OREGON EDUCATION INVESTMENT BOARD
Best Practices and Student Transitions Subcommittee

Thursday, October 31, 2013
8:00 AM – 10:00 AM

Meeting Notes

Members in attendance: Yvonne Curtis, Mark Mulvihill, David Rives, Kim Williams (phone)
Members not in attendance: Lynne Saxton, Kay Toran
Guests Presenters: Mark Ankeny, Pooja Bhatt, Sue Hildick, Randy Hitz

1.0 Welcome & Roll Call
Chair Curtis convened the meeting, welcomed everyone, called roll and shared her enthusiasm for this committee's work this year. She introduced a Processing Sheet and asked subcommittee members to use this to frame pre-thinking about each topic and to capture questions, request additional information, and draft thinking about best practices and recommendations that should be shared with the OEIB.

2.0 Approval of the Agenda and Notes
Mark made a motion to approve the agenda, David seconded the motion and the agenda was approved as presented. It was noted that the notes provided by Hilda are to provide a quick reference for members and will be archived on the Subcommittee website. Hilda will provide these in the notebook at future meetings.

3.0 Follow up from October 8th meeting
3.1 Regional Achievement Collaborative transition points are still in draft format but were provided as a reference document.

3.2 Roles and Relationships of OEIB Subcommittees were outlined in a visual that is now in the notebooks.

3.3 EL Student Data Brian Reeder from ODE provided a draft report on the status of 5,391 EL students tracked since 2004-05 when they were 5th graders. Follow up questions for Brian include:

a. Why does the 85% 4 year high school completion rate differ so dramatically from average graduation rate (67%)?
b. How are 5th year graduation data reflected in this report?
c. Can the data be disaggregated by the years students were served in LEP?
d. Can the data be disaggregated by the levels of LEP service received?

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Yvonne noted that at the December meeting, members would learn more about how EL students' needs are being served in postsecondary education with examples from Oregon and the nation.

4.0 Finalizing Year's Scope of Work

Chair Curtis proposed two additions to the Subcommittee's foci: adding EL state strategic plan to the first bullet and an item related to work underway this year to develop a state strategic plan to transform learning through digital conversion. The changes were moved by David and seconded by Mark and approved by the subcommittee.

A monthly scope of work was discussed and will be reviewed and modified as the year progresses. Chair Curtis will share both documents at the OEIB's November meeting.

5.0 Issues and barriers impacting rural student access and achievement of 40/40/20

Doris shared that Oregon is part of a five state study led by Dennis Shirley and Andy Hargreaves in conjunction with EdNorthwest outlined in materials provided to the subcommittee. Three districts were selected and visited recently as part of the initial phase of the work: Elgin, Ion, and Union which all have fewer than 500 students. The subcommittee would like to hear from these districts later in the spring. Vickie Nishioka from EdNorthwest will also be joining the meeting in December to address questions and provide an update.

Hilda reported on planned investments from the Network for Quality Teaching and Learning that are designated to support rural districts including grant-writing assistance, eMentoring from New Teacher Center and additional funding to support small districts' implementation of Common Core and Educator Effectiveness models. Chalkboard is also working with 18 small districts this year to better understand how implementation of the District Collaboration Projects work best in small communities.

Subcommittee members were asked to consider what specific topics related to rural communities they would like to learn more about in preparation for further discussion about examples in which practices in place result in unintended consequences as well as potential areas for further recommendations for policy changes or investments.

Mark suggested that as ODE roll out the Strategic Investment funds, staff need to document existing aligned initiatives, many of which are well underway. Professional development events aligned with the foci of the Strategic Investments need to be noted on the ODE website.

Yvonne noted that it may not always be necessary to always require a lengthy RFP that takes valuable time away from services to students. In some cases, a one-page application could document how a district would use the funds and name the Best Practice models.

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Doris suggested that a Depository of Best Practices be developed.

6.0 Teacher Preparation Audit Follow Up

6.1 Strategic investments from HB 3233 and HB 3232 and Audit

A document showing alignment between investments and audit were outlined in a document provided by Hilda.

6.2 Private and Public University Responses to Audit

Dean Mark Ankeny from Pacific University and Dean Randy Hitz from PSU jointly presented updates on collaborative venture underway whereby both private and public universities are addressing aspects of the Audit (See slides). These projects include the Portland Metro Partnership focused on placement issues, a new statewide follow up survey and statewide employer satisfaction survey, both of which will be funded by programs and implemented this year. There is work underway to develop a common Oregon Teacher Candidate Assessment with the intention of requesting Network funding to seed the development of a system to ensure ongoing fidelity. Questions were raised about the timeline for this work and if it needed to wait until TSPC meeting in February. Vickie Chamberlain said it did not need to wait until that time. LISTEN TO THIS AGAIN.

Dean Hitz noted that only 65% – 70% of the nation's educator preparation programs and even a lower percentage in Oregon are nationally accredited. He noted that recommendations from the new Council for Accreditation of Educator Preparation (CAEP) will impact data required of institutions seeking national accreditation, including linking of student learning to educator preparation programs. He clarified that test scores would be one of several measures. Chair Curtis invited him to come back and share the recommendations once they are finalized.

6.3 TeachOregon Project

Sue Hildick shared a brief overview of the five projects that are part of TeachOregon. The partnerships will impact 65% of the anticipated teacher candidates prepared annually and focus on four areas of work: Recruitment and admission, Clinical practice, Interviewing and hiring, and Induction and Mentoring. Mary Cadez is coordinating this work and Chalkboard would like the chance to come back later in the year and share what they are learning from the projects. See slides.

7.0 Discussion

Pooja Bhatt is working with the Chalkboard Distinguished educator Council and shared that this year's efforts are focused on improving selection, training, and incentives for cooperating teachers. They are examining national practices and will be making recommendations for Oregon.

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When asked about teachers' reluctance to take a student teacher, Mark Anthony shared that Collaborative Teaching models are being used more now and relieving some of the concerns that teachers have when they feel they have to give up their classrooms to a student teachers. He invited subcommittee members to attend the next Portland Metro Partnership model to learn more about this.

8.0 Public Testimony
There was no public testimony offered at the meeting.

9.0 Review of Tasks and Details on Next meeting
Yvonne will work with Hilda on preparing a report for OEIB's November meeting.
Doris suggested that she and Hilda coordinate joint time for the Equity and Partnerships Subcommittee and the Best Practices and Student Transitions Subcommittee at the December meeting as both groups will be hearing more from Jada Rupley about the Early Learning Hubs and Kindergarten Readiness initiative.

The meeting was adjourned at 9:58 AM.

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