



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, June 10, 2014

10:00 AM – 12:30 PM

Oregon State Capitol, Hearing Room F

900 Court St NE, Salem, OR 97301

Live streamed [HERE](#)

(Click Hearing Room F)

Phone In Information: 888-204-5984

Participant Code: 992939

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

JOHN KITZHABER
Governor of Oregon
OEIB Chair

JULIA BRIM-
EDWARDS

YVONNE CURTIS

MATTHEW DONEGAN

SAMUEL HENRY

NICHOLE JUNE
MAHER

MARK MULVIHILL

DAVID RIVES

RON SAXTON

MARY SPILDE
Chair-Designee

KAY TORAN

JOHANNA
VAANDERING

DICK WITHNELL

Chief Education Officer
NANCY GOLDEN

- 1.0 Welcome and Roll Call**
- 2.0 Approval of the Agenda**
- 3.0 Approval of the Minutes from May 13, 2014**
- 4.0 Two minute updates**
 - 4.2 Early Learning Council – Lynne Saxton, Kim William
 - 4.3 Higher Education Coordinating Commission – David Rives
- 5.0 Developmental Education Work Group Recommendations**

Elizabeth Cox-Brand, Communications and Research Director
- 6.0 Draft of Instructional Assistant Career Pathway Report**

Hilda Rosselli, OEIB College and Career Readiness Director
Jennell Ives, ODE Education Specialist, Health Science and Student Support Services
- 7.0 Draft Best Practices and Student Transitions Recommendations**
 - 7.1 Action Item Identify top 2-3 Strategic Investments to forward to July 24th Outcomes & Investments Meeting – Hilda
 - 7.2 Action Item Confirm recommendations for action steps or rule changes for the August 12th OEIB Board Retreat

8.0 Public Testimony

9.0 Review of Tasks and Details on Next Meeting

- Reminder of July 24th presentation to Outcomes and Investments
Subcommittee members are welcome to attend by phone or in person
- DRAFT DOCUMENTS TO GO OUT BY EMAIL IN JULY FOR REVIEW.
- PHONE MEETING IN JULY

10.0 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.

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.

**OEIB Best Practices and Student Transitions Subcommittee
Draft Recommendations**

June 10, 2014

DIRECTIONS FOR REVIEWING PROPOSED STRATEGIC INVESTMENTS:

1. Review the draft proposed Strategic Investments using the key criteria provided.
 - Potential to be transformational
 - Measurable impact on Achievement Compact metrics
 - Backed by evidence that result in improved outcomes
 - Ultimately result in repurposing and reallocating funds differently
 - Reflective of the Equity Lens priorities and values
2. Rank the draft recommended Strategic Investments in order of priority.
3. Provide Subcommittee remarks that can be included in the presentation to the Outcomes and Investments Subcommittee next month.

English Language Learners

- 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.
- 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.

Transforming Learning through Digital Conversion

- 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.

Educator Quality

- 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 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.

DIRECTIONS FOR LISTS OF POLICIES, ACTION/TASKS, CALL OUTS:

1. Do the lists reflect conversation of committee members?
2. Is there consensus that these are a high priority for inclusion on a list of recommendations?
3. What edits or additions are needed to communicate this recommendation more clearly?

RECOMMENDED POLICY CHANGES

This list includes recommended rule or policy changes at the district, state, or federal level that the Subcommittee believes are needed to support known best practices that help close the achievement gap and address student transition barriers

Educator Quality

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 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.

Student Transitions Grades 11-14

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.

Transforming Learning through Digital Conversion

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.

RECOMMENDED BEST PRACTICE CALL OUTS

This list include initiatives that members learned are underway in one or more agencies and which received strong support from the Subcommittee for continuance that are aligned with known best practices that help close the achievement gap and address student transition barriers.

Early Learning/Literacy

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.

English Language Learners

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.

We encourage ODE's consideration of a bi-literacy seal on the diploma which views students' second language as an asset.

Transforming Learning through Digital Conversion

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.

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.

Educator Quality

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.

Student Transitions Grades 11-14

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.

RECOMMENDED TASKS/ACTIONS

This list includes action steps or tasks that the Subcommittee believes are needed during 2014-15 to act upon known best practices that help close the achievement gap and address student transition barriers. The Subcommittee will incorporate status updates on these actions within the 2014-15 agendas.

English Language Learners

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: 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.

Transforming Learning through Digital Conversion

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.

Educator Quality

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 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.

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.

Student Transitions Grades 11-14

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 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 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 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.

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.

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.

DRAFT

Dear Community College Colleagues,

In November, 2013, the Oregon Department of Community Colleges and Workforce Development convened representatives from the state's 17 community colleges. These representatives, collectively known as the Oregon Developmental Education Redesign Work Group, have been meeting monthly, learning from national experts and Oregon colleagues who are implementing groundbreaking developmental education programs at their institutions. The work group's purpose is to examine developmental education practices throughout Oregon and the United States and make recommendations on the implementation of best practices that can result in greater success for students in Oregon.

In April, the work group began taking what it had learned and drafting recommendations. The group is developing these recommendations understanding that in so doing they are meeting the following objectives:

- Identifying practices that can decrease time to completion (i.e., to degree, certificate or matriculation)
- Identifying practices that can decrease student attrition from point of placement test to completion
- Identifying strategies to decrease attrition and time to completion for subgroups of students (e.g., ABS and ESL students, GED recipients)
- Identifying state or community college policies that can promote student completion and decrease attrition

The draft recommendations fall into four categories:

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

Between now and June 6, the Work Group will continue to discuss and refine these recommendations. As part of that process, work group members may seek feedback from colleagues at their institutions. This letter and the pages that follow – pages that contain the draft recommendations – are designed to facilitate that feedback.

We ask your understanding about where we currently stand in the recommendation process and how the current status of the recommendations reflects that standing. As we are in the early stages of recommendation development, the recommendations are still under development and need further refinement. Rest assured we will refine them and your feedback will facilitate that process.

Thank you for your help.

Sincerely,

Elizabeth Cox Brand
Oregon Department of Community Colleges and Work Force Development

DRAFT RECOMMENDATIONS: Mathematics

Long developmental math sequences are a barrier to success for many students. There are many promising strategies for addressing this issue by redesigning curricula to reduce the number of required courses or the amount of time required to complete them, by incentivizing early and sustained attempts of math coursework, by modifying pedagogy or adding support services to increase course success rates, by training students in college success, etc. Although each institution must adopt strategies appropriate to local circumstances, one approach that seems likely to have a large positive impact at most community college is that of establishing a separate, more accelerated pathway through developmental math for students in non-STEM degree fields (non-Science/Technology/Engineering/Mathematics). The Work Group believes that non-STEM students must have access to mathematics experiences appropriate to their chosen career paths and that the creation of an alternate mathematics pathway will reduce the number of exit points and decrease time to graduation.

We urgently recommend these actions:

1. Oregon colleges serving developmental math students must establish an alternate non-STEM pathway as appropriate for the student population and mission of each college. Such pathways utilize courses that prepare students to succeed in a college-level liberal arts mathematics course such as Math 105.
2. To ensure that Math 105 provides appropriate and sufficient mathematics education for non-STEM students, mathematics faculty representatives from Oregon two-year and public four-year institutions will convene during fall term 2014 to clarify and improve consistency in the outcomes for Math 105.
3. Currently, for a mathematics course to satisfy the Associate of Arts Oregon Transfer (AAOT) degree, it must have a prerequisite of Intermediate Algebra, Math 095. This implies that all degree-seeking students, regardless of degree field, must complete the traditional pre-calculus course sequence before attempting a gateway mathematics course. Therefore, the State must change this requirement to "Any transferrable 100-level mathematics course satisfying the AAOT must have a prerequisite of Intermediate Algebra or a Quantitative Literacy course."
4. In order to support this new pathway, the State and its public institutions of higher education must agree that Math 105 fulfills the Baccalaureate Core Requirement in Mathematics for all non-STEM 2-year and 4-year degrees.

DRAFT RECOMMENDATIONS: Student Support Services

Advising

- Institutions will create a mandatory advising process for all developmental education students.
- All developmental education student advising will be delivered by professional advisors and/or faculty who have received training in the CAS professional standards.
- Institutions will use an early alert system to support developmental education student success and provide dedicated resources to follow-up on alerts.

Orientation

- Institutions will create a mandatory orientation for all developmental education students. Mandatory orientations for developmental education students shall be distinct from initial advising and shall include evidence-based student success strategies.
- Institutions will identify learning outcomes for each student success strategy, regularly assess these outcomes and make appropriate adjustments to the orientation curriculum.

Holistic Student Support

- Institutions will use a variety of strategies to intentionally support the whole developmental education student in the cognitive, affective and personal domains.
- Strategies to support the whole student will be developed and implemented through the collaboration of student development and instructional partners, including but not limited to counselors and other student development professionals, faculty and librarians.
- Strategies shall address traditional barriers to academic success, including but not limited to, childcare and transportation challenges, physical/mental health issues, financial issues, lack of information literacy, and disabilities.

First Year Experience

- Institutions will create a mandatory First Year Experience program for all developmental education students that include evidence-based student success strategies and is delivered over the course of three consecutive terms.

DRAFT RECOMMENDATIONS: Placement

Statewide Common Placement Processes

To create a statewide system that uses effective placement processes and strategies that recognize that students arrive at community colleges with different education backgrounds, life experiences, skills and goals

Oregon community colleges should create a common set of practices and commitments for the placement of students. The Developmental Education Redesign Work Group recommends that a body of community college, university, and high school representatives with appropriate expertise convene to make recommendations to the State around placement that consider the following:

That all 17 community colleges

- Use common course outcomes for similar courses in developmental education and gateway English and Math courses;
- Share a common assessment process for placements and/or set of placement instruments and measures;
- Consider use of common "decision zones" for placement, with decision zones defined as a range of scores and non- cognitive measures that would indicate placement at a certain level;
- Commit to assessing the effectiveness of the common placement processes and/or instruments or measures on a regular basis and how the processes should occur;
- Explore how supplemental learning activities (e.g. tutoring, math labs, study groups, self-paced faculty developed activities, use of computer labs, library, student services activities) factor into placement decisions; and
- Consider using multiple measures to place students, including the use of non-cognitive variables/domain/aspects (e.g. work schedule, child care, motivation, self-confidence); the GED exam, Smarter Balanced, Engage, HS transcript and/or GPA, AP/IB, etc.

Test Preparation Practices

- Institutions should have a test/placement preparation program that meets the following standards:
 1. It improves students' knowledge of the content, format, policies and purpose of the placement.
 2. It conveys the message that exam preparation is appropriate in all testing center communications.
 3. It designs study materials that include guidance about how to review for the exam.
- Institutions should consider requiring test preparation for only those students who require a placement test. If a student is required to take the placement test that placement test should not take place on the day the student learns of that requirement.

DRAFT RECOMMENDATIONS: Reading and Writing

Typically students must pass a long string of developmental reading and writing courses to complete a degree. Because multiple exit points interfere with student success, retention and completion, institutions should adopt models that accelerate learning to reduce exit points and support students' entry to college (including career and technical, CTE) courses.

- Students must be encouraged/advised/allowed to complete developmental education classes in one to two terms. In the accelerated model, students complete their developmental coursework in one or two terms while they are simultaneously introduced to college and/or transfer level coursework. In all models for acceleration, college-level work must be included/contextualized in the curricula.

Various models for acceleration from which institutions can choose include:

- ✓ Integrating Reading and Writing courses ;
- ✓ Combining levels of Reading or Writing (i.e. Reading 80 with Reading 90);

AND/OR

- ✓ Providing an option of a Reading and Writing developmental course co-requisite with a college level course.
-
- An additional strategy to accelerate learning and reduce exit points institutions should consider is establishing a multiple path approach to Reading/Writing/ Literacy to reflect Professional/Technical students' degree and certificate requirements as different from transfer students' endpoints in reading and composition.
 - Institutions should offer developmental level courses for students who place below the developmental level provided the institution offers those students support services.
 - The developmental education course of study must be constructed from college-level curriculum (backward design, an approach that begins with the desired outcomes and works backwards through the curriculum design process to achieve them). This could be linked to OWEAC. (5)
 - To implement the backward design mandate, colleges will create structures in which conversation among all faculty members who teach reading/writing/ literacy curriculum can occur. This includes reading/writing participants in the developmental education work group, representatives from developmental education reading and writing departments, those in the college-level English departments (where they are distinct from developmental education staff), colleagues in the ABE/GED/ESOL departments, colleagues in paired "content" areas, and appropriate colleagues in the Oregon University System and local high schools.

DRAFT RECOMMENDATIONS: Professional Development

- Institutions should endeavor to provide professional development and support to faculty in research based practices that result in acceleration and completion.
- Institutions should provide professional development as part of continuous improvement around best practices identified by collection, analysis and evaluation of data.

DRAFT RECOMMENDATIONS: Data Collection

- The state and/or colleges should collect data to provide institutions and the state with insight into what approaches to developmental education lead to student success. ²
- Institutions and the state should disaggregate the data to ensure equitable education opportunities for under- resourced, underserved, underrepresented and historically excluded student populations.
- Institutions across the state should agree on what data to collect, how it is collected, by whom it is collected and how it will be interpreted for comparative purposes.

Educational Assistants to Licensed Teachers: Career Pathway Models

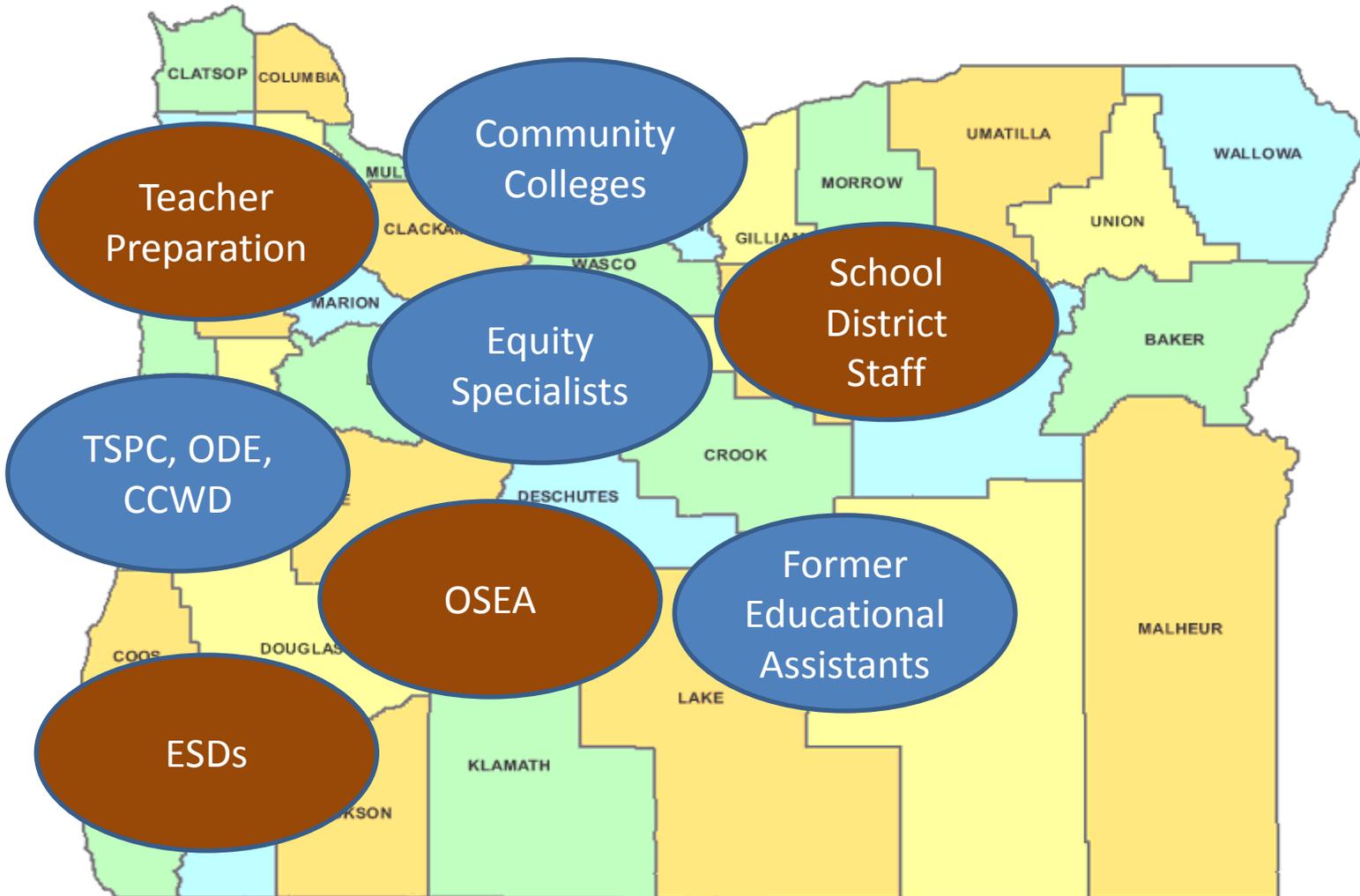


House Bill 3254

Charged OEIB with:

- Developing model career pathways for educational assistants to become licensed teachers
- Creating guidelines for school districts, educational service districts, and institutions of higher education to collaborate and support educational assistants who participate in the career pathway
- Recommending requirements for candidates to enter the programs.

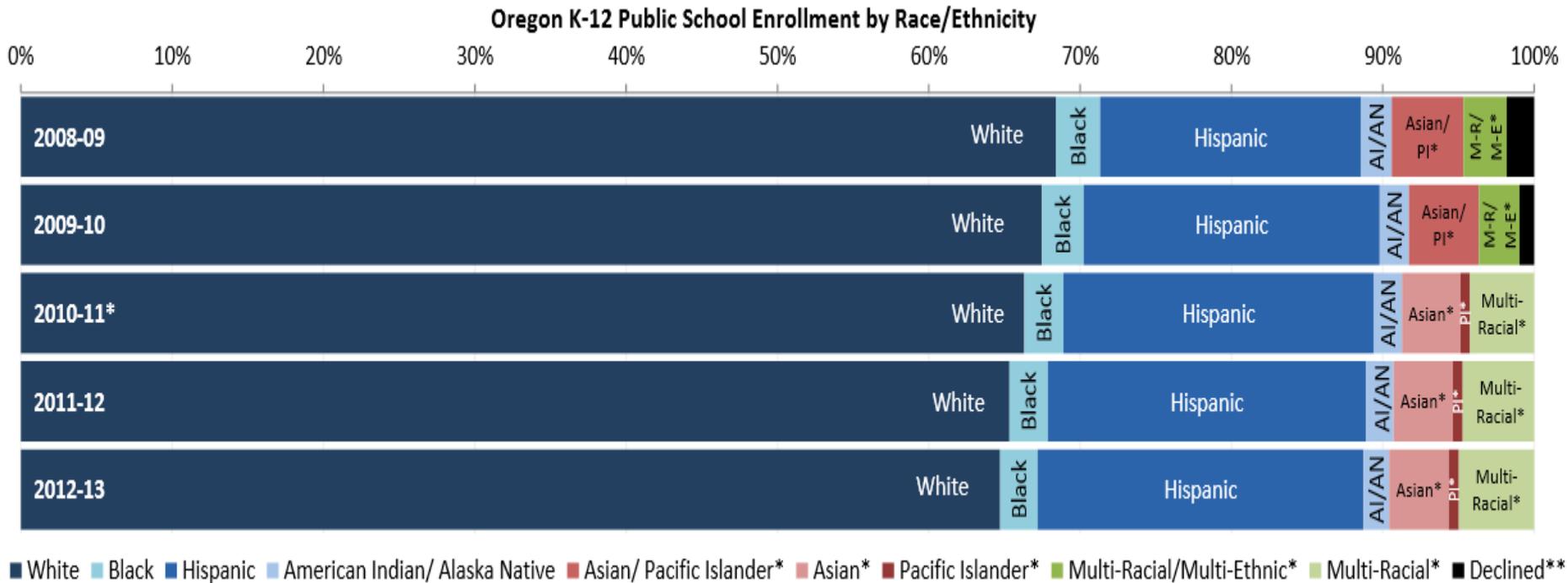
Steering Group



The Face of Oregon Education is Changing

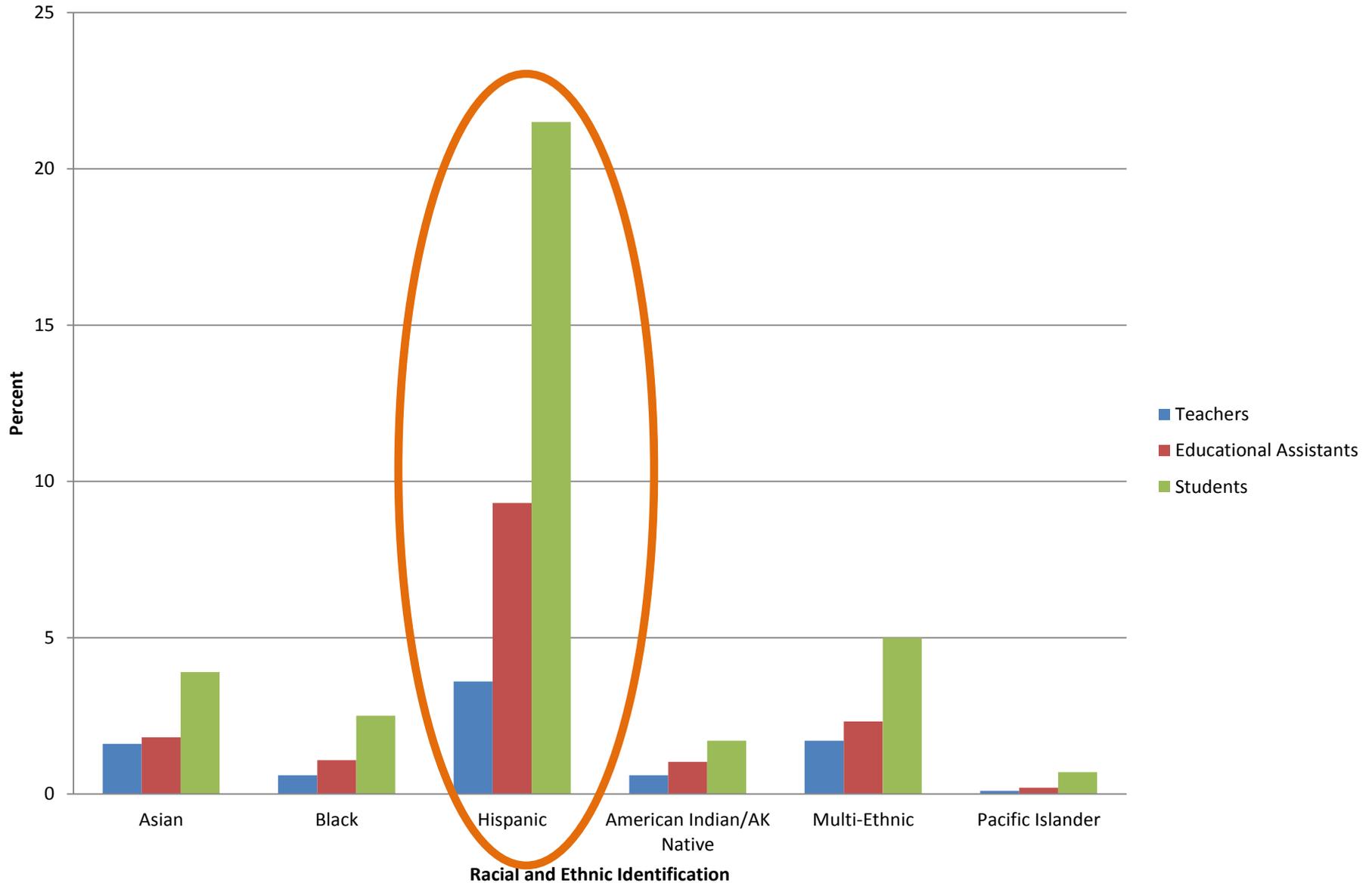


Oregon Minority Student Population

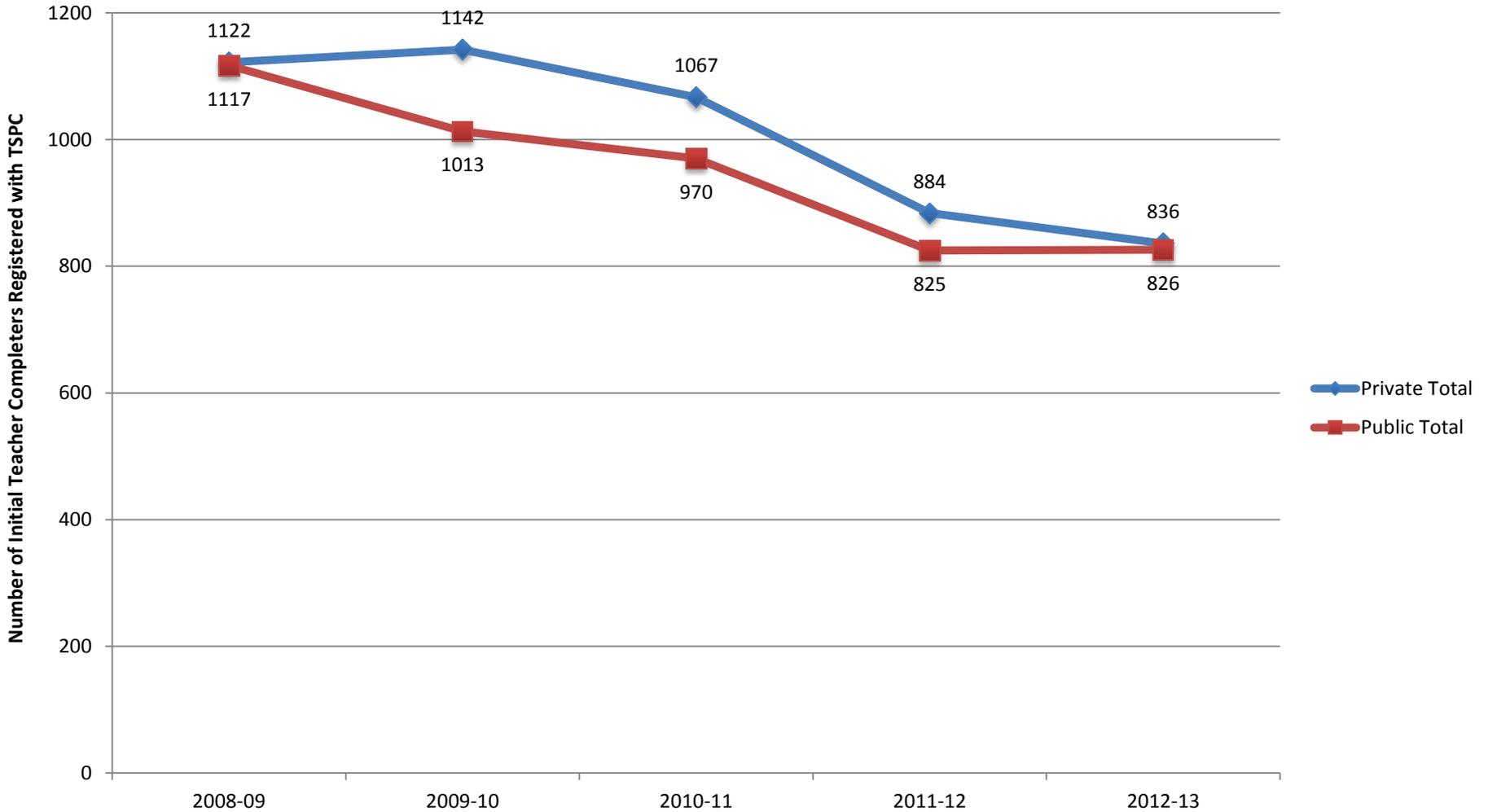


Source: Fall Membership

Ethnic Distribution by Percent of Teachers, Educational Assistants, and Students During the 2012-2013 School Year



Trend Data: Initial Teacher Licensure Completers in Oregon in Private and Public Institutions



Educational Assistants (EAs)



- Provide small group instruction
- Support students during independent work
- Monitor behavior and learning
- Facilitate integration of students with individual needs

Increasing: Class Size



Increasing: Students Needing Support

Oregon Graduation by Subpopulation

Graduation Details

Student Subgroup	Four-year Cohort Graduation Rate	Five-year Cohort Graduation Rate
All Students	68.4%	72.4%
Economically Disadvantaged	61.1%	67.0%
English Learners ²	49.2%	59.8%
Students with Disabilities	38.2%	47.2%
Underserved Races/Ethnicities	58.2%	63.7%
American Indian/Alaska Native	50.8%	55.7%
Native Hawaiian/Pacific Islander	66.2%	78.0%
Black/African American	53.3%	60.4%
Hispanic/Latino	59.5%	64.9%
Asian	80.7%	82.5%
White	71.2%	74.5%
Multi-Racial ³	69.1%	76.6%

**Effective Educational Assistants
Support
Goal of 100% Graduation**

Current Requirements for EAs

High school diploma or its recognized equivalent +

- Two years of study at an institution of higher education; or
- Associate's (or higher) degree; or
- Be able to demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics

Paraeducator Preparation Programs in Oregon

- 11 active programs at 7 community colleges
 - 3 AAS programs
 - 4 Statewide certificate programs
 - 4 other certificates of completion
- During past 3 years
 - 29 AAS completions
 - 59 Certificates of completion
 - 42 of the 88 completions were earned in 12-13

Guidelines for Quality Programs

- Recruit applicants from underrepresented groups
- Provide supports and guidance to meet program prerequisites
- Deliver a flexible curriculum that acknowledges experiences of EA and builds strong foundation
- Support services to meet academic, personal and professional needs of candidate
- Collaboration between School, Community, ESD, Community Colleges and University

Model 1: Expansion/Replication of Portland State University's Program



The Bilingual Teacher Pathway program at Portland State University is a partnership with local school districts.

PSU has had 283 candidates licensed since 1999.

Model 2: Credit for Prior Learning

Collaboration between Teacher Preparation, Community College, and School District

- Align Educational Assistant competencies / outcomes with teacher preparation requirements
- Map course equivalencies
- Create bridge programs to fill gaps
- Community College portfolio course to demonstrate prior learning for credit



Model 3: Competency Model

Explore Western Governor's University competency model of education

- Allow educational assistants to take advantage of their knowledge and experience and potentially shorten their time to a degree.
- Ideal for reaching rural students.
- Lacks the support structures.



Thank You

Hilda Rosselli – Hilda.Rosselli@state.or.us

Jennell Ives – Jennell.Ives@state.or.us

Educational Assistant Career Pathway Models

Executive Summary

Oregon defines an educational assistant as “a classified school employee who does not require a license to teach, who is employed by a school district or education service district and whose assignment consists of and is limited to assisting a licensed teacher in accordance with rules established by the State Board of Education.” (ORS 342.120) Identified through many titles and job descriptions, the roles of educational assistants have evolved with the need for increased instructional supports for diverse learners. The duties of an educational assistant can include: instructional support, clerical support, student control, personal and medical care of students, translation or family involvement activities, and many other support duties. Educational assistants in Oregon are a diverse group of individuals with strong ties to their local communities who experience working with some of Oregon’s neediest students. Investing in intentional training and support of these educators can not only help improve the diversity of Oregon’s educator workforce, but also help achieve the Governor’s goal of a 100% graduation rate by 2025 by improving the effectiveness of educators who work with the students that struggle the most in schools.

The Oregon legislature, recognizing the value and contributions of educational assistants as essential partners in successful school programs, passed House Bill 3254 during the 2013 legislative session, charging the Oregon Education Investment Board (OEIB) with developing career pathways for educational assistants (EAs) to become licensed teachers. The OEIB in partnership with the Oregon Department of Education (ODE) created a Steering Group from relevant stakeholders to develop guidelines for school districts, educational service districts, and institutions of higher education to collaborate and support educational assistants who participate in the career pathway as well as recommended requirements for an educational assistant to enter the program.

The Steering Group recognized some essential guidelines for a quality educational assistant career pathway program including a strong recruitment plan that helps target underrepresented groups in the teaching workforce. These guidelines include an ongoing communication strategy with educational assistants about career options as licensed teachers, and a streamlined college application process with a single point of contact to help candidates navigate the application process. The Steering Group recognized the need for support in preparing educational assistants to participate in the teacher preparation program not only through training in academic knowledge, but through identifying the knowledge and skills that the educational assistants bring to the program. Support services including high touch, intensive, advising and support for candidates who may struggle financially or with family obligations is called out as a critical component of a successful program. Collaboration between school districts, educational service districts, community colleges, and teacher preparation programs to provide seamless and accurate information and transitions is a necessity for removing barriers to educational assistants’ participation in the program.

There were three proposed models for Career Pathways Programs for educational assistants to earn their teaching license. These models are:

Model 1: A recommendation to provide support to replicate or expand the existing award winning Bilingual Teacher Pathway program at Portland State University. The Bilingual Teacher Pathway Program could accommodate the addition of 16 or more educational assistants who either have a bachelor's degree or two years of college. The program is a two to three year part-time program model that leads to an initial teaching license and an ESOL endorsement.

Model 2: The creation of a Credit for Prior Learning (CPL) model career pathway for educational assistants. Capitalizing on the existing statewide work to standardize and improve the processes used by colleges in Oregon to award credit for prior learning, this model would support a workgroup to align the outcomes for paraeducator training at the community college with teacher preparation program requirements. This collaborative group would look for courses that closely align with the experiences and skills gained by educational assistants during their work and develop rubrics for evaluating this knowledge. The group would identify gaps and work to identify methods for addressing them, such as offering a portfolio course at the community college to help educational assistants demonstrate their knowledge. The model builds on existing work done between the Community College Consortium of Paraeducator Preparation and Eastern Oregon University. It would provide a pathway that allows educational assistants to use their experience to potentially accelerate their completion of an educator preparation program.

Model 3: The final proposed model is to explore the use of a competency-based program through Western Governor's University. This model most completely recognizes the knowledge and skills that educational assistants may have acquired during their time working in Oregon schools. It is also an ideal model for reaching educational assistants in rural areas. However, it does lack some of the face to face support identified as important in the recommended guidelines for successful educational assistant career pathways. An exploration of a partnership between Oregon schools and community colleges with Western Governor's University could be a way to address this concern.

Introduction

House Bill 3254, passed during the 2013 legislative session, charges the Oregon Education Investment Board (OEIB) with developing model career pathways for educational assistants (EAs), as defined in ORS 342.120, to become licensed teachers. The model career pathways were directed to include identification of requirements for an educational assistant to participate in the career pathway and guidelines for school districts, educational service districts, and institutions of higher education to collaborate and support educational assistants who participate in the career pathway.

As such, the Oregon Education Investment Board and the Oregon Department of Education (ODE) partnered to establish a Steering Group to help guide this important work. The goal was to solicit perspectives from ODE and OEIB staff as well as from relevant stakeholders, including:

- Currently and formerly employed educational assistants;
- Community colleges preparing educational assistants;
- Educational Service District personnel;
- Equity specialists;
- Educator preparation programs teachers;
- School districts with interest and experience in helping educational assistants become teachers;
- Teacher Standards and Practices Commission (teacher licensing agency);
- District human resource personnel. ([Appendix A: Steering Group Membership](#))

The Steering Group convened twice; once in the winter and once in spring of 2014. During the first meeting the group examined models of career pathways for educational assistants and reviewed the research, current models, and best practices that should be incorporated into any of the proposed models. The group also identified barriers facing educational assistants pursuing teacher licensure with an eye to solutions and identified the policies and resources needed to implement successful career pathways. During the second meeting in April 2014, the Steering Group reviewed the guidelines and models for the proposed career pathways and clarified recommendations for supporting the ongoing training of educational assistants. As a group of passionate and dedicated educators who value the work of educational assistants in Oregon, the Steering Group provided invaluable information and guidance in this report.

Rationale for Developing Model Career Pathways

A focus on educational assistants as a means for strengthening education is a powerful approach. Educational assistants support education under the supervision of a licensed educator. Some of their roles include: monitor and assist students during whole class instruction, engage individual and small groups of learners in instructional activities, carry out behavior management and disciplinary plans developed by teachers, assist teachers with functional and other assessment activities, document learner performance, assist teachers with organizing and maintaining supportive, safe learning environments, and assist school specialists with providing services required by learners with physical, speech, language, and

sensory disabilities and chronic health care needs. As such, they have strong ties to their schools and communities, and are more representative of Oregon's changing student population as they work with some of Oregon's neediest students. However, these individuals earn relatively low incomes (\$13,000- \$23,000) and often are juggling family and career responsibilities. Many of the educational assistant positions are not full time. Educational assistants require specific attention and focus to promote awareness of available career options and support to achieve their career goals. Intentional nurturing and advancing of these educators can have myriad benefits for the state.

- **Diversity:** Creating career pathways to encourage educational assistants to become licensed teachers is one way of increasing the number of culturally and linguistically diverse teachers and administrators in our schools. Overall, 91.6% of Oregon's teaching force is White compared to only 65.3% of students, with the most notable disparity in the Hispanic student population, where 21% of students are Hispanic compared to only 3.6% of teachers. Educational assistants (paraeducators) are culturally and linguistically more diverse than licensed teachers ([Chart 1](#)). With a potential number of teacher retirements in the near future, a focus on recruiting from this diverse pool of practitioners is an important component of building a diverse educator workforce in Oregon.
- **Local Community:** The majority of educational assistants have strong ties to their local communities. They are often fluent in the language and culture of the students and families in the communities where they work and are interested in remaining in their communities. Focusing on the advancement of educational assistants is a way to encourage communities to "grow their own" teacher workforce.
- **Retention:** Educational assistants are often veteran school employees who have worked for years alongside certified teachers. They have experience managing classroom behavior and working with students in small groups. They understand the realities and demands of K-12 education and have a higher job persistence rate compared to teachers coming from traditional educator preparation pathways.
- **40/40/20:** The Steering Group strongly felt it was important to contextualize the need for creating a viable system of training and advancement for educational assistants in terms of the Governor's 40-40-20 initiative, with the goal of all Oregon students graduating by 2025. Often it is the students who struggle the most in school who are working closely with educational assistants. For the school system to move the needle toward achieving the goal of 100% graduation, investing in the training of educational assistants is a key. Effective educational assistants are poised to help those students at the greatest risk to graduate. Incentives for training of educational assistants would not only help create a teacher pipeline that promotes diversity, but would also help provide quality educational experiences for the neediest students.

Current Context for Educational Assistants in Oregon

Preparation and qualifications for educational assistants in Oregon are locally driven by district policies. However, educational assistants providing support in programs with Title I Part A funds must meet the federal highly qualified standards. Currently, 89% of Oregon schools use

Title I Part A funds. To be highly qualified, educational assistants must have a high school diploma or its recognized equivalent, and additionally meet one of the following three options:

1. Complete two years of study at an institution of higher education; or
2. Obtain an associate's (or higher) degree; or
3. Meet a rigorous standard of quality and be able to demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness). ([Appendix B: OARs \(Oregon Administrative Rules\) related to Educational Assistants](#))

Districts in Oregon are free to define the third option. Some schools recognize the ParaPro Assessment developed by Educational Testing Service (ETS), some use the National Career Readiness Certificate by ACT, and others acknowledge completion of a paraeducator certificate offered by a community college as evidence of highly qualified educational assistants. This open flexibility for districts in the state can lead to a challenge when creating a career pathway, because the backgrounds, knowledge, and skills of educational assistants in the state vary greatly.

Currently there are 11 active educational assistant preparation programs at seven community colleges in Oregon.

- Three AAS programs
- Four Statewide certificate programs
- Four other certificates of completion

During the past three years, Oregon has had 29 AAS completions and 59 certificates of completion. 42 of the 88 completions were earned during the 2012-2013 academic year, showing that there is a growing number of individuals in Oregon completing educational assistant preparation programs. Now is an ideal time to ensure that the outcomes of educational assistant preparation programs are aligned with the requirements of educator preparation programs. There is urgency in doing this work to build strong accessible career pathways for educators who enter the profession by working as educational assistants.

During the 2012-2013 academic year, Oregon school districts employed 13,156 individuals classified as educational assistants. The race and ethnicity of educational assistants, particularly those who identify as Hispanic, more closely matches the racial and ethnic distribution of students in Oregon schools ([Chart 1](#)). Creating clearer pathways for Oregon's educational assistants is one viable way to increase the linguistic and cultural diversity of the state's educator workforce.

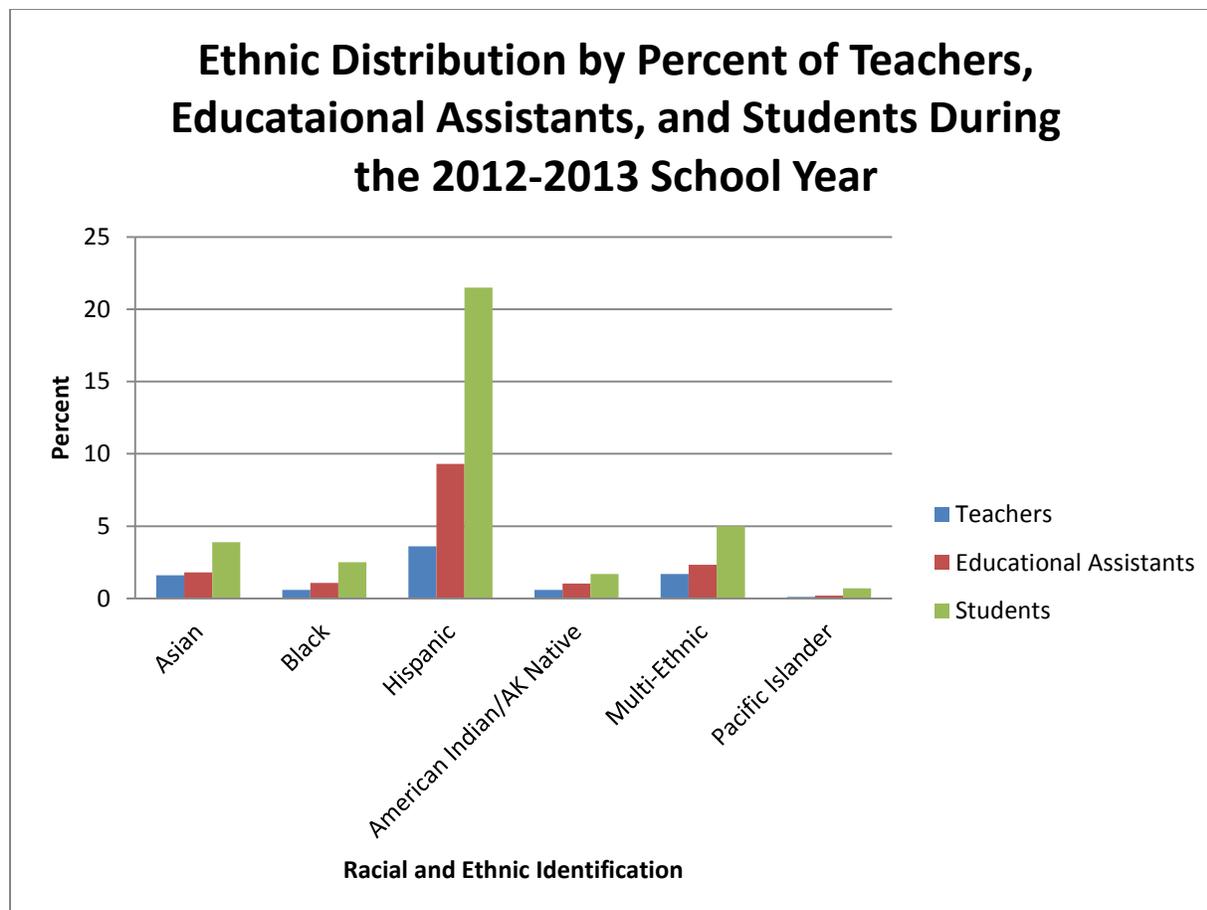


Chart 1: Ethnic Distribution by Percent of Teachers, Educational Assistants, and Students during the 2012-2013 school year.

Oregon’s Projected Supply and Demand

Teachers represent about 44% of an education workforce that also includes educational assistants, school and district administrators, school counselors, librarians and media specialists, special education specialists, and other support staff. In 2012-13 Oregon employed 28,065 teachers, a decrease from the 31,659 employed in 2008-09. According to the 2013-14 State Report Card, the average age of teachers in 2012-13 was 44.10 and the average number of years of experience was just over 13 years.

Although hiring slowed during the economic recession, there are significant indicators that support increases in Oregon’s need for more teachers. Based on projected population growth in Oregon and data from the Oregon Employment Division, EcoNW projected that the state would need to hire 16,458 teachers between 2010-2020. This included hires due to retirements and attrition as well as 4,976 new positions.

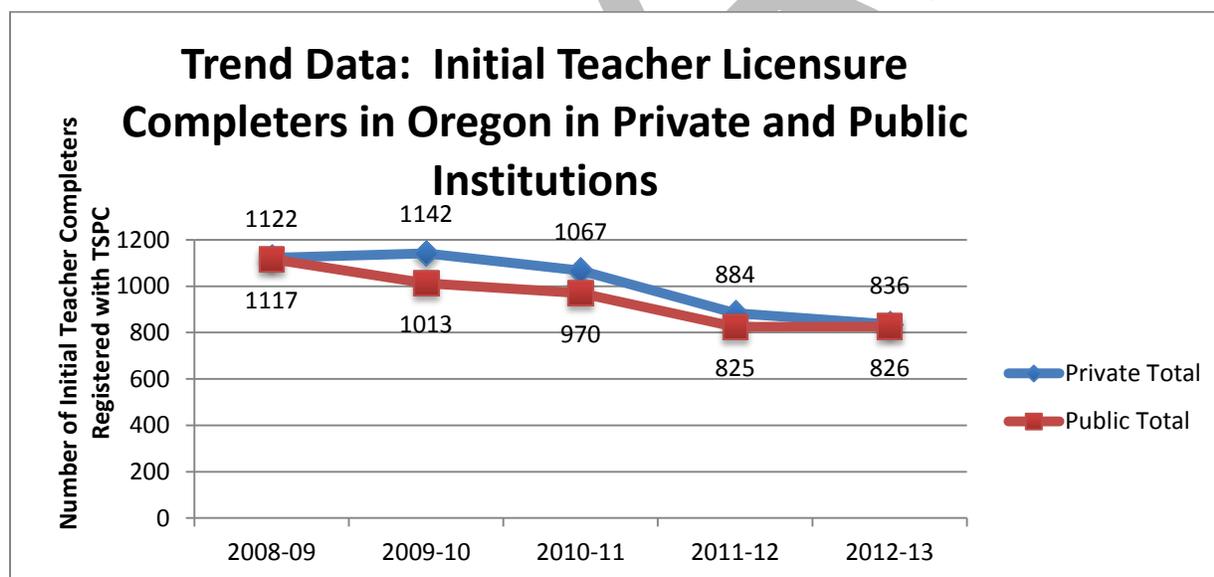
At the federal level, the U.S. Department of Education projected that two of the top five subject shortage areas for 2014-15 would include bilingual/English language learner and Spanish. In Oregon there is at least one program that targets bilingual educational assistants and helps them earn their teaching license in either Elementary Education (Multiple Subjects) or

Secondary Education in an academic area and their ESOL endorsement. Portland State University (PSU) has been running the Bilingual Teacher Pathway for the past 15 years. This model will be one of the Career Pathway models highlighted in this report.

Even though the effects of the economic recession in Oregon continue to linger, school districts are receiving more resources and an increased demand for educators is being reported. This increased demand has been precipitated by several factors. (1) Replacement of positions lost during the recession; (2) Increased retirements caused by recent changes to PERS as well as deferred retirements caused by the recession and concern for health insurance coverage; and (3) Pressures to reduce class size in an effort to improve student performance. In April 2014, 168 districts compared to 115 districts the year before participated in the annual Professional Educator Fair.

Informal poll results in 2014 from a majority of Oregon’s public school districts compiled by The Oregon School Personnel Association showed that 48 districts (55% of those responding) posted one or more teaching positions this past year but 35% were not able to find qualified educator candidates. The recurring themes that districts identified in this survey were: (1) not having an adequate pool of quality candidates for positions that are unique or require special training, and (2) not having an adequate pool of candidates due to location and size of district.

In terms of supply, the number of program completers from Oregon’s eighteen teacher preparation programs has steadily declined since 2008-09 as shown in the chart below.



Current TSPC Licensure Policy and Structure

NEED THIS

Identifiable Barriers Impacting Educational Assistant Career Pathways

Many barriers exist to creating viable career pathway models for educational assistants in Oregon.

Social/Emotional

Often educational assistants are not familiar with the possibilities of becoming a fully licensed educator. They may not have experienced encouragement to pursue a teaching career and may lack the confidence to realize that it is a viable possibility.

College Credit and Professional Development

The preparation to become an educational assistant and professional development (or lack of professional development) that they receive in the school does not always align with the requirements of a teacher preparation program. Educational assistants may be missing the theoretical framework for teaching and be lacking in advanced content-specific knowledge.

Inconsistency of Qualifications

Local districts set criteria and assessment to determine that an educational assistant is highly qualified. The variance in backgrounds, skills, and knowledge of educational assistants makes it difficult to create a statewide approach to guide educational assistants to the knowledge and skills necessary to become licensed educators.

Financial

Economic barriers are often one of the biggest obstacles to overcome for educational assistants seeking to become fully licensed teachers. The prospect of paying to attend college full-time and giving up salary and benefits is often not feasible. Programs need to be flexible to allow educational assistants to continue to work during the program and provide financial incentives to help them succeed in the program.

Family Responsibilities

Educational assistants with families can find spending time away from home in addition to the loss of income and health benefits during the student teaching portion of an educator preparation program to be a deciding factor in dropping out. Programs that take creative approaches to helping address the needs of participants with children are more successful.

Distance in Rural Communities

Programs are successful when there are successful relationships between participants, faculty, and support staff. This presents challenges in rural communities where training facilities may be located at a great distance from the schools and homes where educational assistants are located. Solutions that take advantage of technology, and train participants to successfully use the technology while addressing their social needs, will be an important component of aiding implementation of programs in rural areas.

Time Commitment

Nationwide statistics show that only 13% of educational assistants enroll in full-time programs. Due to relatively high rates of partial employment and relatively low salaries (\$10.53 to \$13.50

per hour), many educational assistants seek additional part time employment to supplement their incomes.

Basic Skills Testing

Many educational assistants are adults who have been out of school for many years. To them, the thought of taking a standardized test can be daunting. Tutoring or course options that help with test preparation, particularly in areas such as writing, math and science, are key supports that make a difference. Exploration of the National Career Readiness Certificate (NCRC), the Smarter Balanced Assessment, or other nationally recognized demonstrations of basic skills could be considered as options by policy makers. This would provide candidates options for demonstrating their proficiency in reading, writing, and math. Currently, as part of [Oregon's Work Ready Community](#) initiative, individuals seeking employment can receive support on earning their NCRC at local WorkSource Oregon centers and some communities offer this opportunity at their local schools. This could be a cost effective way to increase the pool of potential candidates who would qualify for entering the Educational Assistant Career Pathway.

Recommended Guidelines for a Quality EA Career Pathway Program

The experiences of the Steering Group and national research directed the development of these guidelines. Recruiting New Teachers Inc.'s, [A Guide to Developing Paraeducator-to-Teacher Programs](#), was particularly useful. These recommendations align well with Federal guidance to states on practices to create high-quality career pathways. ([Appendix C: Federal Career Pathway Guidance](#))

Recruitment

- Actively seek applicants from underrepresented groups in the teaching workforce.
- Utilize a mechanism to enable ongoing communication with educational assistants about the possibilities of teaching.
- Utilize a streamlined college application process with a designated point of contact to help walk candidates through the process.
- Remove the requirement of an entrance exam prior to recruitment – exams are barriers to some students.
- Determine and communicate the base number of college credits required to enter the program.
- Include teacher cadets and unsponsored candidates in the program.
- Use a benchmark approach to guide individuals along a career pathway.

Preparation/Orientation

- For qualified candidates, provide supports and guidance to acquire any prerequisite courses/tests and any remedial or developmental education classes needed.
- Advise to encourage testing soon after completing math requirements. Describe clearly and honestly expectations of the program.
- Identify the strengths of the candidate and strategies to bolster areas of concern.
- Describe the support services available for the candidate and their family.

Curriculum

- Provide a relevant sequence of courses that builds a strong foundation in the knowledge, skills, and dispositions necessary for achieving an educator's license while acknowledging the experience and cultural and linguistic assets of the candidate.
- Deliver flexible curriculum at convenient times and places for candidates.
- Allow for credit for prior learning.

Support Services- bridges student services with curriculum

- Personalized supports to meet the academic, personal, and professional needs of the candidate.
- High-touch advising approach.
- Individualized planning with tutoring options, especially in math and writing.
- A cohort model that builds a community of learners and peer support during and after completing the program.
- Support with childcare, books, and transportation and mechanisms to support the candidates during student teaching.
- Family recognition programs.

Collaboration

- Strong collaboration between the school district, Educational Service District (ESD), a community college, and the teacher preparation program at a four-year institution.
- A streamlined system of credit transfer between community college and university.
- Inclusion of community resources into the program.

Assessment/Evaluation

- A continuous improvement approach to refine the program as its effectiveness is assessed.
- Follow up with the candidates and hiring districts as they move into classroom teaching to gather information about potential program improvements.
- Use of Credit for Prior Learning when appropriate.

Dissemination

- Share the successes and innovations of the pathway programs.

Induction

- Provide solid support and interface with teacher mentors during the first years of teaching.

Higher Education Institutional Support

- High-touch advising.
- Facilitating network of mentors—to meet the candidates' needs and experiences.

Criteria for Candidate Admission

There are several recommended criteria for educational assistants entering into a specialized educator preparation program. One recommendation was to look at the career pathway in a broader sense rather than entry into the teacher preparation program. There are steps and benchmarks that mark skills and knowledge development of educational assistants that aide them in working with students in more effective ways. These benchmarks of learning should be back-mapped from the requirements for teacher licensure and be developed in partnership with the already developed outcomes defined by the community college programs preparing educational assistants.

- State residency
- Employment as an educational assistant
- High school diploma or GED – **First Step/benchmark**
- 60 college credits or an associate's degree – **Second Step/benchmark**
- Recommendations from supervisor, professor, and/or employer
- Personal statement
- Commitment to teach in same school/district for a number of years
- Bilingual proficiency (if area of greatest need)
- Minority status
- Passing score on the Basic Skills Test – This was a debated criterion. Some members identified this as a problem for some educational assistants who had been out of school for some time or who were not native English speakers. Portland State University made this a criterion for entrance into their program to avoid problems with licensing candidates after completion of the program. It was encouraged that any program have support for math and writing and that the test should be taken as closely as possible to completion of any math courses or review.

Model 1:

Replication and/or Expansion of Portland State University's Bilingual Teacher Pathway

Portland State University has shown ongoing success with their career pathways program for bilingual teachers and as such, is a clear choice when considering expansion or replication. The program has successfully graduated and licensed 283 candidates since 1999 and there are currently 42 candidates in the program. While this model could be expanded in the Portland metro area, it could also be replicated in another high-density population areas such as Eugene or Salem. Expansion of this program into rural areas of the state could require more modification. PSU has proposed a satellite model for expanding their program reaching 16 new candidates in the first year and adding 16 new candidates every year.

Components of the Bilingual Teacher Pathways Program

The Bilingual Teacher Pathways program at Portland State University is a partnership with local school districts to support bilingual educational assistants and other school employees to obtain their teaching license.

Structure of the Program:

- 2-3 year part-time program (classes are evenings and weekends)
- 42 credits of core courses (24 credits coursework; 18 credit field experience) ([Appendix D](#))
- 21 credits of ESOL courses embedded in the schedule
- Prerequisite courses and content courses taken prior to admission
- Undergraduate Students complete with an Initial License and ESOL Endorsement and a Bachelor's Degree in Liberal Studies
- Graduate Students complete with an Initial License and ESOL Endorsement. With an additional 4 credits, they can obtain a master's degree in Education.

Field Experience:

Student teaching is done in the candidate's school district and can be at the school where they are employed. During student teaching a work sample is completed. Student teaching is moved to the final year of the program.

- Student Teaching 1 (3-4 weeks)
- Student Teaching 2 (11 weeks)
- Students complete: NES Elementary Education subtest 1&2, NES Content Area Test, ORELA Civil Rights, and NEW ESOL Test

Admission Requirements:

- Bilingual (speak and write in two languages)
- Current employee of a partner school district
- Minimum of 90 earned credit hours of undergraduate credit or a BA/BS

- Earned a passing score on basic skills test prior to beginning the program (CBEST, PPST, NES Essential Academic Skills)
- Prerequisite courses are strongly encouraged to be taken prior to core classes

Snapshot of current participants:

- 2/3 already have a bachelor's degree
- 2/3 are interested in earning an elementary education teaching license
- 45% of student's country of origin is the United States
- The 55% foreign born represent 34 different countries
- 40% are native Spanish speakers

Funding:

Grant funding has supplemented the program and helped in its development. Currently the Futures Grant (federal funding of \$1.92 million over five years to support STEM competencies for Bilingual Teacher Pathway student teachers) is supporting the program.

Lesson Learned:

Passing the Basic Skills Test was added as a requirement after several candidates experienced problems passing the test after completing the program. The prerequisite courses are strongly encouraged to be taken prior to core classes. Again the experience of candidates struggling to juggle the realities of family, school, and work suggested a change to the program towards students completing prerequisites before starting the core courses. Student teaching was also moved to the final year of the program.

Expansion of the Program:

The program could be expanded to a satellite center with the minimum enrollment of 16 candidates. The costs of running the program would be roughly that of a full time faculty member and a part-time administrative support staff who would act as program assistant. This could run around \$90,000/year. ([Appendix E PSU Proposed Expansion Model](#))

Support for candidates entering the program in the form of scholarships are currently \$13,000 for undergraduates and \$25,000 would be appropriate for graduate candidates.

Model 2: Credit for Prior Learning

Many educational assistants have years of school-based experience during which they have learned practices and received feedback on instructional pedagogy and classroom management, worked with families, and learned the culture of schools. As such, House Bill 3254 specified that the model career pathways must take into consideration the skills and experience attained by an educational assistant.

Thus, the Steering Group examined the viability of a model career pathway that leverages candidates' experiences with how institutions of higher education are able to award credit for prior learning per new standards recently adopted by the Higher Education Coordinating Commission (HECC).

Background on HECC's CPL Efforts:

In response to the direction given in House Bill 4059 (2012), the Higher Education Coordinating Commission (HECC) appointed the Credit for Prior Learning (CPL) Advisory Committee on October 11, 2012. The first report to the Oregon Legislative Assembly was submitted by the HECC in December 2012.

Research conducted by the Advisory Committee in the fall of 2012 revealed that while Oregon's postsecondary sectors (community colleges, Oregon University System, Private Career Colleges, and the Independent Colleges and Universities) have efforts supporting CPL, the policies, practices, and implementations varied greatly both within and between the sectors.

Components of CPL:

CPL is credit obtained through evidence-based assessment of learning that occurs outside of traditional college-level coursework. HB 4059 defined credit for prior learning as "the knowledge and skills gained through work and life experience, through military training and experience and through formal and informal education and training from institutions of higher education in the United States and in other nations."

Multiple assessment strategies/opportunities are used in the evaluation of prior learning in Oregon. These include:

- Industry Certifications
- Institutional Challenge Exams and other exams
- Military Credit (ACE Credit Recommendation Service)
- Portfolios
- Professional Licensure
- Other forms of authentic assessment to award CPL credit

Developing CPL Program for Educational Assistants

Multiple areas would need to be considered when developing career pathways for educational assistants using CPL. For instance, the Northwest Commission on Colleges and Universities limits the amount of CPL that may be applied towards a certificate or degree program to 25% of the total credits required. In addition, there are transfer and articulation barriers surrounding the current Paraeducation Certificates earned through community colleges. These certificates do not include general education courses and may not count towards pedagogy courses at four-year institutions. While Paraeducation Certificates meet the benchmarks for "highly qualified" in some school districts, it is not the case for all statewide. Each of these areas must be addressed and considered as the pathway is constructed. Lastly, this model is based on the ability of individuals seeking credit for prior learning to translate their work experiences into

proficiencies that directly translate into existing courses. This pathway may not be accessible to the majority of educational assistants and for those who could qualify, it would require significant support, e.g. a portfolio preparation class.

The development of a career pathway towards teaching degrees for educational assistants using CPL would include several tasks. These tasks include collaborative efforts regarding transfer and articulation and course outcome alignment. They include conversations with multiple stakeholders regarding the identification of barriers and the development of assessment tools. The following is an overview of the tasks that must be accomplished in order for such a pathway to be developed:

- Identification of Oregon’s four-year institutions which offer a teaching degree program
- Identify courses that are offered within each institution’s teaching degree program
 - Look for “low-hanging fruit” – courses that closely align with experiential learning
 - Rubrics must be developed for evaluation/assessment
- Identify “gaps” between 2-year and 4-year institutional course offerings and identify methods to address them.

Recommendations:

A grant would be key to support collaborative work between a teacher preparation program, a school district, and a community college offering educational assistant preparation programs to map course equivalencies, align educational assistant competencies/outcomes with teacher preparation requirements, and document how the knowledge and skills of educational assistants could translate into credit for prior learning. It is recommended that the community college modify their existing portfolio course to help educational assistants build the assessment of their prior learning. Bridge courses that bring the practical educational experiences of the educational assistant into a conceptual framework will be an important component of this model. Educational assistants come with a lot of practical knowledge but need the theoretical underpinning for why teachers do what they do in a class setting. The cost of doing this alignment work could cost from \$4,000 to \$13,000.

Model 3:

Competency-based program through Western Governor’s University

While Credit for Prior Learning allows educational assistants to earn credit for their knowledge and experience, it is limited to demonstration of competencies that align directly with an existing course. A competency-based model provides more flexibility for an educational assistant to take advantage of the full depth and range of their experiences and skills while only needing to study and focus on existing gaps. Western Governor’s University (WGU) offers several undergraduate teaching degrees that target educational assistants including a B.A. Interdisciplinary Studies and a B.A. Special Education ([Appendix F: WGU Program Description](#)). Exploring building partnerships with Western Governor’s University may be a way to more fully recognize the expertise gained by educational assistants while working in Oregon schools.

Western Governor's University Background

Nineteen U.S. governors established Western Governor's University (WGU) in 1997 as a model university offering competency-based degrees. The University targets working adult learners with options for affordable degrees based on students' learning rather than time in a course. Each degree program starts with an online readiness assessment to gauge the math and writing needs of candidates. The program assigns a mentor to each student to help guide the individual candidate through the program and recommend any necessary resources.

Contextual factors for WGU include the fact that the average age of WGU students is 37 years old and 73% of students are classified as underserved. Tuition is less than \$6,000 per year. WGU is NCATE accredited. Washington has partnered with WGU to have their own state version of the program; WGU Washington. This includes special scholarships for example to Washington teachers interested in seeking their Master's degree and students who graduated from one of the state's community colleges interested in seeking their Bachelor's degree.

Benefits:

- The competency-based program would allow educational assistants to take advantage of their knowledge and experience and potentially shorten their time to a degree.
- The model is low cost (\$6,000/year/student) and comes with an individualized learning plan and personal mentor.
- The program is ideal for reaching rural students who could access the courses from their home or school district.

Deficiencies:

- The program does not have extra support built in for those candidates who speak English as a second language.
- The face to face supports and community model are not in place.
- Educational assistants may need support with use of and access to the technology required to participate in the program.
- The model appeals to motivated candidates who are ready to assume significant time management skills.

Policies to Encourage Training of Paraeducators in Oregon

Nationally there is a scarcity in training opportunities for educational assistants despite the fact that the role of paraeducators in school systems is diverse, complex, and potentially has a direct impact on student learning. A survey in 1995 by the Council of Chief State School Officers (CCSSO) showed that 70-90% of newly hired educational assistants had not received any training that related to providing instruction and direct service to students. The Steering Group suggested the creation of a registry system similar to the [Oregon Registry](#) – a pathway for professional recognition in childhood care and education – that would recognize educational assistance as they reach benchmarks in their training. The benchmarks would be defined by aligning the outcomes for educator preparation programs with the existing outcomes for the Oregon Paraeducator Certificate ([Appendix G: Oregon Paraeducator Certificate Outcomes](#)). The registry would bring focus on the added value of educational assistants as assets contributing to the culture and climate of their home schools. It would provide a clear pathway for educational assistants interested in honing their skills and potentially becoming licensed educators and it would provide consistency to the training offered to educational assistants.

The State could support educational assistant training by providing guidelines to districts on how to invest in their educational assistants, which could include:

- Identifying how educational assistants can support the work of closing achievement gaps
- Creating ways for educational assistants to access educational opportunities and meet benchmarks along a career pathway
- Guidance on using paid work as practicum for schoolwork
- Offering educational courses (e.g., math) on-site in the school district
- Recognizing educational assistants as they progress in their training. Recognition could include additional responsibilities, opportunities to expand skills, celebrations, and increased pay
- Investing funds upfront to help educational assistants access higher education
- Providing mentors to assist educational assistants in accessing training opportunities

Clearly, educational assistants play a vital role in Oregon's education system that overall can be an important element in Oregon's efforts to improve outcomes for students and support for ALL individuals who are engaged in the profession.

Appendices

The following links and resources are provided as appendix items:

Appendix Title	Appendix Link
Steering Committee Membership	Appendix A Pages 19-20
Educational Assistant OARS	Appendix B
Federal Career Pathway Guidance	Appendix C Pages 21-22
Portland State Bilingual Teacher Pathway Courses	Appendix D
Portland State Bilingual Teacher Pathway Expansion Model	Appendix E Pages 23-27
Western Governor's University Program Description	Appendix F
Oregon Paraeducator Certificate Outcomes	Appendix G Pages 28-35

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Appendix A: Educational Assistant Steering Group Membership

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Name	Organization	Position	Phone #
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Rudyenne Rivera-Lindstrom	Oregon Department of Education	Education Specialist, Equity, former Educational Assistant	(503) 947-5617
Hilda Rosselli	Oregon Education Investment Board	Deputy Director, College & Career Readiness	(503) 373-0032
Cindy Ryan	Western Oregon University	Assistant Professor	
Tricia Smith	Oregon School Employees Association	Government Relations Specialist	(503) 588-0121

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Appendix C: Federal Career Pathway Guidance

The Departments of Education, Labor and Health & Human Services are currently soliciting information and recommendations for the development and implementation of high-quality career pathway systems. This request for information (RFI) was published in yesterday's Federal Register and can be found here:

<https://s3.amazonaws.com/public-inspection.federalregister.gov/2014-09274.pdf>

The joint letter also discusses the Departments' views on the essential components of a career pathways system. While the Departments' understanding will be further strengthened by research and experience, what we have learned to date from our investments in this area, in addition to States' efforts in career pathways, leads us to believe that essential components of a career pathways system should include the following:

- Alignment of systems: secondary, postsecondary and workforce development;
- Rigorous, sequential, connected, and efficient coursework that connects basic education and skills training and integrates education and training;
- Multiple entry and exit points;
- Comprehensive support services, such as career counseling, childcare, and transportation;
- Financial supports or flexibility to accommodate the demands of the labor market in order to allow individuals to meet their ongoing financial needs and obligations;
- Active engagement of business in targeted industry sectors that aligns with the skill needs of industries important to the local, regional, and/or State economies;
- Appropriate curriculum and instructional strategies that make work a central context for learning and work readiness skills;
- Credit for prior learning and the adoption of other strategies that accelerate the educational and career advancement of the participant;
- Organized services to meet the particular needs of adults, including accommodating work schedules with flexible and non-semester-based scheduling, alternative class times and locations, and the innovative use of technology;
- A focus on secondary and postsecondary industry recognized credentials, sector-specific employment, and advancement over time in education and employment within that sector; and
- A collaborative partnership among workforce, education, human service agencies, business and other community stakeholders to manage the system.

One of the hallmarks of a career pathways system is its potential to provide an effective strategy for integrating educational instruction, workforce development, and human services and linking them to labor market trends and employer needs. The Departments believe that the more career pathways systems are aligned at the State, local, regional, and tribal levels, the easier it is to create a level of integration necessary to develop career pathway programs and ensure an individual's success.

The joint letter was the Departments' first step to formally adopt a common definition and shared vision for career pathways systems, with the expectation that a common language would facilitate the forging of cross-agency partnerships and systems development. The joint letter was also the first time each of the Departments overseeing the major Federal funding streams for employment, training, education, and support services formally recognized their shared support for career pathways approaches. The impetus for the joint letter came from the awareness among Federal leaders of a growing convergence of strategies for promoting skills acquisition and labor market successes that fit loosely under the rubric of career pathways.

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Appendix E: Extending Portland State University's Bilingual Teacher Pathway

From: Esperanza De La Vega, Bilingual Teacher Pathway Program

Below are some considerations for extending Portland State University's Bilingual Teacher Pathway program into a satellite office, outside the Portland metro area.

There are some differentiations to take into consideration **prior to being admitted**:

Table 1- Admission Considerations

	Elementary	Secondary
Passing Basic Skills Test (as required by TSPC)	Yes	Yes
Completed all (or almost all pre-requisite courses)	<ul style="list-style-type: none"> • PSY 311 Human Development • Math 211, 212, 214 Mathematics for Educators sequence • LIB 428 Children's Literature 	<ul style="list-style-type: none"> • PSY 311 Human Development • Courses based on transcript evaluation by a content area advisor (department recommendation form)
Have a Bachelor's degree & be admitted to the university as a Graduate student.	Yes Outcome: MEd, Initial Teaching License & ESOL Endorsement	Yes Outcome: MEd, Initial Teaching License & ESOL Endorsement
Note: if a student has a Bachelor degree from a country outside the USA.	Transcripts to be translated & evaluated TOEFL may be required	Transcripts to be translated & evaluated TOEFL may be required
Have <i>minimally</i> 90 credits* and be admitted to the university as an Undergraduate student. (*note: often a 3-year plan to completion)	Yes Outcome: Bachelor degree in Liberal Studies, Initial Teaching License & ESOL Endorsement	Yes Outcome: Bachelor degree in Liberal Studies, Initial Teaching License & ESOL Endorsement
District Partnership	Bilingual candidate should be employed either part-time or full-time by a school district that has an Intergovernmental Agreement with Portland State University OR be an independent candidate	

	supported by a partner district after the application process has been completed.
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Once Admitted: The following tables show the number of credits the candidates will be taking each term. Each of the courses in the BTP program is offered in a 400/500 level to accommodate both undergraduate and graduate students.

Table 2 - Secondary Teacher Candidates

Term	BTP Classes	ESOL Classes	Student Teaching	Total Credits
1. Fall	5	3		8
2. Winter	6	3		9
3. Spring	3	3		6
4. Summer	6	4		10
5. Fall	4	6		10
6. Winter	6		4	10
7. Spring	2		12 w/ESOL practicum	14
Total Program Credits				67

Table 3 - Elementary Teacher Candidates

Term	BTP Classes	ESOL Classes	Student Teaching	Total Credits
1. Fall	5	3		8
2. Winter	6	3		9
3. Spring	6	3		9
4. Summer	8	4		12
5. Fall	2	6		8
6. Winter	2		4	6
7. Spring	2		12 w/ESOL practicum	14
Total Program Credits				66

Format of Class Structure:

The BTP subscribes to a cohort model where the students are guided and mentored through two years (7 terms) of courses. It is during winter and spring of the second year of the program that the candidates will need to plan for student teaching in their sponsoring school districts. There may be opportunities for an internship should a district wish to explore this structural option.

During the academic school year all courses are held during the evening hours to accommodate working professionals. (*This is based on PSU campus program*)

- ESOL courses are held on **Monday** evening from approximately 6:40 – 9:20pm.
- BTP courses are taught on **Wednesday** evening – typically two classes back-to-back from 4:00pm to 6:30 and 6:40 – 9:20pm.

During the summer term, all classes are held during the day and/or during the evening.

Budget Considerations

With a minimum composition of candidates enrolled in the program, PSU could support the expansion of the Bilingual Teacher Pathway program. We would pay the instructors and their travel costs related to teaching in a satellite program outside the Portland Metro Area.

The districts would provide some financial support for other components of a successful program such as testing /tutoring support, support for tuition, Included in the district support would be in-kind support by providing a space for conducting the classes, as well as a private place for advising students and/or for the program assistant to complete tasks related to communication, outreach, retention, and support.

Instructional Personnel

Year One:

Composition of Cohort: 8 undergraduate and 8 graduate

Credits: Taking a minimum of 23-26 grad & undergrad credits (fall, winter, spring)

Instructor/Advisor: Fixed Term Faculty 1.0 FTE (salary rate of \$60,000)

Year Two:

Composition of Cohort: 8 UG and 8 GR (Plus 16 Continuing)

Credits: Taking a minimum of 40-44 grad & undergrad credits (summer, fall, winter, spring) of which 16 credits are for supervised practicum.

Instructor/Advisor/Supervisor: Fixed Term Faculty 1.0 FTE (salary rate of \$60,000)

Administrative Personnel

Year One and Year Two: It is anticipated that the 1.0 FTE instructional position could include *some* advising. However, the start-up and initial implementation of the BTP satellite program would require administrative support such as a **Program Assistant**. Duties would include tasks such as creating recruitment material, answering student questions, helping with application process, testing taking options, and resource sharing with potential applicants. As noted on Table 1, there are many considerations that potential students will need help navigating prior to be admitted, which a program assistant could facilitate. This position will still need to be envisioned and planned through negotiations between the partner districts and the university to distribute cost and provide place-based support systems.

Note: A half-time program assistant hired by PSU would need to include a benefits package. While it would increase the cost of the hire, it would also increase the security and long-term satisfaction of an employee who would stay and develop relationships needed in a partnership program.

Facilities

It is anticipated that school districts would be able to provide facilities where classes could be offered during the evening and/or weekend. This would be an example of in-kind contributions to the partnership relationship.

Other Budget Items to Consider

Tuition: The cost of tuition will for the candidate could be prohibitive. Ways to defray the cost could include scholarships, grants, district PD \$ for classified staff, and student loans.

Books/Fees:

While online features and access to library resources has helped keep the cost of reading material down, there are still textbooks that will need to be purchased. The cost of this could reach up to \$300 a term, depending on the courses.

Fees related to applications for admission to the university vary depending on the status of the student. There may be fees associated with TOEFL testing and the basic skills test fees could be hardship for some applicants.

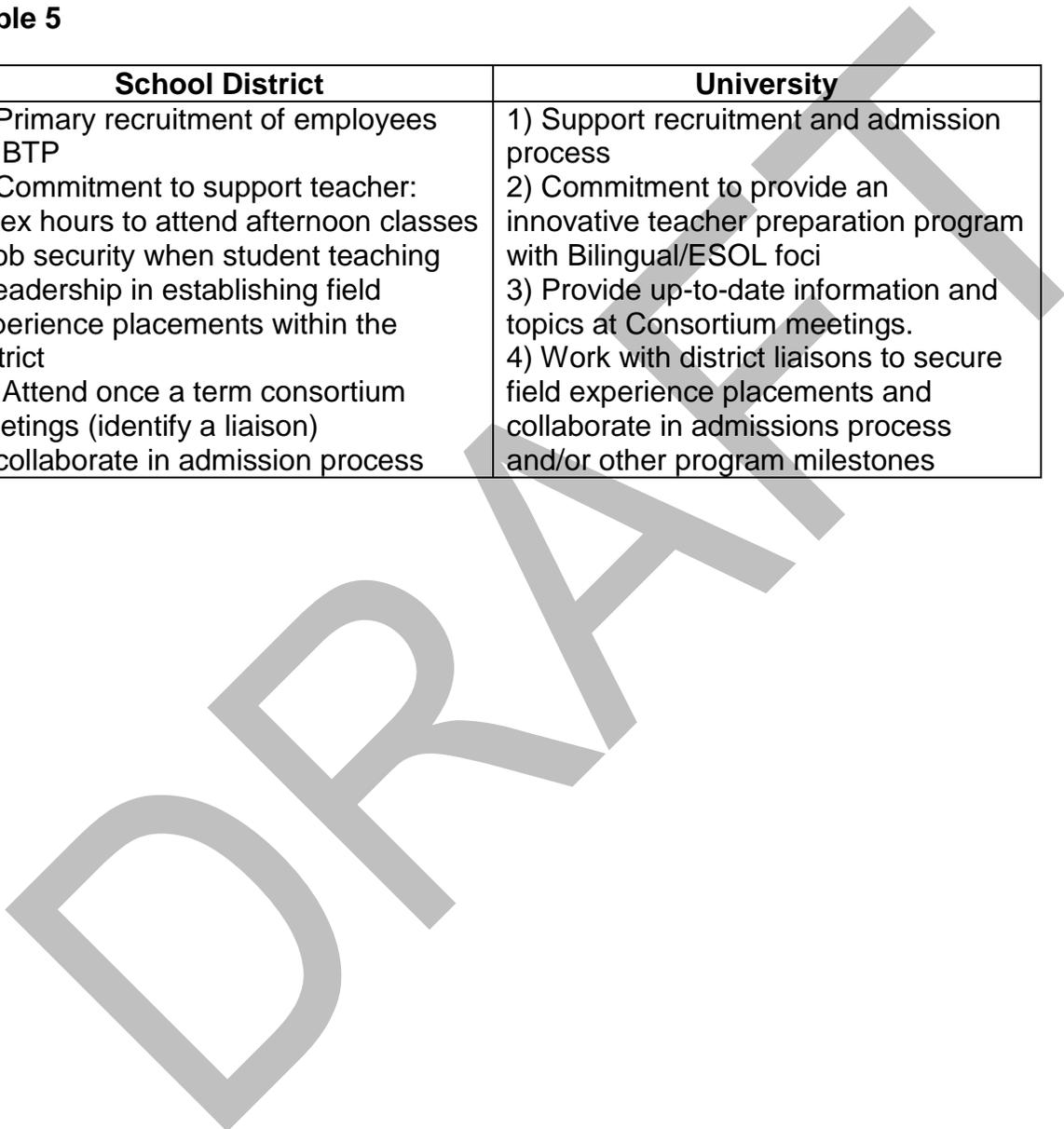
Should the candidate need support for test-taking strategies or tutoring on a specific area of test content, these systems could cost to be established. Establishing a tutoring system that is staffed by volunteers might be an option to districts wishing to support bilingual candidates from their district.

Partnership Relationship

The BTP program has been successful, in part, because of the strong partnership agreements that have been negotiated between the university and the school districts and documented through inter-government agreements. The following shows some of the roles/responsibilities shared through this partnership.

Table 5

School District	University
1) Primary recruitment of employees for BTP 2) Commitment to support teacher: - flex hours to attend afternoon classes - job security when student teaching - leadership in establishing field experience placements within the district 3) Attend once a term consortium meetings (identify a liaison) 4) collaborate in admission process	1) Support recruitment and admission process 2) Commitment to provide an innovative teacher preparation program with Bilingual/ESOL foci 3) Provide up-to-date information and topics at Consortium meetings. 4) Work with district liaisons to secure field experience placements and collaborate in admissions process and/or other program milestones



Appendix G: Oregon Paraeducator Certificate Outcomes

Outcome 1: Demonstrate appropriate strategies and techniques to provide instructional support to students of diverse populations

November, 2007

	Using Research	Individual instruction	Small Groups	Assessment
	Does the candidate use research-based techniques to support instruction?	Does the candidate modify instruction to meet individual student needs?	Does the candidate adapt small group instruction to include nontraditional learners?	Does the candidate demonstrate the ability to administer student assessments as directed?
3	<ul style="list-style-type: none"> ▪ Executes an engaging lesson including research-based techniques. 	<ul style="list-style-type: none"> ▪ Modifies instruction to assist a student with diverse/special needs in meeting all or most learning objectives. 	<ul style="list-style-type: none"> ▪ Identifies & practices a variety of teaching strategies to include diverse/special needs students in small group learning activities 	<ul style="list-style-type: none"> ▪ After adequate training, correctly administers a student assessment with no significant errors
2	<ul style="list-style-type: none"> ▪ Executes a standard lesson using research-based techniques 	<ul style="list-style-type: none"> ▪ Modifies instruction to assist a student with diverse/special needs in meeting some learning objectives. 	<ul style="list-style-type: none"> ▪ Identifies & practices basic teaching strategies to include diverse/special needs students in small group learning activities 	<ul style="list-style-type: none"> ▪ After adequate training, correctly administers a student assessment with few errors
1	<ul style="list-style-type: none"> ▪ Does not incorporate or inappropriately applies research-based techniques. 	<ul style="list-style-type: none"> ▪ Modifies instruction to assist a student with diverse/special needs in meeting few learning objectives. 	<ul style="list-style-type: none"> ▪ Limited identification & practice of teaching strategies to include diverse/special needs students in small groups 	<ul style="list-style-type: none"> ▪ After adequate training, cannot administer a student assessment without significant errors
0	<ul style="list-style-type: none"> ▪ No attempt made to incorporate research-based techniques. 	<ul style="list-style-type: none"> ▪ Does not modify instruction when needed. 	<ul style="list-style-type: none"> ▪ No attempt made to identify or practice teaching strategies to include diverse/special needs students in small groups 	<ul style="list-style-type: none"> ▪ Unable to correctly administer a student assessment

3 = Exemplary 2 = Meets standard 1 = Developing 0 = Unacceptable

To meet the standard, the candidate must earn a score of “2” or higher in each dimension of the scoring guide.

Oregon Paraeducator Certificate

Outcome 2: Demonstrate attitudes and behaviors that are appropriate in meeting the needs of diverse populations

November, 2007

	Teaching/Pedagogy Does the candidate create an environment of acceptance and inclusion of all students?	Competence in Serving Diverse Populations Does the candidate demonstrate competence and sensitivity in regard to individuals' cultural, social, cognitive, and emotional differences?	Advocacy Does the candidate advocate for the rights of all students?
3	<ul style="list-style-type: none"> ▪ Always models inclusive behaviors; ▪ Builds on home and community experience to advance concepts ▪ Interacts with students in ways that respect communication styles and differences ▪ Uses names and includes all students in discussions ▪ Allows and validates all points of view 	<ul style="list-style-type: none"> ▪ Articulates typical cultural, social, cognitive, and emotional challenges faced by students with special needs ▪ Can identify appropriate professional responses to most situations in which students' cultural, social, cognitive, or emotional needs impact school success 	<ul style="list-style-type: none"> ▪ Applies knowledge of federal, state, and district policies and procedures for: <ul style="list-style-type: none"> ▪ Protecting health, safety and well-being of all learners ▪ Accessing support programs to meet student needs ▪ Explains the value of serving all children and youth in supportive, inclusive learning environments.
2	<ul style="list-style-type: none"> ▪ Usually models inclusive behaviors listed above 	<ul style="list-style-type: none"> ▪ Identifies typical cultural, social, cognitive, and emotional challenges faced by students with special needs ▪ Can identify appropriate professional responses to limited types of situations in which students' cultural, social, cognitive, or emotional needs impact school success 	<ul style="list-style-type: none"> ▪ Demonstrates knowledge of federal, state, and district policies and procedures listed above ▪ Explains the value of serving all children and youth in supportive, inclusive learning environments
1	<ul style="list-style-type: none"> ▪ Rarely models inclusive behaviors listed above 	<ul style="list-style-type: none"> ▪ Cannot identify most cultural, social, cognitive, and emotional challenges 	<ul style="list-style-type: none"> ▪ Demonstrates limited knowledge of federal, state, and district policies

		<p>faced by students with special needs</p> <ul style="list-style-type: none"> ▪ Fails to consistently identify appropriate professional responses to situations in which students' cultural, social, cognitive, or emotional needs impact school success 	<p>and procedures</p> <ul style="list-style-type: none"> ▪ Inadequately explains the value of serving all children and youth
0	<ul style="list-style-type: none"> ▪ No observable attempt made to model inclusive behaviors 	<ul style="list-style-type: none"> ▪ No attempt to identify cultural, social, cognitive, and emotional challenges faced by students with special needs ▪ Is not able to identify appropriate professional responses to situations in which students' cultural, social, cognitive, or emotional needs impact school success 	<ul style="list-style-type: none"> ▪ Demonstrates no knowledge of federal, state, and district policies and procedures ▪ Cannot explain the value of serving all children and youth

3 = Exemplary 2 = Meets Standard 1 = Developing 0 = Unacceptable

To meet the standard, the candidate must earn a score of "2" or higher in each dimension of the scoring guide.

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Oregon Paraeducator Certificate

Outcome 3: Apply best practices in classroom management to optimize the potential for student learning

November, 2007

	Relationships	Environment	Instruction	Intervention
	Does the candidate understand the significance of adult-to-student and student-to-student relationships in the classroom?	Is the candidate able to develop and use procedures that enhance the academic and social effectiveness of the classroom?	Can the candidate enhance behavior management through instruction?	Is the candidate able to respond to student behavior in classroom and other contexts?
3	<ul style="list-style-type: none"> ▪ Engages with students actively and consistently ▪ Interactions are developmentally appropriate and characterized by warmth, concern, and respect ▪ Fosters healthy peer-to-peer interactions 	<ul style="list-style-type: none"> ▪ Develops and consistently uses systems and methods to support the work of the classroom ▪ Works consistently within the existing behavior management framework of the classroom and school 	<ul style="list-style-type: none"> ▪ Delivers and adapts instruction that engages all students and leads to success ▪ Anticipates potential challenges to modify and adapt instruction as necessary 	<ul style="list-style-type: none"> ▪ Consistently takes into account student needs, classroom norms, and context in responding to student behavior ▪ Evaluates the success of an intervention and makes appropriate adjustments or corrections ▪ Avoids personalizing student misbehavior
2	<ul style="list-style-type: none"> ▪ Actively engages with students, but may not do so consistently ▪ Interactions are generally appropriate and characterized by warmth, concern and respect ▪ Takes advantage of some opportunities to foster healthy peer-to-peer interactions 	<ul style="list-style-type: none"> ▪ Develops and generally uses systems and methods that generally support the work of the classroom ▪ Generally works within the existing behavior management framework of the classroom and school 	<ul style="list-style-type: none"> ▪ Delivers and adapts instruction that engages and leads to success for most students ▪ Though some challenges were unanticipated, instruction is modified and adapted as necessary 	<ul style="list-style-type: none"> ▪ Takes into account student needs, classroom norms and context in responding to student behavior, but may not do so consistently ▪ Sometimes evaluates the success of an intervention and makes appropriate adjustments or corrections ▪ May occasionally personalize student misbehavior

<p>1</p>	<ul style="list-style-type: none"> ▪ Demonstrates hesitancy to engage with K-12 students ▪ Interactions may be marginally appropriate or characterized by either excessive familiarity or distance ▪ Makes little or no effort to foster healthy peer-to-peer interactions 	<ul style="list-style-type: none"> ▪ Uses methods that do not support the work of the classroom ▪ Fails to consider the management framework of the classroom and school 	<ul style="list-style-type: none"> ▪ Delivers and adapts instruction that engages and leads to success for a minority of students in the classroom ▪ Unanticipated challenges seriously affect the outcome of the lesson 	<ul style="list-style-type: none"> ▪ Fails to consider student needs, classroom norms and context in responding to student behavior ▪ Reflection concerning classroom management practices does not lead to a change in behavior ▪ Frequently personalizes student behavior
<p>0</p>	<ul style="list-style-type: none"> ▪ Demonstrates unwillingness to engage with K-12 students ▪ Interactions are developmentally inappropriate and characterized by lack of interest, disdain or disrespect ▪ Fosters negative peer-to-peer interactions 	<ul style="list-style-type: none"> ▪ Uses methods that undermine the work of the classroom ▪ Ignores or is in conflict with the behavior management framework of the classroom and school 	<ul style="list-style-type: none"> ▪ Delivers instruction that fails to engage or lead to success; does not adapt instruction as needed ▪ Problems arise during instruction that should have been foreseen, and no learning takes place 	<ul style="list-style-type: none"> ▪ Does not respond to inappropriate student behavior when a response is necessary ▪ Does not engage in reflection concerning classroom management practices ▪ Responds personally to student behavior issues

3 = Exemplary 2 = Meets Standard 1 = Developing 0 = Unacceptable

To meet the standard, the candidate must earn a score of “2” or higher in each dimension of the scoring guide.

Oregon Paraeducator Certificate

Outcome 4: Practice ethical and legal standards of conduct.

November, 2007

The candidate demonstrates basic knowledge of:	Completed?	Evidence
<ul style="list-style-type: none"> • Local school district code of conduct 		
<ul style="list-style-type: none"> • Oregon statutes and rules addressing educator ethics 		
<ul style="list-style-type: none"> • Mandatory abuse reporting law 		
<ul style="list-style-type: none"> • Confidentiality and sharing of student information 		
<ul style="list-style-type: none"> • Supervision requirements in public school settings 		
<ul style="list-style-type: none"> • Limits to personal expression in work environment 		
<ul style="list-style-type: none"> • Scope of practice for paraeducator 		
<ul style="list-style-type: none"> • Allowable uses of school equipment and technology 		

To meet the standard, the candidate must demonstrate awareness of all areas listed above.

Oregon Paraeducator Certificate

Outcome 5: Apply technology to support teaching, learning and communication

November, 2007

	Skills and Proficiencies	Application
	Does the candidate have technological skills appropriate to school contexts?	Does the candidate use technology to support teaching, learning, and communication?
3	<ul style="list-style-type: none"> • Demonstrates a working knowledge of communication, word processing, database, and presentation/publishing programs as appropriate to school contexts 	<ul style="list-style-type: none"> • Makes extensive and appropriate use of technology with little or no assistance to support communication, teaching, and learning
2	<ul style="list-style-type: none"> • Demonstrates a basic knowledge of communication, word processing, database, and presentation/publishing programs as appropriate to school contexts 	<ul style="list-style-type: none"> • Makes adequate and appropriate use of technology with some assistance to support communication, teaching, and learning
1	<ul style="list-style-type: none"> • Demonstrates little or no knowledge of communication, word processing, database, and presentation/publishing programs as appropriate to school contexts 	<ul style="list-style-type: none"> • Makes limited use of technology/requires major assistance in use of technology to support communication, teaching and learning
0	<ul style="list-style-type: none"> • Avoids technology • Unable to use technology 	<ul style="list-style-type: none"> • Unwilling to support teaching, learning and communication with technology • Uses technology inappropriately

3 = Exemplary 2 = Meets Standard 1 = Developing 0 = Unacceptable

To meet the standard, the candidate must earn a score of “2” or higher in each dimension of the scoring guide.

Oregon Paraeducator Certificate

Outcome 6: Meet NCLB academic standards for paraeducators.

November, 2007

- Demonstrate reading and writing competency at college level (passed or tested out of RD 115 and WR 115)
- Demonstrate math competency at introductory algebra level (passed or tested out of MTH 60)

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