5) and with the authority described in ORS 190.110, for the purposes of providing resources related to educator professional learning and other educator supports.

(b) The council shall function through an intergovernmental agreement, as provided by ORS 190.003 to 190.130. The intergovernmental agreement shall outline the governance framework and the administrative details necessary for the efficient and effective implementation of the duties of the council.

(3)(a) The council shall consist of members who are representatives of the members of the intergovernmental agreement creating the council, including representatives of state agencies, school districts and education service districts.

(b) In addition to the members of the council specified in paragraph (a) of this subsection, the council shall consist of members who are:

(A) Practicing educators, early learning providers and professionals and school district board members; and

(B) Representatives of educator preparation providers, education-focused nonprofit organizations, education-focused philanthropic organizations, professional education associations, community-based education organizations that represent families and students, post-secondary institutions of education and federally recognized tribes of this state.

(c) The majority of the members of the council identified under paragraphs (a) and (b) of this subsection may identify additional members of the council.

(4) The council shall:

(a) Establish a system of educator networks, as described in section 2 of this 2017 Act, by which every educator in this state has access to professional learning opportunities; and

(b) Connect educator networks and facilitate communications within and among the networks to improve teaching and learning.

(5) The Chief Education Office shall provide support to the strategic direction of the council by:

(a) Conducting and coordinating research to monitor:

(A) Teaching and learning conditions;

(B) Educator workforce supply and demand; and

(C) Common outcomes and measures anticipated to promote improvement in teaching and learning.

(b) Assisting the council in coordinating and connecting educator networks, supporting professional learning priorities, enabling access to professional learning and supports, leveraging funding sources and managing innovation funds.

(c) Recommending statutory and agency rule changes needed to support the purposes of the council.

(d) Supporting programs that help to achieve the purposes of the Educators Equity Act.

(e) Supporting a statewide plan for increasing:

(A) The supply of culturally diverse teacher candidates; and

(B) The successful recruitment of effective educators to work in high-need schools and in practice areas with a shortage of educators.

(f) Identifying high-leverage educator practices to be developed by educators throughout their careers.

- (g) Providing accountability of the council by ensuring that the council:
  - (A) Gives preference, when making recommendations about funding distributions, to entities that have demonstrated success in improving student indicators.
  - (B) Considers the delivery of services for the benefit of all regions of this state when establishing the system of educator networks.
  - (C) Works toward improving student progress indicators identified by the Chief Education Office or set forth in ORS 350.014.
  - (D) Includes and connects education providers and leaders from prekindergarten through post-secondary education.
    - (h) Providing staff support for the administrative functions of the council.
- (6) The Department of Education shall provide support to the council by:
  - (a) Developing a system that allows for the statewide dissemination of emerging practices and evidence-based models.
  - (b) Providing technical assistance to the council, including online systems for sharing professional learning resources and supporting educator networks.
  - (c) Administering the distribution of grant and contract funds for programs described in this section.
  - (d) Providing administrative support to the educator networks, including:
    - (A) Making recommendations to the Chief Education Office and the council about the selection of the sponsors of educator networks;
    - (B) Providing technical assistance to educator networks; and
    - (C) Entering into grant agreements or contracts for the distribution of funds to educator networks.
- (7)(a) The Chief Education Office, the State Board of Education and the Teacher Standards and Practices Commission may adopt any rules necessary at the request of the council to support the council or to perform any duties assigned to the office, board or commission under this section.
- (b) The council may adopt rules pursuant to ORS chapter 183 for the purpose of section 2 of this 2017 Act.

**SECTION 2.** (1) The Educator Advancement Council shall establish a system of educator networks, including prescribing characteristics of educator networks and selecting the entities to serve as educator networks.

- (2) An entity is eligible to sponsor an educator network if the entity:
  - (a) Is a school district, an education service district, a nonprofit organization, a post-secondary institution of education, a federally recognized tribe of this state or a consortium that is any combination of the entities described in this paragraph;
  - (b) Has demonstrated the ability to oversee the use of funds in support of professional development, mentoring or other direct supports to educators;
  - (c) Has demonstrated a commitment to equity-driven policies and practices;
  - (d) Has the capacity to coordinate services across the region served by the educator network;
  - (e) Has demonstrated experience in developing and managing partnerships; and
  - (f) Has, or agrees to establish, a coordinating body for the educator network that includes:
    - (A) A majority of educators who are based in schools from different grades and content areas and who are reflective of the student demographics of the region served by the educator network; and
    - (B) Members representing state agencies, school districts, education service districts, early learning providers and professionals, school board members, educator preparation providers, education-focused nonprofit organizations, education-focused philanthropic organizations, professional education associations, community-based education organizations that

represent families and students, post-secondary institutions of education and federally recognized tribes of this state.

(3) Each educator network shall:

(a) Establish professional educator priorities that reflect local needs for each school and school district served by the educator network based on professional learning plans submitted by educators;

(b) Ensure equitable access by educators to resources that are distributed through the council;

(c) Pursue state and other funds and resources on behalf of the members of the educator network and the educators served by the educator network; and

(d) Coordinate communications and accountability for resources distributed through the council to educators served by the educator network.

(4) When establishing professional educator priorities that reflect local needs, each educator network shall strive to:

(a) Enhance a culture of leadership and collaborative responsibility that elevates and advances the teaching profession among professionals employed by early learning services, schools serving students in kindergarten through grade 12, education service districts, educator preparation providers, nonprofit organizations, professional associations and community-based organizations.

(b) Enhance access for educators to high-quality professional learning that:

(A) Supports culturally responsive practices;

(B) Is guided by the needs of educators served by the educator network;

(C) Maximizes collaborative leadership among teachers and administrators; and

(D) Reflects professional learning standards.

(c) Strengthen and enhance existing evidence-based practices that improve student achievement and that reflect changing students needs and demographics.

(d) Improve the recruitment, preparation, induction and support of educators at each stage of the educators' careers.

(e) Enhance leadership and career advancement opportunities for teachers and increase the perspectives of teachers in identifying priorities for funding educator professional learning and educator supports.

(5) Any school district, education service district or post-secondary institution of education that is a member of an educator network may serve as the fiscal agent for the educator network.

**SECTION 3.** The Educator Advancement Council shall submit a report on the progress of the council toward implementing the duties prescribed to the council by sections 1 and 2 of this 2017 Act to the interim committees of the Legislative Assembly related to education no later than January 15, 2018.

**SECTION 4.** ORS 342.950, as amended by section 1, chapter 8, Oregon Laws 2016, is amended to read:

342.950. (1) The Network of Quality Teaching and Learning is established. The network consists of the Chief Education Office and public and private entities that receive funding as provided by this section to accomplish the purposes of the network described in subsection (2) of this section.

(2) The purposes of the network are the following:

(a) To enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and educator preparation providers.

(b) To strengthen and enhance existing evidence-based practices that improve student achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.

(c) To improve recruitment, preparation, induction, career advancement opportunities and support of educators.

(3) To accomplish the purposes of the network described in subsection (2) of this section, the Department of Education, subject to the direction and control of the Chief Education Officer, shall distribute funding as follows:

(a) To schools, school districts, education service districts, nonprofit organizations, post-secondary institutions and consortiums that are any combination of those entities for the purpose of supporting the implementation and delivery of common core state standards and other state standards that indicate whether a student is prepared for college.

(b) To school districts, education service districts and nonprofit organizations for the purpose of providing teacher and administrator evaluations and aligned professional development in a manner that complies with the core teaching standards adopted as provided by ORS 342.856 and with related standards prescribed by federal law.

(c) To school districts and nonprofit organizations for the purpose of providing teachers with opportunities for professional collaboration and professional development and for the pursuit of career pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

(d) To school districts, education service districts and nonprofit organizations for the purpose of providing beginning teachers and administrators with mentors in a manner that is consistent with the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

(e) To school districts, education service districts, nonprofit organizations, post-secondary institutions and the tribes of this state for the purpose of closing achievement gaps by providing and improving the effectiveness of instruction and professional development, implementing data-driven decision making, supporting practice communities and implementing culturally *[competent]* **responsive** practices.

(f) To school districts, nonprofit organizations and post-secondary institutions for the purposes of:

(A) Strengthening educator programs for educators at all levels to:

(i) Improve educator preparation, recruitment and leadership.

(ii) Advance the purposes of the Educators Equity Act, to improve the cultural competence of educators and to ensure educators are trained in culturally relevant educational practices.

(B) Supporting the development and sustainability of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and post-secondary institutions.

(g) To school districts to ensure that a sufficient number of kindergarten through grade five teachers have received training to understand and recognize dyslexia and to implement appropriate instruction.

**(h) To school districts for the design and implementation of programs to provide professional development to educators on strategies that decrease rates of school absenteeism among students by using trauma-informed approaches in schools.**

(4) The Chief Education Office shall provide strategic direction to the network by:

(a) Conducting and coordinating research to determine best practices and evidence-based models.

(b) Convening *[an advisory group]* **the Educator Advancement Council created by section 1 of this 2017 Act** to guide network activities and expand the implementation of effective practices.

(c) Working with educator programs to ensure ongoing collaboration with education providers.

(d) Supporting programs that help to achieve the purposes of the Educators Equity Act.

(e) Creating and supporting a statewide plan for increasing the successful recruitment of high-ability and culturally diverse candidates to work in high-need communities and fields.

(5) The Department of Education shall support the network by:

(a) Developing a system that ensures statewide dissemination of best practices and evidence-based models.

(b) Supporting the development and implementation of standards-based curriculum, high-leverage practices and assessments that promote student learning and improve student progress indicators for

students who are enrolled in an English language learner program under ORS 336.079 and for students with disabilities.

(c) Administering the distribution of funding as described in subsection (3) of this section.

(6) The Chief Education Office shall develop processes to establish the network and ensure the accountability of the network. The processes must ensure that the network:

(a) Gives preference to entities that have demonstrated success in improving student progress indicators.

(b) Delivers services for the benefit of all regions of this state.

(c) Is accountable for improving student progress indicators identified by the Chief Education Office or set forth in ORS 350.014.

(d) Includes and connects education providers and leaders from prekindergarten through post-secondary education.

(7) No more than two percent of all moneys received for the purposes of this section may be expended by the Chief Education Office or the Department of Education for administrative costs incurred under this section. For the purpose of this subsection, the following are not considered administrative costs:

(a) Technical assistance and direct program services provided to school districts and nonprofit organizations; and

(b) Any administrative costs incurred under ORS 329.838 related to the administration of the School District Collaboration Grant Program.

(8) The State Board of Education may adopt any rules necessary for the Department of Education to support the network and perform any duties assigned to the department under this section or assigned to the department by the Chief Education Office. Any rules adopted by the State Board of Education must be consistent with this section and with actions taken by the Chief Education Office to implement this section.

**SECTION 5.** ORS 342.953 is amended to read:

342.953. (1) The Network of Quality Teaching and Learning Fund is established in the State Treasury, separate and distinct from the General Fund. Interest earned by the Network of Quality Teaching and Learning Fund shall be credited to the [*General*] **Network of Quality Teaching and Learning Fund**.

(2) Moneys in the Network of Quality Teaching and Learning Fund are continuously appropriated to the Department of Education for the Network of Quality Teaching and Learning established by ORS 342.950 **and for the Educator Advancement Council created by section 1 of this 2017 Act**.

(3) The Department of Education, on behalf of the State of Oregon, may solicit and accept gifts, grants or donations from public and private sources for the Network of Quality Teaching and Learning **or for the Educator Advancement Council**. Moneys received under this subsection shall be deposited into the Network of Quality Teaching and Learning Fund.

**SECTION 6.** ORS 329.788 is amended to read:

329.788. As used in ORS 329.788 to 329.820:

(1) "Beginning administrator" means a principal or superintendent who:

(a) Possesses a preliminary administrative license issued by the Teacher Standards and Practices Commission;

(b) Is employed as a principal or superintendent by a school district; and

(c) Has been assigned for fewer than two school years in the administrator's present position.

(2) "Beginning teacher" means a teacher who:

(a) Possesses a preliminary teaching license or reciprocal license issued by the Teacher Standards and Practices Commission;

(b) Is employed at least half-time, primarily as a classroom teacher, by a school district; and

(c) Has taught fewer than two school years as a licensed probationary teacher in any public, private or state-operated school **in any state**.

(3) "Mentor" means an individual who:

- (a) Is an acting or retired teacher, principal or superintendent;
  - (b) Has met established best practice and research-based criteria as defined by the State Board of Education by rule;
  - (c) Possesses a teaching or administrative license issued by the Teacher Standards and Practices Commission;
  - (d) Has successfully served for five or more years as a licensed teacher, principal or superintendent in any public school; and
  - (e) Has been selected and trained as described in ORS 329.815.
- (4) “Mentorship program” means a program provided by a mentor to a beginning teacher or administrator that includes, but is not limited to, direct classroom observation and consultation, assistance in instructional planning and preparation, support in implementation and delivery of classroom instruction, development of school leadership skills and other assistance intended to assist the beginning teacher or administrator to become a confident and competent professional educator who makes a positive impact on student learning.

**PROFESSIONAL DEVELOPMENT FOR EARLY LEARNING  
PROVIDERS AND FINANCIAL AID FOR  
CERTAIN TEACHER CANDIDATES TO USE AT  
EDUCATOR PREPARATION PROVIDERS**

**SECTION 7.** (1) The Early Learning Division, under the direction of the Early Learning Council and in collaboration with the Educator Advancement Council created by section 1 of this 2017 Act, shall establish and implement policies and practices to achieve vigorous and comprehensive early childhood professional development systems in this state that incorporate improved recruitment, preparation, induction, career advancement opportunities and support for early learning providers and professionals, including professionals who provide home visiting services.

(2) To achieve the objectives described in subsection (1) of this section, the division shall develop or expand:

- (a) Strategies and partnerships that connect early learning providers and professionals with access to education pathways, including college credentials, degrees and certificates;
- (b) Coaching and mentorship programs that make available cohorts, mentors and quality improvement specialists to advise, assist, educate and provide information to early learning providers and professionals;
- (c) Professional development tracking systems for the workforce for early learning to ensure coverage of the necessary skills and knowledge required of early learning providers and professionals, including professionals who provide home visiting services; and
- (d) Collaborations that support exempt family child care providers, as defined in ORS 329A.430, through the advancement of research in child development, peer learning and mentoring.

(3) The division shall collaborate with any state agencies or other partners to achieve the objectives described in subsection (1) of this section and to carry out the provisions of subsection (2) of this section.

**SECTION 8.** Section 9 of this 2017 Act is added to and made a part of ORS chapter 348.

**SECTION 9.** (1) In addition to any other form of student financial aid authorized by law, the Higher Education Coordinating Commission may award scholarships to culturally and linguistically diverse teacher candidates to use at approved educator preparation providers, as defined in ORS 342.120, for the purpose of advancing the goal described in ORS 342.437.

(2) Scholarships awarded under this section shall be in amounts of \$5,000 each academic year, for a maximum of two academic years.

**(3) The commission shall adopt rules necessary for the implementation and administration of this section in consultation with the Educator Advancement Council and the Chief Education Office.**

## **USE OF MONEYS BY LOCAL EDUCATOR NETWORKS**

**SECTION 10.** ORS 342.950, as amended by section 1, chapter 8, Oregon Laws 2016, and section 4 of this 2017 Act, is amended to read:

342.950. (1) The Network of Quality Teaching and Learning is established. The network consists of the Chief Education Office and public and private entities that receive funding as provided by this section to accomplish the purposes of the network described in subsection (2) of this section.

(2) The purposes of the network are the following:

(a) To enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and educator preparation providers.

(b) To strengthen and enhance existing evidence-based practices that improve student achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.

(c) To improve recruitment, preparation, induction, career advancement opportunities and support of educators.

(3) To accomplish the purposes of the network described in subsection (2) of this section, the Department of Education, subject to the direction and control of the Chief Education Officer, shall distribute funding as follows:

(a) To schools, school districts, education service districts, nonprofit organizations, post-secondary institutions and consortiums that are any combination of those entities for the purpose of supporting the implementation and delivery of common core state standards and other state standards that indicate whether a student is prepared for college.

(b) To school districts, education service districts and nonprofit organizations for the purpose of providing teacher and administrator evaluations and aligned professional development in a manner that complies with the core teaching standards adopted as provided by ORS 342.856 and with related standards prescribed by federal law.

(c) To school districts and nonprofit organizations for the purpose of providing teachers with opportunities for professional collaboration and professional development and for the pursuit of career pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

(d) To school districts, education service districts and nonprofit organizations for the purpose of providing beginning teachers and administrators with mentors in a manner that is consistent with the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

(e) To school districts, education service districts, nonprofit organizations, post-secondary institutions and the tribes of this state for the purpose of closing achievement gaps by providing and improving the effectiveness of instruction and professional development, implementing data-driven decision making, supporting practice communities and implementing culturally responsive practices.

(f) To school districts, nonprofit organizations and post-secondary institutions for the purposes of:

(A) Strengthening educator programs for educators at all levels to:

(i) Improve educator preparation, recruitment and leadership.

(ii) Advance the purposes of the Educators Equity Act, to improve the cultural competence of educators and to ensure educators are trained in culturally relevant educational practices.

(B) Supporting the development and sustainability of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and post-secondary institutions.

(g) To school districts to ensure that a sufficient number of kindergarten through grade five teachers have received training to understand and recognize dyslexia and to implement appropriate instruction.

(h) To school districts for the design and implementation of programs to provide professional development to educators on strategies that decrease rates of school absenteeism among students by using trauma-informed approaches in schools.

**(i) To educator networks established under section 2 of this 2017 Act for the purpose of supporting educator networks.**

(4) The Chief Education Office shall provide strategic direction to the network by:

(a) Conducting and coordinating research to determine best practices and evidence-based models.

(b) Convening the Educator Advancement Council created by section 1 of this 2017 Act to guide network activities and expand the implementation of effective practices.

(c) Working with educator programs to ensure ongoing collaboration with education providers.

(d) Supporting programs that help to achieve the purposes of the Educators Equity Act.

(e) Creating and supporting a statewide plan for increasing the successful recruitment of high-ability and culturally diverse candidates to work in high-need communities and fields.

(5) The Department of Education shall support the network by:

(a) Developing a system that ensures statewide dissemination of best practices and evidence-based models.

(b) Supporting the development and implementation of standards-based curriculum, high-leverage practices and assessments that promote student learning and improve student progress indicators for students who are enrolled in an English language learner program under ORS 336.079 and for students with disabilities.

(c) Administering the distribution of funding as described in subsection (3) of this section.

(6) The Chief Education Office shall develop processes to establish the network and ensure the accountability of the network. The processes must ensure that the network:

(a) Gives preference to entities that have demonstrated success in improving student progress indicators.

(b) Delivers services for the benefit of all regions of this state.

(c) Is accountable for improving student progress indicators identified by the Chief Education Office or set forth in ORS 350.014.

(d) Includes and connects education providers and leaders from prekindergarten through post-secondary education.

(7) No more than two percent of all moneys received for the purposes of this section may be expended by the Chief Education Office or the Department of Education for administrative costs incurred under this section. For the purpose of this subsection, the following are not considered administrative costs:

(a) Technical assistance and direct program services provided to school districts and nonprofit organizations; and

(b) Any administrative costs incurred under ORS 329.838 related to the administration of the School District Collaboration Grant Program.

(8) The State Board of Education may adopt any rules necessary for the Department of Education to support the network and perform any duties assigned to the department under this section or assigned to the department by the Chief Education Office. Any rules adopted by the State Board of Education must be consistent with this section and with actions taken by the Chief Education Office to implement this section.

**SECTION 11.** ORS 329.788, as amended by section 6 of this 2017 Act, is amended to read:

329.788. As used in ORS 329.788 to 329.820:

(1) "Beginning administrator" means a principal or superintendent who:

(a) Possesses a preliminary administrative license issued by the Teacher Standards and Practices Commission;

- (b) Is employed as a principal or superintendent by a school district; and
- (c) Has been assigned for fewer than two school years in the administrator's present position.

(2) "Beginning teacher" means a teacher who:

(a) Possesses a preliminary teaching license or reciprocal license issued by the Teacher Standards and Practices Commission;

(b) Is employed at least half-time, primarily as a classroom teacher, by a school district; and

(c) Has taught fewer than two school years as a licensed probationary teacher in any public, private or state-operated school in any state.

**(3) "Educator network" means an educator network established under section 2 of this 2017 Act.**

[3] (4) "Mentor" means an individual who:

(a) Is an acting or retired teacher, principal or superintendent;

(b) Has met established best practice and research-based criteria as defined by the State Board of Education by rule;

(c) Possesses a teaching or administrative license issued by the Teacher Standards and Practices Commission;

(d) Has successfully served for five or more years as a licensed teacher, principal or superintendent in any public school; and

(e) Has been selected and trained as described in ORS 329.815.

[4] (5) "Mentorship program" means a program provided by a mentor to a beginning teacher or administrator that includes, but is not limited to, direct classroom observation and consultation, assistance in instructional planning and preparation, support in implementation and delivery of classroom instruction, development of school leadership skills and other assistance intended to assist the beginning teacher or administrator to become a confident and competent professional educator who makes a positive impact on student learning.

**SECTION 12.** ORS 329.795 is amended to read:

329.795. (1) The State Board of Education shall establish a beginning teacher and administrator mentorship program to provide eligible beginning teachers and administrators in this state with a continued and sustained mentorship program from a formally assigned mentor.

(2) Any **school district or educator network** is eligible to participate in the mentorship program.

(3) A school district may **participate through an educator network or may** enter into a partnership with another school district, an institution of higher education, an education service district or another organization to operate jointly a mentorship program if:

(a) All moneys received as grants-in-aid for the mentorship program are administered by the participating school district **or educator network** to provide direct services to beginning teachers and administrators; and

(b) All other requirements of ORS 329.788 to 329.820 are met.

(4) All programs in ORS 329.788 to 329.820 are subject to the availability of funds appropriated therefor.

**SECTION 13.** ORS 329.800 is amended to read:

329.800. (1) Each school district **or educator network** that wishes to participate in the beginning teacher and administrator mentorship program shall submit a formal application to the Department of Education. The application shall include:

(a) A description of the priorities to be addressed by moneys received by a school district **or an educator network** for the mentorship program, as described in ORS 329.805 (2);

(b) The names of all eligible beginning teachers and administrators employed by the school district **or a school district within the educator network** and a description of their assignments; and

(c) A description of the proposed mentorship program, which must provide at least 75-90 hours of frequent contact between the mentors and beginning teachers and administrators throughout the school year.

(2) The school district **or educator network** shall certify in the application that no eligible beginning professional educators are or may be under a conditional license, except as provided in rules of the Teacher Standards and Practices Commission.

**SECTION 14.** ORS 329.805 is amended to read:

329.805. (1) Subject to ORS 291.232 to 291.260, the Department of Education shall distribute grants-in-aid to qualifying school districts **or educator networks** to offset the costs of beginning teacher and administrator mentorship programs. A qualifying district **or educator network** shall receive annually an amount that is aligned with evidence-based best practices.

(2) If the funds are insufficient for all eligible proposals, the Department of Education shall award grants on a competitive basis, taking into consideration:

(a) The priorities to be addressed by moneys received by a school district **or an educator network**, including efforts related to:

(A) Increasing the number of culturally and linguistically diverse educators hired; and

(B) Reflecting the demographics of the students of the school district **or school districts within the educator network** with the demographics of the educators of the school district **or school districts within the educator network**; and

(b) Whether the school district is a small school district or serves a rural community **or whether the educator network serves small school districts or a rural community**.

(3) The State Board of Education may adopt such rules as it considers appropriate for the distribution of grants-in-aid under this section.

(4) A **school district or an educator network** that is determined by the Department of Education to be in violation of one or more of the requirements of ORS 329.788 to 329.820 may be required to refund all grants-in-aid moneys distributed under ORS 329.788 to 329.820. The amount of penalty shall be determined by the State Board of Education.

**SECTION 15.** ORS 329.815 is amended to read:

329.815. (1) Based on the requirements of ORS 329.788 to 329.820, the selection, nature and extent of duties of mentors shall be determined [*by the school district*.]:

(a) **By the school district that is the employer of the teacher or administrator and of the mentor; or**

(b) **Jointly by the school district that is the employer of the teacher or administrator and the school district that is the employer of the mentor.**

(2) A teacher, principal or superintendent may not be designated as a mentor unless willing to perform in that role.

(3) For purposes of actions taken under ORS 342.805 to 342.937:

(a) A mentor may not participate in the evaluation of a beginning teacher or administrator assigned to the mentor; and

(b) Any written or other reports of a mentor regarding a beginning teacher or administrator assigned to the mentor may not be used in the evaluation of the beginning teacher or administrator.

(4) Each mentor shall complete successfully training provided or approved by the Department of Education while participating in the beginning teacher and administrator mentorship program.

(5) The stipend received for each beginning teacher or administrator may be used by the school district **or educator network** to compensate mentors or to compensate other individuals assigned duties to provide release time for teachers, principals or superintendents acting as mentors.

**SECTION 16.** ORS 329.820 is amended to read:

329.820. (1) The Department of Education shall be responsible for the regular and ongoing evaluation of implementation and administration of programs under ORS 329.788 to 329.820 and may contract for such evaluation. The department may not expend in a biennium more than 2.5 percent of the total amount of moneys available for the programs on the evaluation of the programs. The evaluation may include assessments of the following:

(a) The effectiveness of the mentorship program in the retention of beginning teachers and administrators in [*the*] **a school district that has participated in the program** and in the profession; and

(b) Student performance on statewide and other assessments.

(2) The department may accept contributions of moneys and assistance for the purpose of the evaluation of programs from any source, public or private, and agree to conditions placed on the moneys not inconsistent with ORS 329.788 to 329.820. All moneys received by the department under this subsection shall be deposited into the Department of Education Account to be used for the evaluation of programs conducted under this section.

**SECTION 17.** ORS 329.838 is amended to read:

329.838. (1) The School District Collaboration Grant Program is established to provide funding for school districts **or educator networks established under section 2 of this 2017 Act** to improve student achievement through the voluntary collaboration of teachers and administrators to design and implement new approaches to:

- (a) Career pathways for teachers and administrators;
- (b) Evaluation processes for teachers and administrators;
- (c) Compensation models for teachers and administrators; and
- (d) Enhanced professional development opportunities for teachers and administrators.

(2)(a) The Department of Education shall ensure that the grant program established by this section is administered and may provide technical expertise to school districts **or educator networks** applying for or receiving a grant under this section.

(b) For the purpose of ensuring that the grant program is administered, the department may directly administer the grant program or may enter into a contract with a nonprofit entity to administer the grant program.

(c) For the purpose of providing technical expertise, the department may enter into contracts with nonprofit entities that have experience in designing and implementing approaches that are similar to the approaches described in subsection (1) of this section.

(3) Each school district **or educator network** may apply for a grant under this section, **but a school district may receive grant funds under this section only as a school district or through an educator network**. Applications may be for the design or for the implementation of an approach identified in subsection (1) of this section.

(4) Prior to applying for a grant **as a school district or through an educator network**, the school district must receive the approval to apply for the grant from:

(a) The exclusive bargaining representative for the teachers of the school district or, if the teachers are not represented by an exclusive bargaining representative, from the teachers of the school district;

(b) The chairperson of the school district board; and

(c) The superintendent of the school district.

(5) Funding for the grant program established by this section shall be provided through the School District Collaboration Grant Account established by ORS 329.839.

(6) The amount of each grant shall be determined as follows:

(a) For grants that are for the design of an approach identified in subsection (1) of this section **and that are awarded to a school district**, the amount determined by the *[administrator of the grant program]* **department** based on:

(A) The application submitted by the school district;

(B) The portion of the total funds available for grants that are for the design of an approach; and

(C) Any other criteria or limitations established by the State Board of Education by rule, which may include a minimum amount or a maximum amount for a grant.

(b)(A) For grants that are for the implementation of an approach identified in subsection (1) of this section **and that are awarded to a school district**, the Grant Amount = School district ADMw × (the total amount available for distribution for an implementation grant in a fiscal year through the School District Collaboration Grant Program ÷ the total ADMw of the school districts that receive an implementation grant for the fiscal year through the School District Collaboration

Grant Program). For the purpose of the calculation made under this paragraph, ADMw shall be calculated as provided by ORS 327.013, 338.155 (1) and 338.165 (2).

(B) Notwithstanding subparagraph (A) of this paragraph, a school district may receive a grant for an amount that is 10 percent more than the amount calculated under subparagraph (A) of this paragraph if the grant program administrator approves a school district's supplemental plan to design and implement new approaches to improve student achievement that are in addition to the approaches identified in subsection (1) of this section and that are research-based best practices.

(C) In addition to any amounts received under subparagraphs (A) and (B) of this paragraph, a school district that has an average daily membership of less than 1,500 may receive a supplemental amount of up to \$50,000 if:

(i) The supplemental amount is used for expenses incurred in relation to a grant manager who:

(I) Manages the use of a grant received under this paragraph;

(II) Supports the school district's committees related to the grant;

(III) Monitors and measures the implementation of new approaches funded by the grant;

(IV) Ensures timely and accurate communications with educators in the school district;

(V) Completes all Department of Education requirements related to the grant; and

(VI) Attends meetings and collaborates with other school districts; and

(ii) The total of the implementation grant and the supplemental amount does not exceed \$150,000.

**(c) For grants that are awarded to an educator network, the amount determined by the department based on:**

**(A) The application submitted by the educator network;**

**(B) The portion of the total funds available for grants that are for educator networks; and**

**(C) Any other criteria or limitations established by the State Board of Education by rule, which may include a minimum or maximum amount for a grant.**

(7) Grants shall be awarded based on:

(a) The application submitted by the school district **or educator network**;

(b) Other funds received by a school district **or educator network** for a purpose identified in subsection (1) of this section; and

(c) Any other criteria established by the State Board of Education by rule.

(8) Moneys received by a school district **or an educator network** under this section must be separately accounted for and may be used only to provide funding for the purposes described in the application submitted by the school district **or educator network**.

(9) The department shall accumulate, evaluate and publish student achievement results of school districts receiving grants under this section **as a school district or through an educator network** to determine the effectiveness of the approaches designed and implemented by the school districts **or educator networks** under the grant program.

(10)(a) Except as provided by paragraph (b) of this subsection, the State Board of Education may adopt any rules necessary for the implementation of the grant program established by this section.

(b) The board may not adopt any rules that establish statewide standards for the design and implementation of the approaches described in subsection (1) of this section.

**SECTION 18. The amendments to ORS 329.788, 329.795, 329.800, 329.805, 329.815, 329.820, 329.838 and 342.950 by sections 10 to 17 of this 2017 Act become operative on June 30, 2018.**

## **DISSOLUTION OF NETWORK OF QUALITY TEACHING AND LEARNING**

**SECTION 19. ORS 342.950 is repealed.**

**SECTION 20. Section 1 of this 2017 Act is amended to read:**

**Sec. 1.** (1) As used in this section and section 2 of this 2017 Act, "educator" means a teacher, administrator or other school professional who is licensed, registered or certified by the Teacher Standards and Practices Commission.

(2)(a) The Educator Advancement Council is created, as provided by ORS 190.010 (5) and with the authority described in ORS 190.110, for the purposes of providing resources related to educator professional learning and other educator supports.

(b) The council shall function through an intergovernmental agreement, as provided by ORS 190.003 to 190.130. The intergovernmental agreement shall outline the governance framework and the administrative details necessary for the efficient and effective implementation of the duties of the council.

(3)(a) The council shall consist of members who are representatives of the members of the intergovernmental agreement creating the council, including representatives of state agencies, school districts and education service districts.

(b) In addition to the members of the council specified in paragraph (a) of this subsection, the council shall consist of members who are:

(A) Practicing educators, early learning providers and professionals and school district board members; and

(B) Representatives of educator preparation providers, education-focused nonprofit organizations, education-focused philanthropic organizations, professional education associations, community-based education organizations that represent families and students, post-secondary institutions of education and federally recognized tribes of this state.

(c) The majority of the members of the council identified under paragraphs (a) and (b) of this subsection may identify additional members of the council.

(4) The council shall:

(a) Establish a system of educator networks, as described in section 2 of this 2017 Act, by which every educator in this state has access to professional learning opportunities; *[and]*

**(b) Coordinate the distribution of moneys to educator networks from the Educator Advancement Fund based on the needs of the educators identified by the networks;**

*[(b)]* **(c) Connect educator networks and facilitate communications within and among the networks to improve teaching and learning[.]; and**

**(d) Continuously assess the needs of educators in this state and coordinate priorities based on the moneys available for distribution from the Educator Advancement Fund.**

(5) The Chief Education Office shall provide support to the strategic direction of the council by:

(a) Conducting and coordinating research to monitor:

(A) Teaching and learning conditions;

(B) Educator workforce supply and demand; and

(C) Common outcomes and measures anticipated to promote improvement in teaching and learning.

(b) Assisting the council in coordinating and connecting educator networks, supporting professional learning priorities, enabling access to professional learning and supports, leveraging funding sources and managing innovation funds.

(c) Recommending statutory and agency rule changes needed to support the purposes of the council.

(d) Supporting programs that help to achieve the purposes of the Educators Equity Act.

(e) Supporting a statewide plan for increasing:

(A) The supply of culturally diverse teacher candidates; and

(B) The successful recruitment of effective educators to work in high-need schools and in practice areas with a shortage of educators.

(f) Identifying high-leverage educator practices to be developed by educators throughout their careers.

(g) Providing accountability of the council by ensuring that the council:

(A) Gives preference, when making recommendations about funding distributions, to entities that have demonstrated success in improving student indicators.

(B) Considers the delivery of services for the benefit of all regions of this state when establishing the system of educator networks.

(C) Works toward improving student progress indicators identified by the Chief Education Office or set forth in ORS 350.014.

(D) Includes and connects education providers and leaders from prekindergarten through post-secondary education.

(h) Providing staff support for the administrative functions of the council.

(6) The Department of Education shall provide support to the council by:

(a) Developing a system that allows for the statewide dissemination of emerging practices and evidence-based models.

(b) Providing technical assistance to the council, including online systems for sharing professional learning resources and supporting educator networks.

(c) Administering the distribution of grant and contract funds for programs described in this section.

(d) Providing administrative support to the educator networks, including:

(A) Making recommendations to the Chief Education Office and the council about the selection of the sponsors of educator networks;

(B) Providing technical assistance to educator networks; and

(C) Entering into grant agreements or contracts for the distribution of funds to educator networks.

(7)(a) The Chief Education Office, the State Board of Education and the Teacher Standards and Practices Commission may adopt any rules necessary at the request of the council to support the council or to perform any duties assigned to the office, board or commission under this section.

(b) The council may adopt rules pursuant to ORS chapter 183 for the purpose of section 2 of this 2017 Act.

**SECTION 21.** ORS 342.953, as amended by section 5 of this 2017 Act, is amended to read:

342.953. (1) The [*Network of Quality Teaching and Learning*] **Educator Advancement** Fund is established in the State Treasury, separate and distinct from the General Fund. Interest earned by the [*Network of Quality Teaching and Learning*] **Educator Advancement** Fund shall be credited to the [*Network of Quality Teaching and Learning*] **Educator Advancement** Fund.

(2) Moneys in the [*Network of Quality Teaching and Learning*] **Educator Advancement** Fund are continuously appropriated to the Department of Education [*for the Network of Quality Teaching and Learning established by ORS 342.950 and*] for the Educator Advancement Council created by section 1 of this 2017 Act.

(3) The Department of Education, on behalf of the State of Oregon, may solicit and accept gifts, grants or donations from public and private sources [*for the Network of Quality Teaching and Learning or*] for the Educator Advancement Council. Moneys received under this subsection shall be deposited into the [*Network of Quality Teaching and Learning*] **Educator Advancement** Fund.

**SECTION 22.** ORS 327.008 is amended to read:

327.008. (1)(a) There is established a State School Fund in the General Fund.

(b) The Department of Education, on behalf of the State of Oregon, may solicit and accept gifts, grants, donations and other moneys from public and private sources for the State School Fund. Moneys received as provided in this paragraph shall be deposited into the State School Fund.

(c) The State School Fund shall consist of moneys appropriated by the Legislative Assembly, moneys transferred from the Education Stability Fund and moneys received as provided in paragraph (b) of this subsection.

(d) The State School Fund is continuously appropriated to the Department of Education for the purposes of ORS 327.006 to 327.077, 327.095, 327.099, 327.101, 327.125, 327.137, 327.348, 336.575, 336.580, 336.635, 343.243, 343.533, 343.941 and 343.961 and sections 1 to 3, chapter 735, Oregon Laws 2013.

(2) There shall be apportioned from the State School Fund to each school district a State School Fund grant, consisting of the positive amount equal to a general purpose grant and a facility grant and a transportation grant and a high cost disabilities grant minus local revenue, computed as provided in ORS 327.011 and 327.013.

(3) For the first school year after a public charter school ceases to operate because of dissolution or closure or because of termination or nonrenewal of a charter, there shall be apportioned from the State School Fund to each school district that had sponsored a public charter school that ceased to operate an amount equal to the school district's general purpose grant per extended ADMw multiplied by five percent of the ADM of the public charter school for the previous school year.

(4) There shall be apportioned from the State School Fund to each education service district a State School Fund grant as calculated under ORS 327.019.

(5) All figures used in the determination of the distribution of the State School Fund shall be estimates for the same year as the distribution occurs, unless otherwise specified.

(6) Numbers of students in average daily membership used in the distribution formula shall be the numbers as of June of the year of distribution.

(7) A school district may not use the portion of the State School Fund grant that is attributable to the facility grant for capital construction costs.

(8) The total amount of the State School Fund that is distributed as facility grants may not exceed \$9 million in any biennium. If the total amount to be distributed as facility grants exceeds this limitation, the Department of Education shall prorate the amount of funds available for facility grants among those school districts that qualified for a facility grant. If the total amount to be distributed as facility grants does not exceed this limitation, any remaining amounts shall be expended for expenses incurred by the Office of School Facilities as provided in ORS 326.125 (1).

(9) Each biennium, the Department of Education may expend from the State School Fund no more than \$6 million for expenses incurred by the Office of School Facilities under ORS 326.125 (2) to (6).

(10) Each fiscal year, the Department of Education shall transfer to the Pediatric Nursing Facility Account established in ORS 327.022 the amount necessary to pay the costs of educational services provided to students admitted to pediatric nursing facilities as provided in ORS 343.941.

(11) Each fiscal year, the Department of Education shall transfer the amount of \$35 million from the State School Fund to the High Cost Disabilities Account established in ORS 327.348.

(12)(a) Each biennium, the Department of Education shall transfer [~~\$33~~] **\$39.5** million from the State School Fund to the [*Network of Quality Teaching and Learning*] **Educator Advancement Fund** established under ORS 342.953.

(b) For the purpose of making the transfer under this subsection:

(A) The total amount available for all distributions from the State School Fund shall be reduced by [~~\$5~~] **\$6** million;

(B) The amount distributed to school districts from the State School Fund under this section and ORS 327.013 shall be reduced by [~~\$14~~] **\$16.75** million; and

(C) The amount distributed to education service districts from the State School Fund under this section and ORS 327.019 shall be reduced by [~~\$14~~] **\$16.75** million.

(c) For each biennium, the amounts identified in [*paragraph (b)(B) and (C) of*] this subsection shall be adjusted by the same percentage by which the [*amount appropriated to the State School Fund for that biennium is increased or decreased compared with the preceding biennium, as determined by the Department of Education after consultation with the Legislative Fiscal Officer*] **instructions furnished to state agencies by the Governor under ORS 291.204 direct the state agencies to adjust their agency budget requests for special payments under ORS 291.216 (6)(a)(C).**

(13) Each biennium, the Department of Education shall transfer \$12.5 million from the State School Fund to the Statewide English Language Learner Program Account established under ORS 327.344.

(14) Each fiscal year, the Department of Education may expend up to \$550,000 from the State School Fund for the contract described in ORS 329.488. The amount distributed to education service districts from the State School Fund under this section and ORS 327.019 shall be reduced by the amount expended by the department under this subsection.

(15) Each biennium, the Department of Education may expend up to \$350,000 from the State School Fund to provide administration of and support for the development of talented and gifted education under ORS 343.404.

(16) Each biennium, the Department of Education may expend up to \$150,000 from the State School Fund for the administration of a program to increase the number of speech-language pathologists and speech-language pathology assistants under ORS 348.394 to 348.406.

(17) Each fiscal year, the Department of Education shall transfer the amount of \$2.5 million from the State School Fund to the Small School District Supplement Fund established in section 3, chapter 735, Oregon Laws 2013.

**SECTION 23.** ORS 327.008, as amended by section 7, chapter 735, Oregon Laws 2013, section 7, chapter 81, Oregon Laws 2014, section 2, chapter 68, Oregon Laws 2015, section 38, chapter 245, Oregon Laws 2015, section 2, chapter 555, Oregon Laws 2015, section 11, chapter 604, Oregon Laws 2015, section 2, chapter 644, Oregon Laws 2015, and section 8, chapter 783, Oregon Laws 2015, is amended to read:

327.008. (1)(a) There is established a State School Fund in the General Fund.

(b) The Department of Education, on behalf of the State of Oregon, may solicit and accept gifts, grants, donations and other moneys from public and private sources for the State School Fund. Moneys received as provided in this paragraph shall be deposited into the State School Fund.

(c) The State School Fund shall consist of moneys appropriated by the Legislative Assembly, moneys transferred from the Education Stability Fund and moneys received as provided in paragraph (b) of this subsection.

(d) The State School Fund is continuously appropriated to the Department of Education for the purposes of ORS 327.006 to 327.077, 327.095, 327.099, 327.101, 327.125, 327.137, 327.348, 336.575, 336.580, 336.635, 343.243, 343.533, 343.941 and 343.961.

(2) There shall be apportioned from the State School Fund to each school district a State School Fund grant, consisting of the positive amount equal to a general purpose grant and a facility grant and a transportation grant and a high cost disabilities grant minus local revenue, computed as provided in ORS 327.011 and 327.013.

(3) For the first school year after a public charter school ceases to operate because of dissolution or closure or because of termination or nonrenewal of a charter, there shall be apportioned from the State School Fund to each school district that had sponsored a public charter school that ceased to operate an amount equal to the school district's general purpose grant per extended ADMw multiplied by five percent of the ADM of the public charter school for the previous school year.

(4) There shall be apportioned from the State School Fund to each education service district a State School Fund grant as calculated under ORS 327.019.

(5) All figures used in the determination of the distribution of the State School Fund shall be estimates for the same year as the distribution occurs, unless otherwise specified.

(6) Numbers of students in average daily membership used in the distribution formula shall be the numbers as of June of the year of distribution.

(7) A school district may not use the portion of the State School Fund grant that is attributable to the facility grant for capital construction costs.

(8) The total amount of the State School Fund that is distributed as facility grants may not exceed \$9 million in any biennium. If the total amount to be distributed as facility grants exceeds this limitation, the Department of Education shall prorate the amount of funds available for facility grants among those school districts that qualified for a facility grant. If the total amount to be distributed as facility grants does not exceed this limitation, any remaining amounts shall be expended for expenses incurred by the Office of School Facilities as provided in ORS 326.125 (1).

(9) Each biennium, the Department of Education may expend from the State School Fund no more than \$6 million for expenses incurred by the Office of School Facilities under ORS 326.125 (2) to (6).

(10) Each fiscal year, the Department of Education shall transfer to the Pediatric Nursing Facility Account established in ORS 327.022 the amount necessary to pay the costs of educational services provided to students admitted to pediatric nursing facilities as provided in ORS 343.941.

(11) Each fiscal year, the Department of Education shall transfer the amount of \$35 million from the State School Fund to the High Cost Disabilities Account established in ORS 327.348.

(12)(a) Each biennium, the Department of Education shall transfer [~~\$33~~] **\$39.5** million from the State School Fund to the [*Network of Quality Teaching and Learning*] **Educator Advancement** Fund established under ORS 342.953.

(b) For the purpose of making the transfer under this subsection:

(A) The total amount available for all distributions from the State School Fund shall be reduced by [~~\$5~~] **\$6** million;

(B) The amount distributed to school districts from the State School Fund under this section and ORS 327.013 shall be reduced by [~~\$14~~] **\$16.75** million; and

(C) The amount distributed to education service districts from the State School Fund under this section and ORS 327.019 shall be reduced by [~~\$14~~] **\$16.75** million.

(c) For each biennium, the amounts identified in [*paragraph (b)(B) and (C) of*] this subsection shall be adjusted by the same percentage by which the [*amount appropriated to the State School Fund for that biennium is increased or decreased compared with the preceding biennium, as determined by the Department of Education after consultation with the Legislative Fiscal Officer*] **instructions furnished to state agencies by the Governor under ORS 291.204 direct the state agencies to adjust their agency budget requests for special payments under ORS 291.216 (6)(a)(C).**

(13) Each biennium, the Department of Education shall transfer \$12.5 million from the State School Fund to the Statewide English Language Learner Program Account established under ORS 327.344.

(14) Each fiscal year, the Department of Education may expend up to \$550,000 from the State School Fund for the contract described in ORS 329.488. The amount distributed to education service districts from the State School Fund under this section and ORS 327.019 shall be reduced by the amount expended by the department under this subsection.

(15) Each biennium, the Department of Education may expend up to \$350,000 from the State School Fund to provide administration of and support for the development of talented and gifted education under ORS 343.404.

(16) Each biennium, the Department of Education may expend up to \$150,000 from the State School Fund for the administration of a program to increase the number of speech-language pathologists and speech-language pathology assistants under ORS 348.394 to 348.406.

**SECTION 24. The amendments to ORS 327.008 and 342.953 and section 1 of this 2017 Act by sections 20 to 23 of this 2017 Act and the repeal of ORS 342.950 by section 19 of this 2017 Act become operative on June 30, 2019.**

**SECTION 24a. The amendments to ORS 327.008 (12)(c) by sections 22 and 23 of this 2017 Act shall first be used to adjust the amounts identified in ORS 327.008 (12) for the 2019-2021 biennium.**

#### **HOUSEKEEPING RELATED TO DISSOLUTION OF CHIEF EDUCATION OFFICE**

**SECTION 25.** Section 1 of this 2017 Act, as amended by section 20 of this 2017 Act, is amended to read:

**Sec. 1.** (1) As used in this section and section 2 of this 2017 Act, “educator” means a teacher, administrator or other school professional who is licensed, registered or certified by the Teacher Standards and Practices Commission.

(2)(a) The Educator Advancement Council is created, as provided by ORS 190.010 (5) and with the authority described in ORS 190.110, for the purposes of providing resources related to educator professional learning and other educator supports.

(b) The council shall function through an intergovernmental agreement, as provided by ORS 190.003 to 190.130. The intergovernmental agreement shall outline the governance framework and the administrative details necessary for the efficient and effective implementation of the duties of the council.

(3)(a) The council shall consist of members who are representatives of the members of the intergovernmental agreement creating the council, including representatives of state agencies, school districts and education service districts.

(b) In addition to the members of the council specified in paragraph (a) of this subsection, the council shall consist of members who are:

(A) Practicing educators, early learning providers and professionals and school district board members; and

(B) Representatives of educator preparation providers, education-focused nonprofit organizations, education-focused philanthropic organizations, professional education associations, community-based education organizations that represent families and students, post-secondary institutions of education and federally recognized tribes of this state.

(c) The majority of the members of the council identified under paragraphs (a) and (b) of this subsection may identify additional members of the council.

(4) The council shall:

(a) Establish a system of educator networks, as described in section 2 of this 2017 Act, by which every educator in this state has access to professional learning opportunities;

(b) Coordinate the distribution of moneys to educator networks from the Educator Advancement Fund based on the needs of the educators identified by the networks;

(c) Connect educator networks and facilitate communications within and among the networks to improve teaching and learning; and

(d) Continuously assess the needs of educators in this state and coordinate priorities based on the moneys available for distribution from the Educator Advancement Fund.

(5) The [*Chief Education Office*] **Department of Education** shall provide support to the strategic direction of the council by:

(a) Conducting and coordinating research to monitor:

(A) Teaching and learning conditions;

(B) Educator workforce supply and demand; and

(C) Common outcomes and measures anticipated to promote improvement in teaching and learning.

(b) Assisting the council in coordinating and connecting educator networks, supporting professional learning priorities, enabling access to professional learning and supports, leveraging funding sources and managing innovation funds.

(c) Recommending statutory and agency rule changes needed to support the purposes of the council.

(d) Supporting programs that help to achieve the purposes of the Educators Equity Act.

(e) Supporting a statewide plan for increasing:

(A) The supply of culturally diverse teacher candidates; and

(B) The successful recruitment of effective educators to work in high-need schools and in practice areas with a shortage of educators.

(f) Identifying high-leverage educator practices to be developed by educators throughout their careers.

(g) Providing accountability of the council by ensuring that the council:

(A) Gives preference, when making recommendations about funding distributions, to entities that have demonstrated success in improving student indicators.

(B) Considers the delivery of services for the benefit of all regions of this state when establishing the system of educator networks.

(C) Works toward improving student progress indicators identified by the [*Chief Education Office*] **Department of Education** or set forth in ORS 350.014.

(D) Includes and connects education providers and leaders from prekindergarten through post-secondary education.

(h) Providing staff support for the administrative functions of the council.

[(6) *The Department of Education shall provide support to the council by:*]

[(a)] (i) Developing a system that allows for the statewide dissemination of emerging practices and evidence-based models.

[(b)] (j) Providing technical assistance to the council, including online systems for sharing professional learning resources and supporting educator networks.

[(c)] (k) Administering the distribution of grant and contract funds for programs described in this section.

[(d)] (L) Providing administrative support to the educator networks, including:

(A) Making recommendations to [*the Chief Education Office and*] the council about the selection of the sponsors of educator networks;

(B) Providing technical assistance to educator networks; and

(C) Entering into grant agreements or contracts for the distribution of funds to educator networks.

[(7)(a)] (6)(a) [*The Chief Education Office,*] The State Board of Education and the Teacher Standards and Practices Commission may adopt any rules necessary at the request of the council to support the council or to perform any duties assigned to the [*office,*] board or commission under this section.

(b) The council may adopt rules pursuant to ORS chapter 183 for the purpose of section 2 of this 2017 Act.

**SECTION 26.** Section 9 of this 2017 Act is amended to read:

**Sec. 9.** (1) In addition to any other form of student financial aid authorized by law, the Higher Education Coordinating Commission may award scholarships to culturally and linguistically diverse teacher candidates to use at approved educator preparation providers, as defined in ORS 342.120, for the purpose of advancing the goal described in ORS 342.437.

(2) Scholarships awarded under this section shall be in amounts of \$5,000 each academic year, for a maximum of two academic years.

(3) The commission shall adopt rules necessary for the implementation and administration of this section in consultation with the Educator Advancement Council and the [*Chief Education Office*]  
**Department of Education.**

**SECTION 27.** Section 72, chapter 774, Oregon Laws 2015, as amended by section 14, chapter 682, Oregon Laws 2015, and section 20, chapter 763, Oregon Laws 2015, is amended to read:

**Sec. 72.** (1)(a) Section 1, chapter 519, Oregon Laws 2011, as amended by section 8, chapter 519, Oregon Laws 2011, sections 20 and 21, chapter 36, Oregon Laws 2012, and section 1, chapter 774, Oregon Laws 2015, is repealed on June 30, 2019.

(b) Section 2, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 36, Oregon Laws 2012, section 29, chapter 747, Oregon Laws 2013, and section 4, chapter 774, Oregon Laws 2015, is repealed on June 30, 2019.

(c) Section 3, chapter 519, Oregon Laws 2011, as amended by section 5, chapter 774, Oregon Laws 2015, is repealed on June 30, 2019.

(2) The amendments to ORS 326.021 by section 42, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(3) The amendments to ORS 326.300 by section 43, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(4) The amendments to ORS 326.425 by section 44, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(5) The amendments to ORS 326.430 by section 45, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(6) The amendments to ORS 326.500 by section 46, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(7) The amendments to ORS 327.380 by section 8, chapter 739, Oregon Laws 2013, become operative on June 30, 2019.

(8) The amendments to ORS 327.800 by section 67a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(9) The amendments to ORS 327.810 by section 68a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(10) The amendments to ORS 327.815 by section 69a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(11) The amendments to ORS 327.820 by section 70a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(12) The amendments to ORS 342.208 by section 53, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(13) The amendments to ORS 342.350 by section 54, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(14) The amendments to ORS 342.410 by section 55, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(15) The amendments to ORS 342.443 by section 56, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

**(16) The amendments to ORS 342.448 by section 76a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.**

*[(16) The amendments to ORS 342.950 by section 57, chapter 774, Oregon Laws 2015, and section 8c, chapter 790, Oregon Laws 2015, become operative on June 30, 2019.]*

**(17) The amendments to ORS 344.059 and 344.141 by sections 13 and 14, chapter 763, Oregon Laws 2015, become operative on June 30, 2019.**

*[(17) The amendments to ORS 351.077 by section 75a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.]*

*[(18) The amendments to ORS 351.203 by section 58, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.]*

*[(19)]* **(18)** The amendments to ORS [351.725] **350.065** by section 60, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

*[(20)]* **(19)** The amendments to ORS [351.735] **350.075** by section 61, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

**(20) The amendments to ORS 350.100 by section 75a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.**

**(21) The amendments to ORS 352.018 by section 58, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.**

*[(21)]* **(22)** The amendments to ORS 417.796 by section 62, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

*[(22)]* **(23)** The amendments to ORS 417.847 by section 63, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

*[(23)]* **(24)** The amendments to ORS 417.852 by section 64, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

*[(24)]* **(25)** The amendments to ORS 660.324 by section 65, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

*[(25) The amendments to section 11, chapter 188, Oregon Laws 2015, by section 76a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.]*

**(26) The amendments to section 1 of this 2017 Act by section 25 of this 2017 Act become operative on June 30, 2019.**

**(27) The amendments to section 9 of this 2017 Act by section 26 of this 2017 Act become operative on June 30, 2019.**

*[(26)]* **(28)** Section 8, chapter 85, Oregon Laws 2014, becomes operative on June 30, 2019.

[*(27) The amendments to sections 11 and 12 of this 2015 Act by sections 13 and 14 of this 2015 Act become operative on June 30, 2019.*]

**CAPTIONS**

**SECTION 28.** The unit captions used in this 2017 Act are provided only for the convenience of the reader and do not become part of the statutory law of this state or express any legislative intent in the enactment of this 2017 Act.

**EMERGENCY CLAUSE**

**SECTION 29.** This 2017 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2017 Act takes effect July 1, 2017.

**Passed by Senate July 4, 2017**

.....  
Lori L. Brocker, Secretary of Senate

.....  
Peter Courtney, President of Senate

**Passed by House July 7, 2017**

.....  
Tina Kotek, Speaker of House

**Received by Governor:**

.....M,....., 2017

**Approved:**

.....M,....., 2017

.....  
Kate Brown, Governor

**Filed in Office of Secretary of State:**

.....M,....., 2017

.....  
Dennis Richardson, Secretary of State