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OREGON EDUCATION INVESTMENT BOARD Best Practices & Innovation Subcommittee

Tuesday, May 14, 2013

10:30 AM – 12:30 PM

Oregon State Fairgrounds
Cascade Hall, McKenzie Room
2330 17th Street, NE
Salem, OR 97301

AGENDA

- | | |
|------------|--|
| 10:30 a.m. | Welcome & Review of Agenda
Yvonne Curtis, Sub-committee Chair |
| 10:40 a.m. | Quality Education Model and Collaboration between OEIB and QEC
Peter Tromba Interim Chair of QEC |
| 11:15 a.m. | Network for Professional Teaching and Learning
Hilda Rosselli |
| 12:00 p.m. | Public Testimony |
| 12:15 p.m. | Meeting Adjourns |

****Times are approximate***

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](#). Staff respectfully requests that you submit 25 collated copies of written materials at the time of your testimony. Persons making presentations including the use of video, DVD, PowerPoint or overhead projection equipment are asked to contact board staff 24 hours prior to the meeting. 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 72 hours in advance.



Consultancy Protocol Overview

The Consultancy Protocol was developed by Gene Thompson-Grove as part of the Coalition of Essential Schools' National Re:Learning Faculty Program, and further adapted and revised as part of work of NSRF.

A Consultancy is a structured process for helping an individual or a team think more expansively about a particular, concrete dilemma. Outside perspective is critical to this protocol working effectively; therefore, some of the participants in the group must be people who do not share the presenter's specific dilemma at that time. When putting together a Consultancy group, be sure to include people with differing perspectives.

Framing Consultancy Dilemmas and Consultancy Questions

A dilemma is a puzzle, an issue that raises questions, an idea that seems to have conceptual gaps, something about process or product that you just can't figure out. Sometimes it will include samples of student or adult work that illustrate the dilemma, but often it is a dilemma that crosses over many parts of the educational process.

1. Think about your dilemma. Dilemmas deal with issues with which you are struggling or that you are unsure about. Some criteria for a dilemma might include:
 - Is it something that is bothering you enough that your thoughts regularly return to the dilemma?
 - Is it an issue/dilemma that is not already on its way to being resolved?
 - Is it an issue/ dilemma that does not depend on getting other people to change (in other words, can you affect the dilemma by changing your practice)?
 - Is it something that is important to you, and is it something you are actually willing to work on?
2. Do some reflective writing about your dilemma. Some questions that might help are:
 - Why is this a dilemma for you? Why is this dilemma important to you?
 - If you could take a snapshot of this dilemma, what would you/we see?
 - What have you done already to try to remedy or manage the dilemma?
 - What have been the results of those attempts?
 - Who do you hope changes? Who do you hope will take action to resolve this dilemma? If your answer is not you, you need to change your focus. You will want to present a dilemma that is about your practice, actions, behaviors, beliefs, and assumptions, and not someone else's.
 - What do you assume to be true about this dilemma, and how have these assumptions influenced your thinking about the dilemma?
 - What is your focus question? A focus question summarizes your dilemma and helps focus the feedback (see the next step).

3. Frame a focus question for your Consultancy group: Put your dilemma into question format.
 - Try to pose a question around the dilemma that seems to you to get to the heart of the matter.
 - Remember that the question you pose will guide the Consultancy group in their discussion of the dilemma.
4. Critique your focus question.
 - Is this question important to my practice?
 - Is this question important to student learning?
 - Is this question important to others in my profession?

Some Generic Examples of Dilemmas

- The teaching staff seems to love the idea of involving the students in meaningful learning that connects the students to real issues and an audience beyond school, but nothing seems to be happening in reality.
Question: What can I do to capitalize on teachers' interest and to help them translate theory into practice?
- The community is participating in visioning work, but the work doesn't seem to relate to the actual life of the school — it is just too utopian.
Question: How do I mesh dreams and reality?
- Teachers love doing projects with the students, but the projects never seem to connect to one another or have very coherent educational goals or focus; they are just fun.
Question: How do I work with teachers so they move to deep learning about important concepts while still staying connected to hands-on learning?
- We keep getting grants to do specific projects with students and the community, but when the money is gone, the work doesn't continue.
Question: How does sustainability actually work? What needs to change for it to work?
- No matter how hard I try to be inclusive and ask for everyone's ideas, about half of the people don't want to do anything new — they think things were just fine before.
Question: How do I work with the people who don't want to change without alienating them?

Preparing to Present a Dilemma in a Consultancy Protocol

Come to the session with a description of a dilemma related to your practice. Write your dilemma with as much contextual description as you feel you need for understanding. One page is generally sufficient; even a half page is often enough. If you prefer not to write it out, you can make notes for yourself and do an oral presentation, but please do some preparation ahead of time.

End your description with a specific question. Frame your question thoughtfully. What do you REALLY want to know? What is your real dilemma? This question will help your Consultancy group focus its feedback. Questions that can be answered with a "yes" or "no" generally provide less feedback for the person with the dilemma, so avoid those kinds of questions. (See the previous pages for a process for framing Consultancy dilemmas and questions.)

Dilemmas deal with issues with which you are struggling — something that is problematic or has not been as effective as you would like it to be — anything related to your work. Consultancies give presenters an opportunity to tap the expertise in a group, and if past experiences offer any indication, you will be able to rely on the people in your Consultancy group to provide respectful, thoughtful, experienced-based responses to your dilemma.

A couple of caveats — we have found that Consultancies don't go well when people bring dilemmas that they are well on the way to figuring out themselves, or when they bring a dilemma that involves only getting other people to change. To get the most out of this experience, bring something that is still puzzling you about your practice. It is riskier to do, but we guarantee that you will learn more.



Consultancy Protocol

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A Consultancy is a structured process for helping an individual or a team think more expansively about a particular, concrete dilemma.

Time

Approximately 50 minutes

Roles

Presenter (whose work is being discussed by the group)

Facilitator (who sometimes participates, depending on the size of the group)

1. The presenter gives an overview of the dilemma with which s/he is struggling, and frames a question for the Consultancy group to consider. The framing of this question, as well as the quality of the presenter's reflection on the dilemma being discussed, are key features of this protocol. If the presenter has brought student work, educator work, or other "artifacts," there is a pause here to silently examine the work/documents. The focus of the group's conversation is on the dilemma. (5-10 minutes)
2. The Consultancy group asks clarifying questions of the presenter — that is, questions that have brief, factual answers. (5 minutes)
3. The group asks probing questions of the presenter. These questions should be worded so that they help the presenter clarify and expand his/her thinking about the dilemma presented to the Consultancy group. The goal here is for the presenter to learn more about the question s/he framed or to do some analysis of the dilemma presented. The presenter may respond to the group's questions, but there is no discussion by the Consultancy group of the presenter's responses. At the end of the ten minutes, the facilitator asks the presenter to re-state his/her question for the group. (10 minutes)
4. The group talks with each other about the dilemma presented. (15 minutes)
Possible questions to frame the discussion:
What did we hear?
What didn't we hear that they think might be relevant?
What assumptions seem to be operating?
What questions does the dilemma raise for us?
What do we think about the dilemma?
What might we do or try if faced with a similar dilemma? What have we done in similar situations?

Members of the group sometimes suggest actions the presenter might consider taking. Most often, however, they work to define the issues more thoroughly and objectively. The presenter doesn't speak during this discussion, but instead listens and takes notes.

5. The presenter reflects on what s/he heard and on what s/he is now thinking, sharing with the group anything that particularly resonated for him or her during any part of the Consultancy. (5 minutes)
6. The facilitator leads a brief conversation about the group's observation of the Consultancy process. (5 minutes)



Consultancy Protocol Facilitation Tips

Step 1

The success of the Consultancy often depends on the quality of the presenter's reflection in Step 1 as well as on the quality and authenticity of the question framed for the Consultancy group. However, it is not uncommon for the presenter, at the end of a Consultancy, to say, "Now I know what my real question is." That is fine, too. It is sometimes helpful for the presenter to prepare ahead of time a brief (one-two page) written description of the dilemma and the issues related to it for the Consultancy group to read as part of Step 1.

Step 2

Clarifying questions are for the person asking them. They ask the presenter "who, what, where, when, and how." These are not "why" questions. They can be answered quickly and succinctly, often with a phrase or two.

Step 3

Probing questions are for the person answering them. They ask the presenter "why" (among other things), and are open-ended. They take longer to answer, and often require deep thought on the part of the presenter before s/he speaks.

Step 4

When the group talks while the presenter listens, it is helpful for the presenter to pull his/her chair back slightly away from the group. This protocol asks the Consultancy group to talk about the presenter in the third person, almost as if s/he is not there. As awkward as this may feel at first, it often opens up a rich conversation, and it gives the presenter an opportunity to listen and take notes, without having to respond to the group in any way. Remember that it is the group's job to offer an analysis of the dilemma or question presented. It is not necessary to solve the dilemma or to offer a definitive answer.

It is important for the presenter to listen in a non-defensive manner. Listen for new ideas, perspectives, and approaches. Listen to the group's analysis of your question/issues. Listen for assumptions — both your own and the group's — implicit in the conversation. Don't listen for judgment of you by the group. This is not supposed to be about you, but about a question you have raised. Remember that you asked the group to help you with this dilemma.

Step 5

The point of this time period is not for the presenter to give a "blow by blow" response to the group's conversation, nor is it to defend or further explain. Rather, this is a time for the presenter to talk about what were, for him/her, the most significant comments, ideas and questions s/he heard. The presenter can also share any new thoughts or questions s/he had while listening to the Consultancy group.

Step 6

Debriefing the process is key. Don't short-change this step.



Investing in Educators Now, and For the Future

Best Practices and Innovations Sub Committee • May 14, 2013

What we've been doing

- Teachers work in isolation in their classrooms.
- Professional development is sporadic, uneven in quality, and often involves one day formats.
- Demands on the profession (new standards, expectations, etc.) are not accompanied by embedded time within the school day or year.
- Teacher career support and development is often an after thought rather than a central core premise around strengthening the profession.

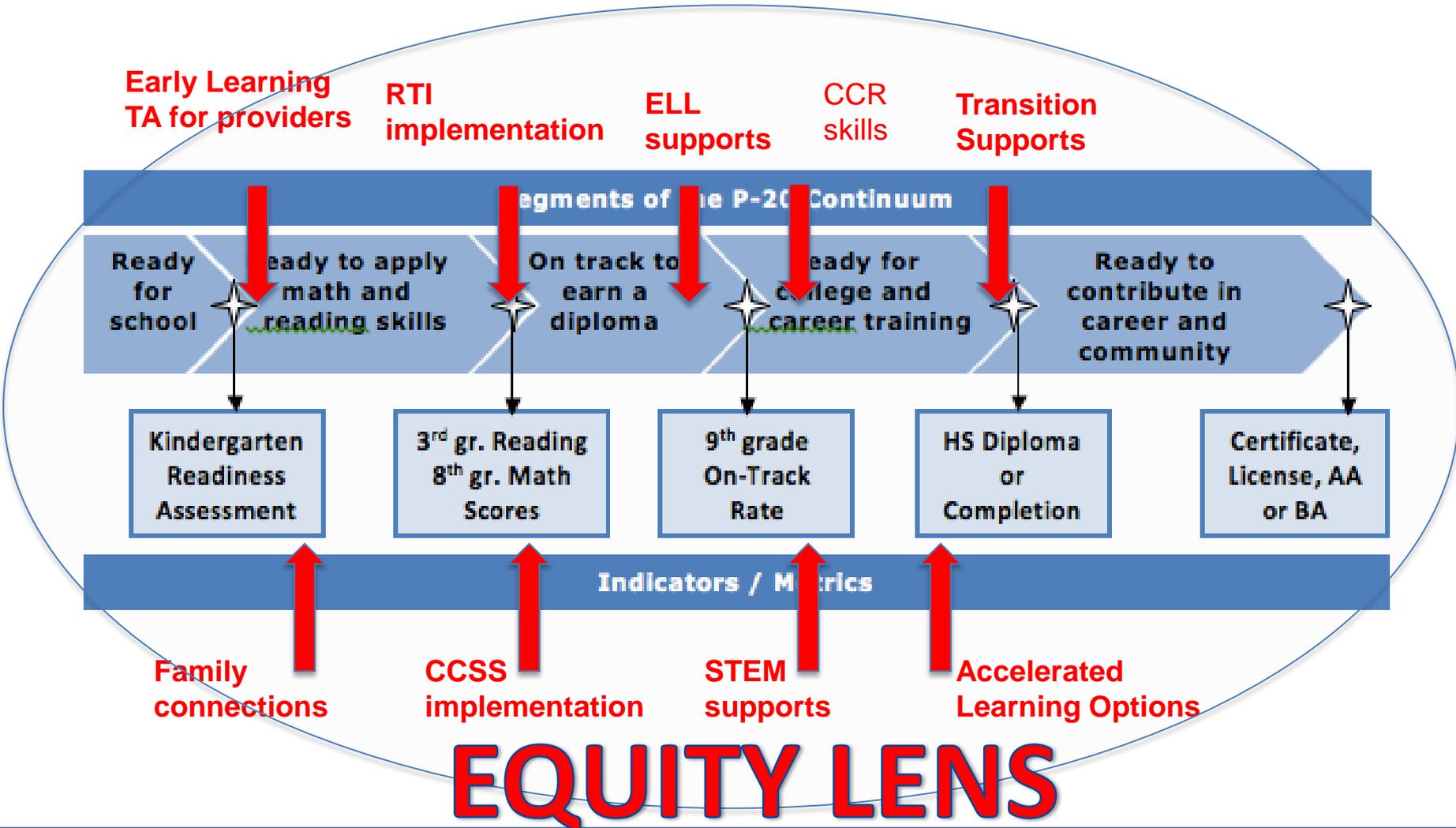
What's changing?

- Emerging knowledge of what works in instructional practice;
- New models of professional learning and career development;
- Improved understanding from brain research on how students learn;
- Changing cultural context; and
- Deeper connections between education, communities, the economy and workforce needs.

We're calling upon educators to:

- Rapidly improve performance on several key measures of progress;
- Adjust the way they teach and engage students;
- Focus instruction more than ever on higher levels of thinking and application of knowledge;
- Decrease the achievement gap that exists between historically underserved populations and white Oregonians; and
- Implement new performance evaluation systems as required by SB 290.

P-12 Educators' Impact on OEIB Metrics



What would industry do?

- The American Society for Training and Development estimates that U.S. organizations spent \$1,228 per learner on employee learning and development in 2011.



HB 3233 Purposes of Network

- (a) Develop a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and teacher education institutions.
- (b) Strengthen and enhance existing evidence-based practices that improve student achievement.
- (c) Improve recruitment, preparation, induction, career advancement opportunities and support of educators.

Investing in the Profession



Operationalizing a Network Approach



– **Coordinate equitable access** to professional development, teaching practices and resources that support professional growth of educators;



- **Stimulate development and sharing** of professional development models that support practitioner collaboration focused on student learning;

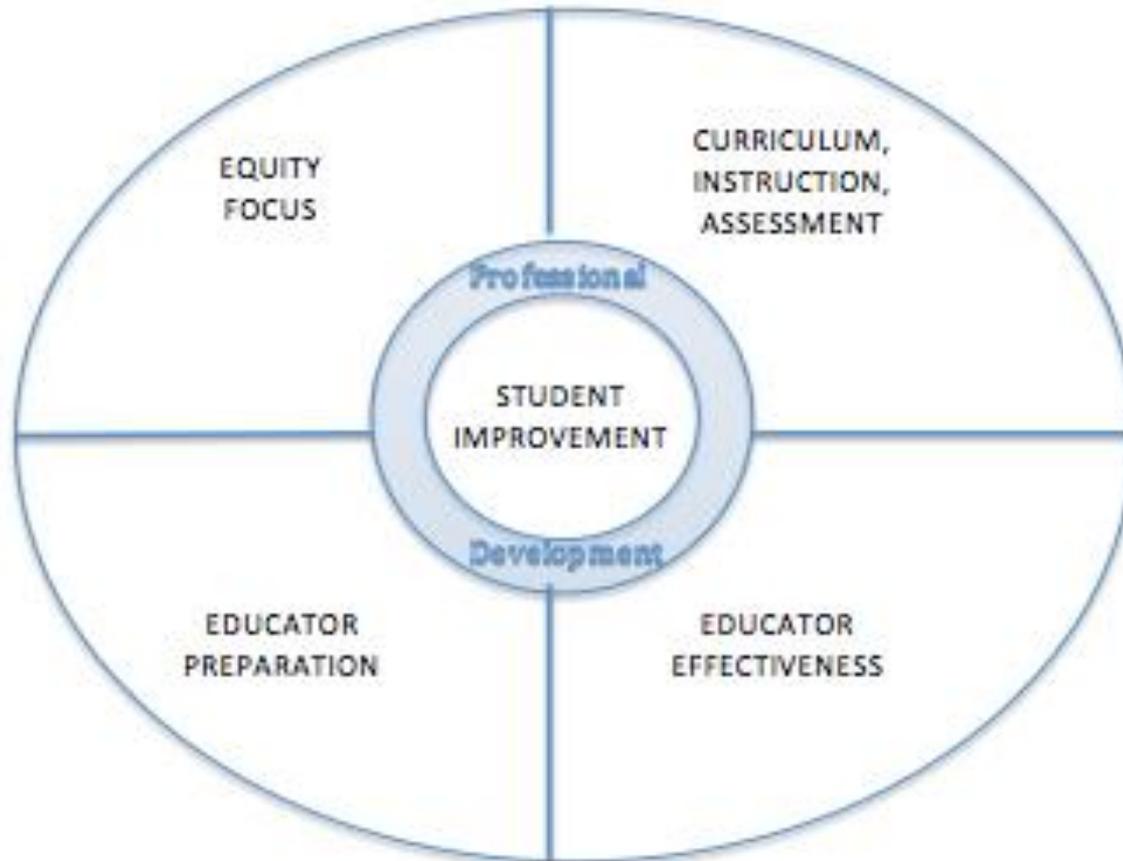


– **Connect** preparation programs to current needs; and



– **Disseminate** results from educators to educators on what works in what context.

Four major areas of investments



Educator Mentoring-\$10 M

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

Key Strategies



- Double funding to reach more mentees
Compile best practices on first year hiring and teaching assignments to inform policy
- Provide training, technical assistance, and resources to support more districts in providing mentoring

Outcomes by 2015

- At least 1200 newly employed in Oregon teachers and administrators receive mentoring in their first and second year of employment
- At least 30% more educators report increased satisfaction in professional support/development.

Educator Evaluation and Effectiveness-\$5 M

(b) To school districts and nonprofit organizations for the purposes of complying with the core teaching standards adopted as provided by ORS 342.856 and complying with related standards prescribed by federal law.

Key Strategies

- Provide regional training, professional development and technical support to support full implementation of Educator Evaluation and Support systems in 197 school districts required by SB 290
- Streamline district, ESD, and state capacity for collecting and using evaluation data and use results to strengthen policy frameworks

Outcomes by 2015

- At least 30% more educators report increased satisfaction in professional support/development
- 197 districts will implement their local teacher and administrator evaluation and support systems aligned with the Oregon Framework in compliance with SB 290 and Oregon's approved ESEA Waiver.

School District Collaboration Grants-\$12 M

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

Key Strategy

- Extend proven models from the School District Collaboration Grant to 12+ districts to plan and implement new approaches to:
 - Career pathways for teachers and administrators;
 - Evaluation processes for teachers and administrators;
 - Compensation models for teachers and administrators; and
 - Enhanced professional development opportunities for teachers and administrators.
- Provide needed technical assistance, research and professional development to support both design and implementation districts.

Outcomes by 2015

- At least 30% more educators report increased satisfaction in professional support/development.
- In 2013-14 the projects will involve approximately 2500 teachers and leaders in 2 design districts and 12 implementation districts.
- In 2014-15 the projects will involve approximately 2300 teachers and leader in 2 design districts and 12 implementation districts.

Educator Preparation-\$7 M

(h) To school districts, nonprofit organizations and post-secondary institutions for the purposes of strengthening educator preparation programs and supporting the development and sustainability of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and postsecondary institutions.

Key Strategies



- Develop educator recruitment activities
- Gear up innovative university/district partnership programs
- Create sharing of PD for EPP faculty
Stimulate collaborative online in-service offerings i
- Improve data reporting and accountability measures

TeachOregon Project Core Components

- Robust district and teacher prep program partnerships
- Recruitment of more diverse candidates
- Innovative clinical experiences
- Proficiency assessment of professional practice and impact on student learning
- Expanded roles for clinical faculty (schools and universities)
- Proficiency teaching/instructional practices and assessment literacy
- Innovative curriculum, instruction and assessment models that better prepare teachers for classroom responsibilities
- Prototypes and exemplars (co-teaching, instructional rounds, teaching clinics, etc.)

Outcomes by 2015

- 10% increase in number of education professionals (PK-12) projected to enter OR education workforce within two years who are non-white, Hispanic, or whose native language is not English
- Newly hired educators and their employers indicate 80% satisfaction with their preparation

Closing the Achievement Gap - \$8M

(f) To school districts, nonprofit organizations and post-secondary institutions for the purpose of closing achievement gaps by providing and improving the effectiveness of professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices.

Current Status

- In 2011-12 there were a total of 78,286 English Language Learners
- Currently ODE only receives federal funding to serve this population for the purpose of monitoring for federal compliance.
- ODE does not receive any General Fund for dissemination of best practices and evidence based models to districts to support this population.

Key Strategies



- Enhance leadership at state level to support districts ability to improve outcomes for traditionally underserved populations
- Support the OEIB approved English Language Learners Strategic Plan

Outcomes by 2015

- Increased English Learner graduation rates.
- Increased literacy performance in grades 3, 6 and 11.
- Increased English language proficiency.
- Increases/growth on indicators of quality implementation standards.
- Increased number of Bilingual programs and number of English Learner students participating in English Learner programs.

Common Core Curriculum-\$5 M

(a) To school districts, schools, nonprofit organizations, postsecondary institutions and consortiums that are any combination of those entities for the purpose of supporting the implementation of common core state standards.

While a majority of teachers (78%) are aware of the Common Core State Standards, many do not yet feel prepared to teach to these new standards.

Primary Sources 2012

What do the new content standards require?

- More extensive use of certain, less familiar instructional practices;
- Deep content knowledge;
- Multiple strategies for formative assessment;
- Extensive infusion of technology to personalize learning; and
- Expanded ways to access and use resources.

Key Strategies

- Develop comprehensive systems that build educator capacity to teach with the Common Core State Standards
- Provide educators with curricular resources and access to professional development that supports instructional shifts needed to help students achieve the CCSS



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Our Students. Their Moment.



Common Core
Curriculum &
Assessments



Teacher/Leader
Effectiveness



Data Driven
Instruction



Video Library



Professional
Development &
Network Teams



Parent & Family
Resources

Video for Parents and Families

Watch this video about the Common Core and the upcoming state assessments and check out the other videos in our Common Core Assessment Video Series



Featured Classroom Resources

- PARCC Model Content Frameworks - For Educators
- Grades K-12 ELA Curriculum



Latest News and Events

- Video for Parents and Families about the Common Core Assessments
- Invitation for Submissions: Curriculum Content



Featured Professional Development Resources

- Workbook for Network Team Implementation of CCLS, APPR, and DDI
- Test Guides for English Language Arts and

Groups

Use a Registration Key

If you have been provided a registration key, enter it when you register for this site. If you're already a member, [login first](#), and then enter your registration key.

Login

USERNAME OR E-MAIL *

PASSWORD *

[Log in](#)

[Create new account](#)

[Request new password](#)

Group	Updated ▾	Membership	Actions
 Oregon Cadre Oregon Cadre	20 Mar 2013 - 14:50	Open	Join
 Instructional Programs Instructional Programs Director Blog	10 Dec 2012 - 17:59	Open	Join
 ODE PROJECTS: CPPT * EDTECH * TITLE IID 21st Century Technology Rich Learning and Teaching Grant Training	10 Oct 2012 - 10:55	Open	Join
 Digital Learning Collaborative Best practices and resources to support mobile learning in Oregon.	28 Sep 2012 - 15:24	Moderated	Request
 CenturyLink Grants Public posting space	17 Oct 2011 - 10:05	Open	Join
 OETC Training Workshops and consulting services provided by OETC.	2 Dec 2010 - 14:58	Open	Join
 Montana Cadre Montana Cadre	21 Sep 2010 - 16:14	Moderated	Request

Mobile Learning Resources

Search

ENTER KEYWORD(S)

TYPE OF RESOURCE

GRADE

- K 1 2 3
- 4 5 6 7
- 8 9 10 11
- 12

SUBJECT

TOPIC

- Apps
- BYOD
- Classroom management
- Devices
- Funding
- Instructional use
- Policies
- Purchasing logistics
- Setup & configuration
- Support & maintenance
- Other

Share your resources related to mobile learning by either uploading materials or linking to them. Please provide a brief description of your resource and the context for its use if it is not clear.

Votes	Views	Resource	Type
10	91	1 to 1 Essentials Program	Websites
5	29	Google Chromebook Tips and Tricks	Websites
4	38	iPad / iPod Resources from TCEA	
4	22	iDevice in the Moutains	Websites , Professional development , Tools , General wisdom
4	19	Kathy Schrock iPads in the classroom	Websites , Instructional techniques , Professional development , Tools
3	24	Teaching Like It's 2999	Websites , Instructional techniques , Tools , General wisdom
3	14	Project RED	Policies
2	39	Tiny Scan	Tools

Outcomes by 2015

- Number of students who demonstrate proficiency in math and science in HS increases 10%
- At least 30% more educators report increased satisfaction in professional support/development

Developing Student Centered Learning Practices-\$3 M

(g) To school districts and nonprofit organizations for the purposes of developing and engaging in proficiency-based or student-centered learning practices and assessments.

Key Strategies

- Expand and deepen proficiency expertise across Oregon through BEC regional training/coaching services and access to content coaches, shared resources and school models.
- Provide technical assistance to districts seeking to develop assessments for Essential Skills as part of the Oregon Diploma requirements adopted by the SBE in 2008.

Outcomes by 2015

- Learning standards and assessment tools are uniform and span across P-2.
- At least 50% of students who graduate HS earned nine or more college credits and the achievement gap decreases 5%.

Enhancing Professional Development Systems- \$3M

(e) To school districts for the purposes of determining professional development needs and developing plans to meet school improvement objectives and educator needs.

Key Strategies

- Support development of academies to develop school leaders, teacher leaders, and coaches to lead change and support school-based professional learning
- Implement standards of quality and expectations for results of professional learning
- Analyze available resources, expenditures, and usefulness and ensure equity across rural communities

Better Models for Professional Learning

- Collegial study and investigation
- Collaboration
- Structured professional learning
- Just in time multimedia including text, audio, video
- Observation of effective practices

Outcomes by 2015

- At least 30% more educators report increased satisfaction in professional support/development.
- At least 75% of Priority and Focus schools will achieve growth for all students and for subgroups greater than the state average.

Early Learning Professional Development-\$2 M

(i) To providers of early learning services, nonprofit organizations and post-secondary institutions for the purposes of providing professional development and supporting providers of early learning services with opportunities for professional collaboration and advancement.

Key Strategies

- Expand training, mentoring and support to Oregon early childhood providers aligned with Total Quality Rating and Improvement System
- Increase the number of progression of credentials, and degrees available for early childcare educators
- Provide scholarships to minority students or those from low-income backgrounds to access professional development and training in early childhood
- Development a statewide plan for a providing professional licenses for educators working in more formalized early education settings or delivering early intervention or early childhood special education

Outcomes by 2015

- Thirty percent more early childcare educators achieving Step 9 or above (AA degree or higher) professional development recognition on the Oregon Registry
- 20% more children are ready to enter Kindergarten, including those who speak a language other than English

ODE Infrastructure to support HB 3233-\$5 M

The Department is charged with distributing money to public and private entities to:

- Prepare and support educators
- Assist school districts in conducting organizational assessments and in developing professional development plans
- Providing and improving the effectiveness of professional development to improve student outcomes and close achievement gaps.

The Department is also directed to:

- Supporting implementation of existing programs identified above.
- Disseminate best practices and evidence based models.
- Supporting development and implementation of standards based curriculum to implement the Common Core State Standards.
- Supporting development of high leverage practices and assessments that promote student learning and improve outcomes for ELL students

- New knowledge in the hands of skilled teachers is the greatest asset that Oregon has.



Quality Education Commission and the Oregon Education Investment Board

2013 – 2014 Quality Education Model Report Development

Topic	Historical	New
Scope of Committee Charge	K-12	P-20
	The costing and achievement information that is now relatively easy to generate for K-12. The new work to define, acquire, and incorporate Pre-K and post secondary data. This will be a multi-year project.	
Method of Costing	Prototype Schools	Student-level Data
	The legacy QEM that derives information based on elementary, middle, and high prototype schools will continue. In addition, the next QEM will pilot a new method that focuses on individual student cost and achievement data.	
Goals	NCLB	40/40/20
	The differences between these two goal sets are legion. One in particular is of great interest to the QEC: the skills and dispositions required to achieve college attendance and graduation are different and more transcendent than simple academic measures.	
Best Practices	Teacher collaboration, formative assessment, math instruction, state assessment timing	Exemplars of successfully work between institutions (i.e. Preschool → K and 12 → post secondary)
	This section will be case studies and narratives that capture what is working well across the state.	
Analysis Methods	Matched pairs and surveys	?
	The QEC has not identified an analysis method to determine where inter-intuitional transitions are working successfully.	
Relationship to other state agencies	Report to Governor and legislature; shared staff with ODE	Relationship to OEIB and the Best Practices Panel
	This is the subject of the Consultancy for the OEIB Best Practices Panel.	