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OREGON EDUCATION INVESTMENT BOARD

Best Practices and Student Transition Subcommittee

SUBCOMMITTEE MEMBERS: Yvonne Curtis (Chair), Mark Mulvihill, David Rives,
Lynne Saxton, Kay Toran, and Kim Williams

Tuesday, July 8, 2014

9:00 AM – 10:00 AM

This meeting will be held via conference call:

Phone In Information: 888-204-5984

Participant Code: 992939

*(There will be a physical location for anyone wanting to listen:
Small conference room, 775 Court Street, NE, Salem, OR 97301)*

*Members of the public wanting to give public testimony must sign in.
There will only be one speaker from each group.
Each individual speaker or group spokesperson will have 3 minutes.*

AGENDA

- 1.0 Welcome and Roll Call**
- 2.0 Approval of the Minutes from May 13, 2014**
- 3.0 Approval of Minutes from May 10, 2014**
- 4.0 Best Practices and Student Transitions Recommendations**
 - 4.1 Action Item Identify and approve top 2-3 Strategic Investments to forward to July 24th Outcomes & Investments Meeting
 - 4.2 Action Item Confirm recommendations for action steps or rule changes for the August 12th OEIB Board Retreat
- 5.0 Public Testimony**
- 6.0 Adjournment**

All meetings of the Oregon Education Investment Board are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted [online](#). A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at Seth.Allen@das.state.or.us. Requests for accommodation should be made at least 48 hours in advance.

	A	B	C	D	E
1	KEY	K -12 Student Transitions	Student Transitions 11 - 14	Educator Quality	Transforming Learning through Digital Conversion
2	Strategic Investment	In support of the state’s goal to increase third grade reading proficiency, we recommend the Oregon Department of Education (ODE) contract with a provider to develop appropriate Spanish benchmarking and progress and monitoring tools for students for Spanish Dual language programs in order to enable schools to participate in the RTI process		Goal 7 of the Oregon English Learners (EL) Strategic Plan calls for the inclusion of EL basic knowledge strategies into the curriculum for all future educators. This will require a strategic investment to support institutional work to identify priority courses, assess professional development needs of EPP faculty who do not already have EL qualifications, and develop professional development offerings that are accessible statewide (see UCF model using cases, videos, and TeachLive Avatar training), sustainability efforts, and evaluation of the process.	Given that school districts vary significantly in their ability to provide digital devices and content to K-12 students, we recommend that legislators explore the use of future kicker dollars to help fund digital devices for students’ use using a distribution mechanism established by ODE based on readiness and need.
3	Strategic Investment	Based on critical Oregon data showing impact on high school graduation rates, we recommend that the ODE Education Equity Unit identify practices in districts (conditions, instruction, and programs) that are resulting in EL students making sufficient progress in language proficiency by 8th grade and existing the EL program before high school. A strategic investment is recommended to fund additional replication sites in districts that have the lowest graduation rates and high populations of EL learners.		Given the need for a culturally and linguistically high quality educator workforce in Oregon, we support continued funding for the Minority Educator Pipeline and Recruitment strategic investment with a designated amount for rural recruitment and retention projects that use identified best practices.	

OEIB Best Practices and Student Transitions Subcommittee 2013-14 DRAFT Recommendations (June 10,2014)

	A	B	C	D	E
4	Policy Change			Given current efforts of TeachOregon and Oregon’s participation in the Council for the Accreditation of Educator Preparation, we recommend that TSPC identify best practices in clinical experiences (e.g. co-teaching, partner sites, selecting, preparing and compensating cooperating teachers) and embed these in program approval standards.	Given that access to high-speed broadband is a vital component of K-12 school infrastructure, we encourage Oregon state legislators to support congressional revisions to E Rates that further support its use for broadband connectivity to support more access statewide for schools.
5	Policy Change		Given the complex array of barriers that students need to surmount to be successful in postsecondary education and the research-based evidence on impact of specific interventions offered by colleges and universities that help student succeed, we recommend that the OEIB consider how participation and completion rates in remedial education as well as persistence rates for students enrolled in postsecondary education can be incorporated into future metrics monitored by college and university Achievement Compacts.	Given the need to provide clear information to potential candidates and the public on Oregon’s educator preparation programs, we recommend that TSPC revise annual report requirements for Educator Preparation Programs to include annual documentation of common institutional profiles of programs that can be part of Oregon’s statewide educator recruitment website.	
6	Call Out	We are supportive of investments in the K-3 Literacy Initiative that includes Full Day Kindergarten being recommended by the Oregon Department of Education for the 2014-17 for biennium. In addition to evidence-based literacy practices, we believe this will help insure that all students in Oregon access to FD Kindergarten in 2015 and that schools leverage school calendar for needed PD for Kindergarten teachers and address funding needs for personnel and resources	Given the increased rates of Oregon high school graduates’ participation in Postsecondary Remediation classes at the community college level and the predictive factors that impact success and completion in postsecondary education, we support CCWD’s implementation of the Developmental Education Work Group’s recommendation	Given the state’s commitment to a seamless career pathway for educators, we support TSPC’s efforts to align evaluation tools used in educator preparation programs with the state framework for educator effectiveness	Given the need to “power up” Oregon schools to help transform educational offerings and personalize learning, we support ODE’s intention to add additional dedicated staff (up to 2.0 FTE) to specifically develop and implement a strategic plan that address barriers identified in the Power UP Report developed by the Confederation of Oregon School Administrators.

	A	B	C	D	E
7	Call Out	Given the growing number of dual language programs serving ELL students, we support and emphasize ODE's continuing efforts to provide a Spanish summative reading assessment for grades 3, 4, 5 that aligns with SBAC.			Given the need to "power up" Oregon schools to help transform educational offerings and personalize learning, we support efforts at ODE to prioritize and provide high quality digital curriculum and digital assessments in lieu of the previous textbook adoption cycle.
8	Call Out	We encourage ODE's consideration of a bi-literacy seal on the diploma which views students' second language as an asset.			
9	Task	To ODE: Direct the Educational Equity Unit should analyze available data on ELLs reaching language proficiency, identify practices that result in more EL students exiting, share these practices with districts, and provide leadership/technical assistance to districts to support expansion and replication in other districts where students are not exiting in a timeframe supported by research.	To ODE: Establish a statewide taskforce to revamp and make recommendations that maximize use of the required Individual Profile and Career Plan in grades 7 – 12 to support students progress towards College and Career readiness and ensure that all students in Oregon high schools have access to tools such as Career Information System (CIS) and Naviance to support postsecondary planning.	To TSPC: Form a taskforce involving TSPC commissioners, Educator Preparation Programs, Business and Industry, ODE staff, and OEIB staff to identify program content and experiences that could enhance future secondary level teachers' ability to support postsecondary and career success for students	To ODE: Lead the creation of an Oregon framework and criteria to help schools "Power Up". This should start with a communications plan that articulates the "changing nature of school in a digital age" and communicates the state's plan for supporting this effort with clear goals and action steps.
10	Task	To ODE: Direct the Educational Equity Unit to move forward with further development of Spanish based EasyCBM assessments as it already part of the Kindergarten Readiness Assessment and measures already exist for K, 1, 2.	To HECC, ODE, and State Board of Education: Encourage future use of SBAC results in lieu of placement tests for students articulating directly to postsecondary education and address policy issues.	To TSPC: Work with Chalkboard and EPPs to develop a statewide plan to improve the recruitment, preparation, and selection and evaluation of Cooperating Teacher, including incentives.	
11	Task		To ODE: Develop a statewide plan for fully maximizing the senior year that includes access to writing and math classes that support college readiness and a course that emphasizes college going skills known to be critical for success, particularly for first generation college students.	To ODE and TSPC: Coordinate ways in which the Network for Quality and Teaching and Learning Portal can provide easily accessible examples of quality teaching videos to enhance practice for use at both preservice and inservice levels.	

OEIB Best Practices and Student Transitions Subcommittee 2013-14 DRAFT Recommendations (June 10,2014)

	A	B	C	D	E
12	Task		To HECC: Direct the Student Success Committee to examine research on the impact of “summer drift” on student articulation to postsecondary education and share recommended best practices with the Best Practices Student Transitions Subcommittee.		
13	Task		To HECC: Direct the Financial Aid Work Group to identify solutions to the barriers faced by students, who due to lack of citizenship are not eligible for PELL grants or work study opportunities.		
14	Task		To HECC: Direct the Students Success and Institutional Collaboration Subcommittee to address barriers for districts who fall short of eligibility for Bridge program funding but who still need to provide supports for students to ensure their successful transition to postsecondary education.		

**OREGON EDUCATION INVESTMENT BOARD
Best Practices and Student Transitions Subcommittee**

Tuesday, June 12, 2014 10:0 AM – 12:30 PM

Meeting Notes

1.0 Welcome & Roll Call

Members in attendance: Yvonne Curtis (phone), Lynne Saxton, Mark Mulvihill

2.0 Review and approval of the agenda

As there was no quorum, the agenda was not formally approved.

3.0 Approval of the May 13th meeting notes

As there was no quorum, the May meeting notes were not formally approved. **Hilda requested that any suggested edits be sent to her prior to the next meeting.**

4.0 Two minute updates

4.1 Lynne Saxton reported on actions by the Early Learning Council.

5.0 Developmental Education Work Group Recommendations

Elizabeth Cox Brand reported on the progress made this year by the Developmental Education Redesign Work Group. Their final recommendations will be out July 1, 2014. Their work does not assume one approach will work for all but the recommendations fall into four broad categories:

- Assessment and Placement
- Reading and Writing
- Mathematics
- Student Support Services

Mark commended the group for efforts to eliminate pre-requisites that serve as barriers to first generation students pursuing college coursework.

Lynne asked for clarification on how the changes being discussed for MTH 95 would impact students pursuing traditional liberal arts degrees as she is concerned about the need for higher math in many degrees.

Elizabeth shared that JBAC is conducting another study involving consumers as to the type and levels of math needed.

These recommendations will not be mandatory but will be signed by college presidents who wish to endorse the work.

Mark inquired as to what is being done to prevent Summer Melt and helping students understand that the word “commencement” means begin.

Yvonne was stunned that only 10% of the community college enrollments are students who matriculated directly from high school. She wanted to know what we know about individual high school data?

CCWD is piloting an improved process for community colleges and partner districts to upload course data to CCWD. Currently the data is not accessible.

6.0 Draft of Educational Assistant Career Pathway Report

Jennell Ives from ODE reviewed the key points of a draft report required by HB 3254 requiring a report on career pathways for Educational Assistants be submitted in July to legislators. The report recommends expanding programs like the Portland Bilingual Teacher Pathways Program, incorporating Credit for Prior Learning when possible, and competency models like that offered by Western Governor’s University.

Nancy Golden noted that pathways for Educational Assistants (EA) to become teachers is an incredible way to change the demographics of our educator workforce. EAs have a lot to teach us all about how to help our schools become a place that is welcoming to all students.

7.0 Draft Best Practices and Student Transitions Recommendations

A list of potential strategic investments, policies, and actions were reviewed. With no quorum, the group was unable to make decisions about top priorities. Hilda will reorganize the list by areas on the Subcommittee’s Scope of Action for this year and send it back out in the next week. A phone conference meeting will be required to finalize Subcommittee members recommendations.

8.0 Public Testimony

Dr. Espie De La Vega from Portland State University testified regarding testing requirements that create barriers for Educational Assistants to enter educator preparation programs.

9.0 Review of Tasks

- Hilda will schedule a phone conference for the Subcommittee in the next 2 week to review, suggest edits and prioritize Strategic Investments. DATE IS SET FOR JULY 9th 9 – 10 AM. Yvonne and Hilda will finalize the presentations to the Outcomes and Investments Subcommittee meeting on July 24th and to the OEIB Board at the August 12th Retreat. Phone In Information: 888 204-5984 Participant Code: 99239

10.0 Meeting was adjourned at 12:22 PM.

OREGON EDUCATION INVESTMENT BOARD
Best Practices and Student Transitions Subcommittee

Tuesday, May 13, 2014
10:00 AM – 12:30 PM

Meeting Notes

1.0 Welcome & Roll Call

Members in attendance: Yvonne Curtis, Lynne Saxton, David Rives, Kay Toran, Kim Williams, Mark Mulvihill

2.0 Review and approval of the agenda

David Rives made a motion to approve the agenda, Mark Mulvihill seconded the motion and the agenda was approved.

3.0 Approval of the March 11th meeting notes

Mark Mulvihill made a motion to approve the notes, Kim Williams seconded the motion and the notes were approved as presented. One edit was made to the minutes referencing the Spanish test, Aprenda.

4.0 Two minute updates

4.1 Lynne Saxton reported on actions by the Early Learning Council.

4.2 David Rives report on work underway at the Higher Education Coordinating Commission.

5.0 COSA and Superintendent Report on Transforming Learning through Digital Conversion

Superintendent Boyd Keyser, (North Marion School District), Superintendent Rob Hess (Lebanon School District), and Executive Director Craig Hawkins (COSA) presented a list of barriers and potential solutions outlined in a report called Power Up: Transforming Learning in Oregon Schools developed by an Oregon Association of School Executives work group.

Mark Mulvihill commented that the move towards digital learning resources should help save costs currently spent on textbooks. Craig Hawkins shared work underway at COSA in partnership with Apple Computers and iTunes University to provide free curriculum for middle and high school teachers in Math, Science, English, and Social Studies.

Superintendent Keyser pointed to the need for a playbook for administrators. There is a need for continuing PD in this area for both teachers and administrators. Chair Curtis noted that this work needs to focus on the students and transforming their learning experiences.

Superintendent Hess noted that economic inequities between districts translate to winners and losers in technology adoption, particularly when some districts

have funding to support students taking digital learning devices home to extend learning time. He noted that the #1 barrier is around inconsistent statewide connectivity and broadband services needs to the starting point but there is a need for leadership around best digital materials which requires additional staffing at ODE.

Carla Wade from ODE shared current activities of the Ed Tech Cadre that in some cases then extends to the local area. She shared the Education Portal can help provide access to information like mobile learning with lesson plans and teacher blogging. Currently there are over 1300 active users. There is .5 of dedicated FTE for this work at ODE.

6.0 School Leadership in Oregon-Initial Findings and Recommendations from the Chalkboard Distinguished Leaders Council

Superintendent Krista Parent (South Lane) and Dan Jamieson shared initial report from the Chalkboard Distinguished Leaders Council. The presentation focused on six recommendations what is needed to strengthen and support school leaders in Oregon. Their work is still in development stage and will need to involve other partners. Chair Curtis invited them to keep the Subcommittee informed and will invite other collaborators to share insights during the Fall meetings.

7.0 Review of April 8th Work Group Recommendations

Members worked for the remainder of the meeting reviewing draft recommendations that have emerged from the Subcommittee's meetings this year.

8.0 Public Testimony

None this month.

9.0 Review of Tasks

Chair Curtis and Hilda Rosselli will work on draft recommendations. Given the timeline for a report/presentation on other recommended tasks, best practices, and policy changes to the OEIB board at the June board meeting, Chair Curtis may call a conference call of the Subcommittee prior to the June meeting.

NOTE: This was clarified with Chief of Staff Whitney Grubbs and the presentation is now scheduled for the August retreat.

She and Hilda will also start drafting the presentation on Strategic Investments to the Outcomes and Investments Subcommittee which meets in July.

Next Meeting

June 10th, 10:30 to 12:30

LOCATION: **Oregon State Capitol, Hearing Room F**

Topics to include:

- Completion of recommendations to OEIB discussion
- Developmental Education Workgroup meeting

Meeting was adjourned at 12:28 PM.