



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, May 13, 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 April 8, 2014**
- 4.0 Two minute updates**
 - Early Learning Council – Lynne Saxton, Kim William
 - Higher Education Coordinating Commission – David Rives
- 5.0 COSA and Superintendent Recommendations on Transforming Learning through Digital Conversion**

Superintendent Boyd Keyser, North Marion School District
Superintendent Rob Hess, Lebanon School District
Executive Director Craig Hawkins, COSA
- 6.0 School Leadership in Oregon-Initial Findings and Recommendations from the Chalkboard Distinguished Leaders Council**

Krista Parent, South Lane Superintendent
Dan Jamison, Chalkboard

7.0 Review of April 8th Work Group on Draft Recommendations

7.1 Group report outs

7.2 Discussion

7.3 Next steps

7.1.1 Edit spreadsheets from today's discussions

7.1.2 Develop draft report/presentation for OEIB presentation at June 10th OEIB board meeting

7.1.3 Develop draft outline/presentation for July 24th Strategic Investment & Outcomes Subcommittee Meeting at PSU Meyer Memorial Board Room

8.0 Public Testimony

9.0 Review of Tasks

Tuesday, June 10, 2014 10:30 - 12:30

Oregon State Capitol, HR F

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, April 8, 2014
10:00 AM – 12:30 PM**

Meeting Notes

1.0 Welcome & Roll Call

Members in attendance: Yvonne Curtis, Lynne Saxton, David Rives, Mark Mulvihill,

2.0 Review and approval of the agenda

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

3.0 Approval of the March 11th meeting notes

Lynne Saxton made a motion to approve the notes, David Rives seconded the motion and the notes were approved as presented.

4.0 Follow up from last meeting

- 4.1** No feedback was received by Hilda for the draft template that may be used to introduce recommendations from the Subcommittee to the full OEIB.
- 4.2** The OEIB is scheduled for a second reading and board action at today's meeting to adopt statewide definition for College and Career Readiness that was recommended by the Best Practices and Student Transitions Subcommittee with the addition of the word "resourcefulness" to the second indicator on the first list.
- 4.3** Further discussion on the COSA recommendations for Redesigning Grades 9 – 14 awaits further recommendations coming to the Accelerated Learning Committee next month.

5.0 Two minute updates

- 5.1** Lynne Saxton shared that Early Literacy Grants will be approved at the next ELC meeting. The Council focused on plans for a scorecard at their last meeting. Also the next round of Hub Request for Applications is open with proposals due May 8th. Chair Curtis inquired as to ELC's plans to develop more Spanish assessments and Lynne shared that would be part of their work plan discussions in May. Lynne also clarified that the Department of Human Services has adopted the Kindergarten Readiness Assessment and that their original five domains (e.g. Maternal Health, Family Risk, etc.) will also be used to align around other factors impacting student readiness.
- 5.2** David Rives shared that the HECC Funding group is focused on budget policies that help get the state to 40/40/20 with sensitivity to tuition

increases. Priorities may be around Developmental Education redesign, Equity, and CTE.

5.3 Mark Mulvihill shared an early win for Eastern Promise that resulted in hundreds of students earning college credit for Spanish using common proficiencies normed by 25 Foreign Language teachers which can be used for any foreign language. Chair Curtis wondered why this wouldn't be a way that postsecondary institutions might specialize in areas that would then be used statewide instead of limiting this to regional areas.

6.0 Developmental Education Participation Rates and Outcomes of Oregon Public High School Graduates at Oregon Community Colleges

Michelle Hodara shared the key findings and recommendations from the Regional Education Lab's research on studying outcomes and predictors for high school students who enter Post Secondary Remedial Education classes at Oregon Community Colleges. Key recommendations included:

- Use of SBAC at the junior year level to focus on needed supports in the senior year
- Accelerated credit for students to help them move more seamlessly forward into postsecondary education
- Summer bridge programs to address gaps that are not filled during the senior year
- Supports as student transition fully into postsecondary programs

Elizabeth Cox-Brand from CCWD shared that the Developmental Education Redesign Workgroup has been reviewing the research, examining practices, and discussing implications for Oregon. They will be reporting on a set of recommendations at their meeting on May 16th.

She also referenced recommendations from the Joint Board Articulation Commission that is examining alternatives to College Algebra. Chair Curtis recommended that this be shared with high school principals. Discussion followed regarding the alignment of new Common Core Standards in Math and the need for more alignment between K-12 and postsecondary curriculum expectations.

7.0 Update from ODE on Perceptions of Parents of Elementary Level EL Students on EL Program Progress **THIS SECTION NEEDS MORE EDITING FROM YOU** **YVONNE**

David Bautista discussed examples of school districts' efforts to better communicate EL student progress with their families. He noted the timing logistics regarding assessment results that may be a barrier and the very specialized nature of expertise needed to interpret the results. There is general agreement that ODE should help provide clear information to parents including clarity on the range and trajectory levels for students progress. David will follow up with the ODE Assessment office regarding the timing glitch for data being

available to share. Chair Curtis suggested that superintendents become more knowledgeable about this and for ODE to consider requiring sharing of information with parents beyond the required 30 day notice from 1st day of classes.

8.0 Update from ODE on State English Learners Strategic Plan

David Bautista introduced the ODE Education Equity staff and shared highlights from the Oregon English Learners Strategic Plan. He described the network developing to support districts offering dual language programs, engagement of higher education faculty from within Oregon and others states (NC, CA, CO), the record attendance (800+) at the recent ELL State Alliance Conference. ODE is moving forward with the recommendation to develop more Spanish based assessments in grades 3,4,5 that will be ready for Fall 2014. Chair Curtis clarified that there is interest in development of easy CBM in Spanish. Given that there are over 123,000 current or ever ELL students in Oregon, every teacher will have ELL students and the current actions by TSPC are supporting Goal 7.

9.0 Group Work Time

Members worked for the remainder of the meeting reviewing draft recommendations that have emerged from the Subcommittee's meetings this year. This work will continue to the next meeting in May with each small group sharing their recommended priorities.

10.0 Public Testimony

None this month.

11.0 Review of Tasks and Next Meeting

May 13th, 10:30 to 12:30

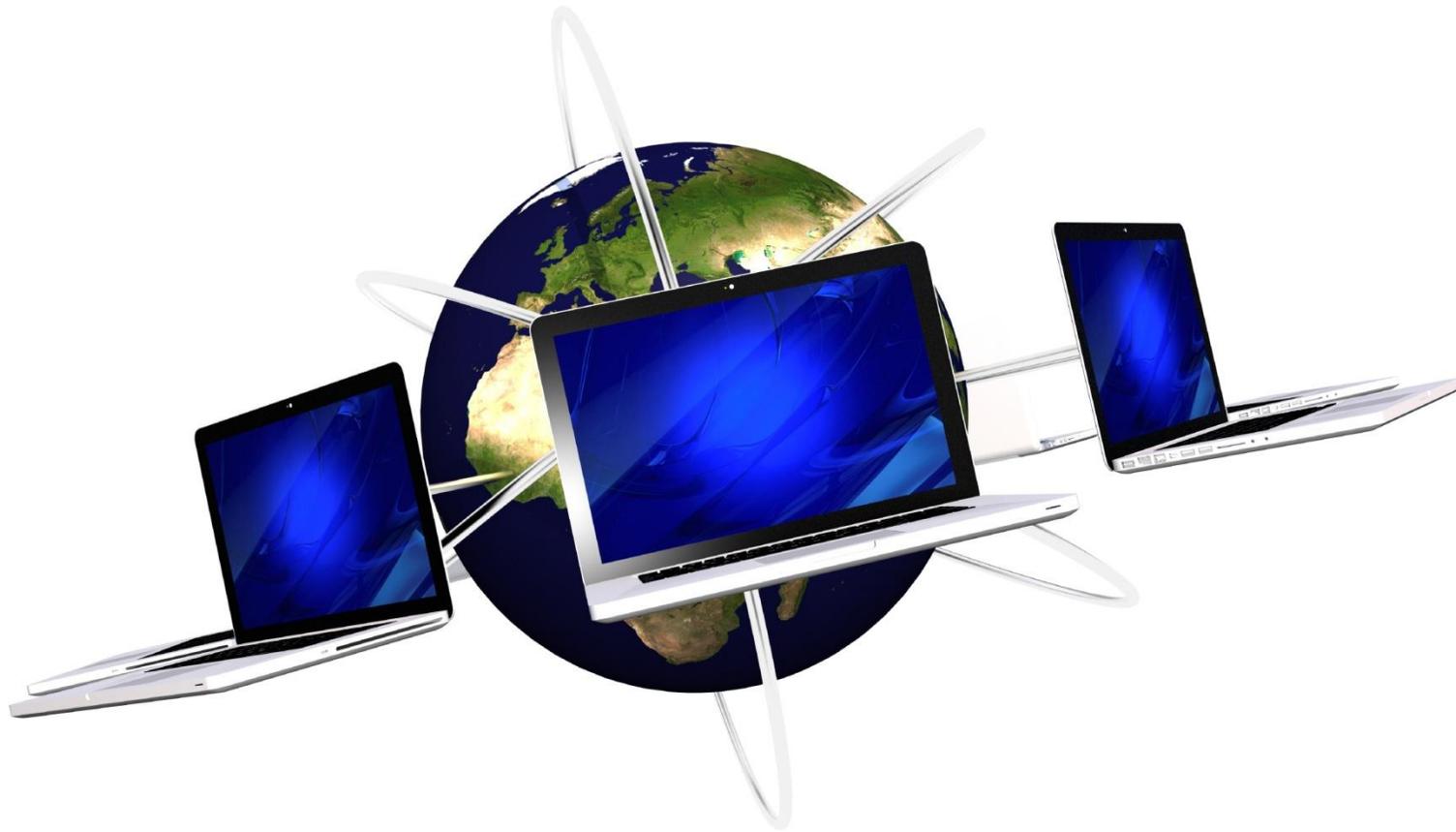
LOCATION: **Oregon State Capitol, Hearing Room F**

Topics to include:

- Completion of recommendations to OEIB discussion
- COSA and Superintendent report on Transforming Learning through Digital Conversion

Meeting was adjourned at 12:31 PM.

Power Up: Transforming Learning in Oregon Schools



2014-17 Statewide Game Plan

Developed and Recommended by COSA/OASE E-Learning and Technology Work Group

COSA/OASE Work Group Members

Rob Hess, Lebanon SD, *Co-Chair*

Boyd Keyser, North Marion SD, *Co-Chair*

John Steach, Canby SD, *Co-Chair*

Greg Cheetham, Intel

Aubrey Clark, Intel

Tim Drilling, Gresham-Barlow SD

David Edwards, OEIB

Linda Florence, Reynolds SD

Sean Gallagher, Lake County ESD

Todd Hamilton, Creswell SD

Brian Hodge, Brookings-Harbor SD

B.J. Hollensteiner, North Bend SD

James Huntsman, Klamath County SD

Barbara Jorgensen, Multnomah ESD

Don Kordosky, Oakridge SD

Tom Lindly, Springfield SD

Shay Mikalson, Bend-LaPine SD

Todd Miller, Santiam Canyon SD

Stan Miller, Intel

Steve Nelson, Apple

Steve Nelson, ODE

Erin Prince, Corvallis SD

Chuck Ransom, Woodburn SD

Bill Rhoades, West Linn-Wilsonville SD

Tom Rinearson, Lincoln County SD

Randy Schild, Tillamook SD

Renee Sinclair, Apple

Troy Stoops, Mt. Angel SD

Ben Tate, ODE

Peter Tromba, OEIB

Iton Udosenata, Cottage Grove HS

David Valenzuela, Three Rivers SD

Susan Waddell, LBL ESD

Ron Wilkinson, Bend-LaPine SD

Paul Young, Rogue River SD

Overview/Executive Summary

The primary policy and operational requirements for a statewide E-Learning system are connectivity, communication, collaboration and training, and content. This was the conclusion reached by a group of education and industry leaders who met earlier this year and together developed this report and “Power Up” game plan. Basically, this E-learning concept describes not only distance teaching and learning, but the general use of educational and information technology that supports – and transforms – teaching and learning.

In this report, the COSA/OASE E-Learning Work Group has included measurements of success and a four-year timeline of action recommendations.

Connectivity

Achieving a connectivity policy that guarantees equitable access for all Oregon students must begin with universal access. It will require that the state build a comprehensive infrastructure that provides every student, educator and level of Oregon’s education system with the access, tools and resources they need, when and where they need them.

The work group conducted an extensive review of the strategies needed to accomplish this goal and arrived at a series of measurable actions. Fundamental to the discussion was the fact that access to high-speed broadband is now as vital a component of a K-12 school infrastructure as electricity and heating. Broadband supports the tools and resources needed to prepare students for college and careers.

The work group found that state-level planning is required to assist local districts and localities with infrastructure needs. The group determined that the state needs an updated inventory of existing broadband, state level assets, a plan to meet statewide broadband needs based on a regional and state level support plan, and adoption of a dedicated infrastructure-development funding source. At the local level, the group called for a model plan for digital devices served by content that ensures statewide equity of opportunity and access.

Measurements of success include mapping existing resources and available assets, creating model support plans for infrastructure development, digital devices and content. The group also determined that the measurement plan should include state, regional and local funding plans or strategies.

Content

The group concluded that content objectives will require substantial analysis, design development and implementation of teaching-learning strategies. Content is needed to support a wide range of education goals and objectives, in a variety of formats, including classroom and web-based environments. Success will require substantial professional development for all aspects of the program including teachers, administrators and IT staff. There will need to be careful analysis of the readiness and willingness of stakeholders to support an e-learning environment.

There are a variety of factors involved in developing policies related to e-learning environments. They include:

- Broadening access to cost effective, quality educational resources and experiences particularly for students in remote locations.
- Engaging students in active learning through access to research-based materials reflecting best practices that will improve student outcomes without substantially increasing costs.
- Ability to deliver individualized, differentiated instruction based on student performance thereby increasing efficiency.
- Personalized learning opportunities.
- Automation of routine tasks freeing teachers for high-value tasks, thereby increasing the rate of student learning.
- Reducing school-based facility and personnel costs.
- Creating greater opportunities for economies of scale.

The work group determined that essential strategies include a substantial change in Oregon's textbook adoption process and replacement of the current seven-year cycle with a continuous review and improvement model.

Measures of success would include district-level professional development on the new model for instructional materials, as well as a materials-vetting process aligned with Common Core State Standards. Development and implementation of an adaptive materials-

updating process, as well as a process to allow for multiple platforms for teaching materials, is also needed. And, finally, the state will need a repository of vetted resources available to local districts.

Collaboration, Training and Communication

The work group determined that Oregon educators will need substantial opportunities for preparation and training to prepare to effectively facilitate “Power Up” learning. The first thing will be to define and communicate to educators what “Power Up” learning means as found in “Future learning” as defined by the 21st Century Partnership.

The work group found that success in this new pedagogical environment will require substantial job-imbedded professional development. The work will also need sufficient evaluation and adjustment of educator preparation. The group suggested that OEIB assist in creating innovation funds that help develop successful, replicable models.

Potential efficiencies, changed roles and tools, and emphasis on personalized learning will require a dependably reliable collaborative environment among teachers and administrators. Some aspects may require revisions in the Public Employee Collective Bargaining Act.

Supporting these recommendations will require funding strategies that include both existing and new funding specifically targeting collaborative structures throughout the e-learning development process.

The change will also require a well-planned communications strategy and marketing plan.

The final goals would be that within 5 years, 50 percent of Oregon Schools are fully participating in “Power Up” Schools.

REFERENCES

“Power Up: Transforming Learning in Oregon Schools, 2014-17 Statewide Game Plan,” COSA.

“Understanding the Implications of Online Learning for Educational Productivity,” USDOE.

“Keeping Pace With K-12 Online & Blended Learning, an Annual Review of Policy and Practice,” Evergreen Education Group.

“The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs,” State Educational Technology Directors Association.

“Revolutionizing Education Through Technology, The Project RED Roadmap for Transformation,” International Society for Technology in Education

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Game Plan Goal 1

Universal Access: Build a comprehensive infrastructure that provides every student, educator and level of Oregon’s education system with the access, tools and resources they need, when and where they need them.

Strategies:

- Conduct a statewide inventory of existing broadband
- Conduct an inventory of existing state assets
- Develop a roadmap for building infrastructure
- Develop a model for regional and state level support for infrastructure
- Provide a dedicated funding source for infrastructure
- Develop a model for local and state support for digital devices and content to ensure equity of opportunity and access

Measures of Success:

- Map of existing resources
- Map of available assets
- Models of support for infrastructure and digital devices and content
- State, regional and local funding plans developed

	Year 1 Actions	Year 2 Actions	Year 3 Actions	Year 4 Actions
Conduct a statewide inventory of existing broadband	Update 2009 broadband plan (Business Oregon).	Complete plan and report findings and recommendations.	Develop and implement plan for accomplishing recommendations.	
Conduct an inventory of existing state assets		Create layered map of state assets.	Report findings and recommendations.	Develop and implement plan for accomplishing recommendations.
Develop a roadmap for building infrastructure		Develop infrastructure roadmap.	Report findings and recommendations.	Develop and implement plan for accomplishing recommendations.

Develop a model for regional and state level support for infrastructure		Create regional and state level model.	Complete model and advance recommendations.	
Provide a dedicated funding source for infrastructure	Identify key partners.	Share reports, findings, etc. (above) with partners, and work with partners to identify potential funding sources.	Share reports, findings, etc. (above) with partners, and work with partners to accomplish dedicated funding source.	Work with partners to accomplish dedicated funding source.
Develop a model for local and state support for digital devices and content to ensure equity of opportunity and access		Create local and state level model.	Complete model and advance recommendations.	

Game Plan Goal 2

Digital Content: Develop relevant and current curriculum and content that supports personalized, 'Power Up' learning

Strategies:

- Reframe Oregon's textbook adoption cycle, replace the 7-year cycle with a continuous review and improvement model
- Develop a shared materials repository
- Develop an Oregon materials vetting process

Measures of Success:

- District-level professional development conducted for teachers and administrators on the new model for instructional materials
- Materials vetting process, aligned with Common Core State Standards, developed and implemented
- Adaptive materials update process developed and implemented
- Model and processes allow for multiple platforms for materials: books, digital, etc.
- A statewide repository of resources is established

	Year 1 Actions	Year 2 Actions	Year 3 Actions	Year 4 Actions
Reframe Oregon's textbook adoption cycle, replace the 7-year cycle with a continuous review and improvement model	<ul style="list-style-type: none"> · Work with ODE committee tasked with reviewing the cycle, and seek to reframe scope of work and provide active support and engagement. · Investigate R & D models from other states – seek continuous review process. · Allow for district autonomy. 	Define alternative model prior to next adoption – pilot with both new and current processes – content may include digital, books, etc.	Develop materials with new model to supplement past adoption areas.	Transition point: discontinue current model.

<p>Develop a shared materials repository</p>	<ul style="list-style-type: none"> · Identify coordinating agency. · Conduct survey of current resources. · Investigate what is available nationally. · Support Apple/COSA iTunes U Pilot. 	<p>Develop ODE infrastructure to support initial repository – develop process for how, when and why to access.</p>	<p>Refine repository using new vetting process and new “content needs.”</p>	
<p>Develop an Oregon materials vetting process</p>	<ul style="list-style-type: none"> · Work with ODE to develop criteria for vetting resources with the new model. · Include teacher-developed, open source and purchased resources. 	<p>Work with ODE to develop vetting process oversight structure.</p>		

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Game Plan Goal 3

Educator Preparation and Training: Educators are prepared to effectively facilitate “Power Up” Learning

Strategies:

- Define and communicate “Power Up” Learning (see “Future Learning” as defined by the 21st Century Partnership)
- Create and implement professional development that is job-embedded
- Provide “just-in-time” training
- Create innovation funds that lead to successful, replicable models
- Develop a system of ongoing evaluation for educator preparation

Measures of Success:

- “Power Up” Learning defined
- Effective models of professional development have been implemented
- Funding strategies have been identified, including both use of existing funding and strategies to acquire new funding
- “Power Up” proficiencies have been incorporated into Educator Evaluation and professional development plan models
- Implementation of a Communication Plan that articulates the “Changing Nature of School in a Digital Age”

	Year 1 Actions	Year 2 Actions	Year 3 Actions	Year 4 Actions
Define and communicate “Power Up” Learning (see “Future Learning” as defined by the 21st Century Partnership)	<ul style="list-style-type: none"> • Create definition of “Power Up” Learning. • Develop communication plan that articulates the “changing nature of school in a digital age.” 	Implement communication plan.	Continue implementation of communicate plan.	

<p>Create and implement professional development that is job-embedded</p>	<p>Administrators: <ul style="list-style-type: none"> · Change process. · Create connections between initiatives. · Adjust organizational charts. Teachers: <ul style="list-style-type: none"> · Identify effective professional development models. </p>	<p>Professional development for educators is informed by evaluation and innovation fund successes.</p>		
<p>Provide “just-in-time” training</p>	<ul style="list-style-type: none"> · Coaching across instruction and technology. · Coaching as a career. 			
<p>Create innovation funds that lead to successful, replicable models</p>	<p>Create and distribute small funds that lead to successful models.</p>	<p>Conduct R & D that:</p> <ul style="list-style-type: none"> · Identifies what works · Is replicable. · Informs professional development and training. 		
<p>Develop a system of ongoing evaluation for educator preparation</p>	<ul style="list-style-type: none"> · Define outcomes. · Define proficiency levels. 	<ul style="list-style-type: none"> · Monitor and adjust. · Communicate. · Celebrate. 	<ul style="list-style-type: none"> · Monitor and adjust. · Communicate. · Celebrate. 	

Game Plan Goal 4

Leadership and Collective Impact:

- Partners strategically engage to ensure “Power Up” Learning
- Bridges are developed between key leaders and organizations who share the vision and commit to making it happen

Strategies:

- Develop a “Playbook”
- Develop “Power Up Schools” Framework
- Institute a Steering Committee
- Develop Partnership Plan and Bridge Groups
- Develop a communication and marketing plan

Measures of Success:

- Playbook developed
- Framework and criteria for “Powered Up” Schools developed
- Steering Committee formed
- Partnership Plan and Bridge Groups developed
- Communication and Marketing Plan developed
- 50% of Oregon schools become “Powered Up” Schools within five years

	Year 1 Actions	Year 2 Actions	Year 3 Actions	Year 4 Actions
Develop a Playbook	Develop Playbook, including: <ul style="list-style-type: none"> · Rationale. · Vision for Future of Teaching and Learning. · Current Tech Initiatives (STEM, etc.). · A plan for getting there. 	Begin communicating and implementing Playbook.		

<p>Develop “Power Up Schools” Framework</p>	<p>Develop Framework. Criteria/Rubric may include:</p> <ul style="list-style-type: none"> · Professional development (see Educator Preparation and Training section). · Use of technology in instruction. · Readiness assessment. · Tech standards in educator evaluation. · Response to equity and access. · School systems and infrastructure. · Support for educators and students. 	<p>Begin using Framework and provide opportunities for schools and districts to “Level Up” as they work toward “Power Up Schools” Status.</p>		
<p>Institute a Steering Committee</p>	<p>Form a Steering Committee to oversee implementation of the Playbook and energize “Power Up Schools”</p>			

Develop Partnership Plan and Bridge Groups	<ul style="list-style-type: none"> · Engage political leaders to support transformation of learning through “Powered Up” initiative. · Engage business/tech/STEM partners to support and participate in transformation. · Engage education partners. · Engage community partners. 	Continue with engagement and participation of partners.		
Develop a communication and marketing plan	Develop communication and marketing plan.	Implement communication and marketing plan.	Continue implementation of communication and marketing plan.	

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Power Up: Transforming Learning in Oregon Schools

In order to transform learning in Oregon schools with an education approach that is more digital and more personalized – and truly more appropriate for a 21st century (“Power Up”) education – a number of barriers must be overcome. In the spirit of OEIB’s “barrier buster” mentality, the COSA/OASE E-Learning and Technology Work Group has identified the most significant barriers, as well as recommended solutions.

- 1. Barrier:** Inconsistent statewide connectivity and broadband services result in inequitable access to high-speed broadband – which, today, is as vital a component of K-12 school infrastructure as electricity and heating.

Solution: Conduct an inventory of existing broadband assets and develop a roadmap and funding source for building needed infrastructure.
- 2. Barrier:** Because of inconsistencies with local funding and circumstances, school districts vary significantly in their ability to provide digital devices and content for students.

Solution: Develop a model for local and state support for digital content and devices to ensure equity of access and opportunity.
- 3. Barrier:** Oregon’s 7-year textbook adoption cycle is archaic in the rapidly-evolving digital age.

Solution: Replace the 7-year cycle with a continuous review and improvement model.
- 4. Barrier:** Costs for digital devices and high-quality, relevant digital content far exceed Oregon school districts’ current textbook and instructional materials budgets.

Solution: Develop a state shared materials repository and a materials vetting process, and support collaborative efforts like “COSA Core on iTunes U” that are developing free, high-quality, Common Core-aligned course resources for Oregon schools. This approach is aimed at providing high-quality content at low costs, helping to free resources to purchase digital devices.
- 5. Barrier:** Few Oregon educators have had the training they need to effectively implement teaching and learning strategies that are digital and personalized, providing students with a 21st century (“Power Up”) education.

Solution: Provide job-embedded professional development that offers “just in time” training. Work with educator preparation programs.
- 6. Barrier:** Few Oregon school leaders or educators have the understanding and knowledge they need to “Power Up” their schools and the education offered to students.

Solution: Define “Power Up” Learning, and create framework and criteria for schools to use in becoming “Power Up” Schools. Develop and implement a communications plan that articulates the “changing nature of school in a digital age.”

School Leadership in Oregon

Chalkboard Project
Advisory Council Meeting
April 3, 2014

Key Takeaways

1. Coursework and internships of leader preparation programs are typically “one-size-fits-all” and do not prepare leaders for the realities of what it takes to run today’s schools.
2. Programs admit nearly everyone who applies, with little collaboration with districts to intentionally recruit effective teacher leaders with the highest potential for success.
1. Data about the placement, retention and quality of school leaders is more limited in Oregon than in many other states.
1. While there are pockets of exceptions, district structures and resources are constrained and do not offer widespread supports for existing administrators.
1. There is a growing national movement to improve preparation of new administrators and supports for existing administrators, and there is great potential to adapt promising practices to communities throughout Oregon.

Distinguished Leaders Council



Distinguished Leaders Council

- Creates an independent voice from practitioners to inform strategy
- 15 leaders, including 1 teacher
- Geographically and demographically diverse



Criteria for Recommendations

- Student achievement-centered, with particular focus on underserved students (i.e. students of color and low-income students)
- Research-based
- Bold
- Relevant to practice
- Collaborative potential with partners
- Sustainable

Recommendations

Preparing New Administrators

Integrated,
Meaningful
Internships

Relevant
Coursework

Rigorous
Recruitment &
Selection

Supporting Existing Administrators

Learning
Focused
Supervision

Qualified
Support
Network

Expanded
Career
Pathways

Integrated, Meaningful Internships

Provide extended internships and mentor supports that strengthen the connections between coursework preparation and the realities of practice.

- Internships must provide intentional support for ensuring the success and retention of diverse candidates.
- Administrative licensure content and applicable Oregon statutes shall be reviewed and revised with an emphasis on student achievement and instructional leadership.
- All administrators who have 4 years or less experience will be provided with a regionally-based mentor who will identify areas of focus reflected in the performance evaluation. Mentors will assist the administrator by connecting to a network of specialized coaches in the identified focus areas.
- Leader preparation programs will integrate relevant coursework that is based in the realities of practice and directly embedded into the extended internship placement. These efforts will be level-specific.
- Resources shall be provided for districts to offer extended release from teaching duties for up to 50 rigorously selected leader candidates statewide.
- Districts are eligible for tuition support to place aspiring administrators in leadership preparation programs. Candidates may gain tuition support in exchange for serving 4 additional years after completion of the program.

Relevant Coursework

Provide candidates with coursework grounded in standards and relevant to the administrator's assignment. The coursework must be weighted heavily toward instructional and adaptive leadership, equity, and emotional intelligence.

- Instructional leadership must be the central focus of coursework for all administrative roles.
- Regional models for preparation must be available and sensitive to accommodate the many school settings and contexts in Oregon.
- Coursework must provide opportunities to develop differentiated skills specific to a variety of administrative roles and levels.
- Coursework must embed the lenses of equity and cultural competency as identified in the standards.
- Create and publish a field-based review of leader preparation programs every four years by current leader practitioners.

Rigorous Recruitment and Selection

Create clear and selective criteria to recruit the top 25% of administrative candidates with the highest potential to improve student achievement.

- Create a uniform statewide system to track the rigor of admission, demand for future vacancies, and rate of successful placement within 2 years of program completion. Identify the appropriate agency to house and uniformly report the data.
- Identify “non-negotiable” core instructional leadership skills and strategies required for entry into school leadership roles and as a requirement for hiring. Establish the expectation that school leaders are instructional leaders first.
- Require a recommendation from the superintendent or designee that speaks to the candidate’s leadership skills and instructional effectiveness prior to admission into a leader preparation program.
- Formalize explicit partnerships between preparation programs and districts to identify and select the highest quality candidates.
- Provide resource incentives for preparation programs that establish more rigorous admittance requirements. Link this approach directly to underserved positions and underrepresented groups.
- Require a minimum 5 years teaching experience including 2 years of demonstrated leadership capacity before being admitted into a leader preparation program.

Learning Focused Leadership

Implement systems to prioritize administrative leader time, efforts and resources that focus directly on improving student learning.

- Create and implement a protocol to identify and support leadership priorities that are tied directly to high impact student outcomes.
- Provide professional development on deficits identified by the protocol *and* a structure to hold leaders accountable for implementation and results.
- Identify and reassign non-instructional leadership duties to other professionals in order to protect instructional leadership time. Consider providing resources for pilot models that separate instructional and managerial duties.
- Align initiatives to prevent competing demands *and* provide a laser focus on efforts tied to instructional excellence.
- Standardize statewide expectations for instructional leader evaluation.

Qualified Support Network

Develop a regionalized network of highly skilled coaches and mentors to support leaders at all stages in their careers.

- Develop robust, highly skilled regional mentor cadres with a variety of areas of expertise and experience.
- Resources shall be available for high-performing successful leaders to have release time for participating in the network.
- Specialized support and incentives shall be provided to ensure the success and retention of diverse leaders and mentors.
- State supported sabbatical time shall be provided for highly specialized professional development for mentors selected in the cadre.
- Statewide specialized professional development shall be provided for district office staff to ensure effective support for principals within each district.
- The Support Network model must address opportunities for small, remote, urban districts as well as focus and priority schools.

Expanded Career Pathways

Develop articulated career pathways for Oregon leaders aligned with preparation and licensure that recruit and retain highly effective leaders.

- Develop district/regional leadership career pathways that align with teacher-leader pathways.
- Provide resources to offer exploratory leadership experiences as a first step in the transition from teacher leader to leader preparation program.
- Differentiate principal and superintendent certificates, recognizing the critical elements unique to each of those positions.

Q & A

Next Steps:

Review by FBO Future Committee

- Reconvene Distinguished Leaders Council
- Detail top priorities
- Estimate cost to implement recommendations
- Solicit input from key partners
- Determine strategy (policy, priority or both)
- Position for resources in 2015 legislative session (need to know by Aug.)

Appendix

Adaptive Leadership

Adaptive Leadership is the practice of mobilizing people to tackle tough challenges and thrive. Based upon the tenets of living systems theory, this approach to leading embraces the need to introduce diversity of talent and thought. Adaptive leaders tend to disrupt the status quo by challenging old assumptions that no longer serve current needs or reality. Adaptive leaders cultivate experimentation and new innovations that displace the old order.

Instructional Leadership

Instructional leaders prioritize improvement of teaching and learning first. They prioritize time for these endeavors over their other non-instructional duties, such as managing facilities and budgets. Instructional leadership includes coaching teachers, cultivating meaningful and relevant professional development, providing skilled and rigorous performance evaluation, all while creating a culture of high expectations of academic success for all students, especially those from underserved groups.

Emotional Intelligence

As defined by Daniel Goleman, core emotional intelligence skills are 1) self-awareness, 2) managing emotions, 3) motivation, 4) empathy, and 5) social skill to move people in a desired direction. School and district leaders must explicitly develop and hone these skills in order to successfully lead effectively.

1st Draft Recommendations

AREA OF FOCUS	Which of these potential recommendations warrant further consideration to forward to OEIB?	Linked to Achievement Compact metric?	Potential impact on student outcomes?	Potential Equity Impact?	Which Budget Strategy?	Is it an Investment Strategy?	Is Legislat. or Policy Needed?	State Leg, SBE, HECC, OEIB, ELC, YDC, TSPC, Other	Is it an action or practice?	To whom is this directed?
Early Learning	Invest in further development of easyCBM Spanish measures. Value aligned English/Spanish measures for benchmarking and progress monitoring for RTI	Y	H	X	1,2	X			X	ODE
	Further develop the Spanish version of the KRA to enable more accurate assessment	Y	H	X	1,2				X	ODE
	Ensure that all students in Oregon have access to FD Kindergarten in 2015, leverage school calendar for needed PD for Kinderg, make this a priority, and address funding needs for personnel and resources	Tie to 3rd grade reading Y	H	X	1,2	X	X?	Leg, SBE,		Superintendents
English Learners	Analyze available data on ELLs reaching language proficiency, share with districts, and implement best practices that result in more EL students exiting	Y	H	X	3				X	ODE
	Include Ever EL status in Longitudinal Data System (LDS), study interventions that impact results, and communicate with schools & postsecondary partners	Y		X	3		X	SBE, HECC, OEIB	X	OEIB, ODE, HECC
	Develop P-20 communication blueprint to ensure ELs and their families are kept informed and supported across each stage of students' education	N		X	1	Future	X		X	ELC, ODE, HECC

1st Draft Recommendations

AREA OF FOCUS	Which of these potential recommendations warrant further consideration to forward to OEIB?	Linked to Achievement Compact metric?	Potential Impact on outcome?	Equity	Which Budget Strategy?	Is it an Investment Strategy?	Is Legislat. or Policy Needed?	State Leg, SBE, HECC, OEIB, ELC, YDC, TSPC, Other	Is it an action or task?	To whom is the action or task directed?
	Identify and pilot specific EL interventions for students not making sufficient progress in language proficiency by 4th grade that help students be successful in regular course of study and still take other electives. Recommend looking at multiple measures. Build capacity in faculty in teacher preparation programs	Y	H	X	2	X			X	ODE
	Ensure that one student identifier links student through their educational journey (LDS?) Recommend not using social security number.	Y	H	X	3		X	ALL	X	OEIB

1st Draft Recommendations

AREA OF FOCUS	Which of these potential recommendations warrant further consideration to forward to OEIB?	Linked to Achievement Compact metric?	Potential Impact on outcome?	Potential Equity Impact?	Which Budget Strategy?	Is it an Investment Strategy?	Is Legislat. or Policy Needed?	State Leg, SBE, HECC, OEIB, ELC, YDC, TSPC, Other	Is it an action or task?	To whom is the action or task directed?
Rural & Remote Districts	Identify existing practices in small and rural districts that result in improved student outcomes	N		X	3				X	ODE
	Develop guidance on priorities and phased-in timelines for new state requirements that support realistic implementation in small districts	N			3		X?	SBE	X	ODE
	Review and streamline state required reporting to better leverage limited personnel	N			3				X	ODE
	Simplify future RFP processes for strategic investments	N			3				X	ODE, ELC

1st Draft Recommendations

AREA OF FOCUS	Which of these potential recommendations warrant further consideration to forward to OEIB?	Linked to Achievement Compact metric?	Potential Impact on outcome?	Potential Equity Impact?	Which Budget Strategy?	Is it an Investment Strategy?	Is Legislat. or Policy Needed?	State Leg, SBE, HECC, OEIB, ELC, YDC, TSPC, Other	Is it an action or task?	To whom is the action or task directed?
Educator Quality	Form a taskforce to identify key content for secondary level teacher preparation to support postsecondary and career success for students. Relate to language	N		X	3				X	TSPC
	government ethics re. direct remuneration on Cooperating Teachers, change policy. Issue of stipend.	N			1,3			State Leg	X	TSPC
	Support new TSPC ELL rules requiring EPP faculty to be able to infuse ELL knowledge and strategies for all educator candidates. Educator development	N	H	X	1,3	X				TSPC, Coalition sub-committee, ODE,
	benefits of Educator Preparation Programs that are nationally accredited to districts & public. CAPE aligned	N			3				X	TSPC
	Require that teacher candidate evaluation forms align with Oregon Framework for Educator Effectiveness NTPA Intask forms	N			3		X	TSPC	X	ODE, TSPC
	Establish and disseminate common institutional profiles of Ed Prep programs to facilitate student choice and public awareness	N			3		X		X	TSPC

1st Draft Recommendations

AREA OF FOCUS	Which of these potential recommendations warrant further consideration to forward to OEIB?	Linked to Achievement Compact metric?	Potential Impact on outcome?	Potential Equity Impact?	Which Budget Strategy?	Is it an Investment Strategy?	Is Legislat. or Policy Needed?	SBE, HECC, OEIB, ELC, YDC, TSPC, Other	Is it an action or task?	is the action or task directed?
	Use the Network for Quality and Teaching and Learning Portal to provide easily accessible examples of quality teaching videos to enhance practice	N	H	X	3				X	ODE
	Identify best practices in clinical experiences (e.g. co-teaching, partner sites, selecting, preparing and compensating cooperating teachers) and embed in program approval standards. Report Data.	N	H	H	3		Later	TSPC	X	TSPC
	Study and recommend policy and practice that support educator workforce shortages in rural areas	N	H	X	3	X			X	OEIB, TSPC
	Identify strategies that support recruitment and retainment of culturally and linguistically diverse administrators in small and rural districts	N	H	X	3	X	Maybe later		X	OEIB, TSPC, Chalkboard, CAEP, Alliance

Revised April 22, 2014

2nd Draft Recommendations

AREA OF FOCUS	Which of these potential recommendations warrant further consideration to forward to OEIB?	Linked to Achievement Compact metric?	Potential Impact on outcome?	Potential Equity Impact?	Which Budget Strategy?	Is it an Investment Strategy?	Is Legislat. or Policy Needed?	State Leg, SBE, HECC, OEIB, ELC, YDC, TSPC, Other	Is it an action or task?	To whom is the action or task directed?
Rural & Remote Districts	Identify existing best practices in small and rural districts that result in improved student outcomes	N		X	3				X	OEIB,ODE
	Develop guidance on criteria for small and rural district priorities and phased-in timelines for new state requirements that support realistic implementation in small districts	N			3		X?	SBE	X	ODE, OSSA, ESDs
	Review and streamline state required reporting to better leverage limited personnel	N			3		X	Leg, SBE	X	ODE, OSSA, ESDs
	Insure that Regional Achievement Collaboratives are involving small and rural districts								X	OEIB
	Simplify future RFP processes for strategic investments and review eligibility for recipients	N			3				X	OEIB, ODE, ELC
Student Transition 11-14	Develop comprehensive plan to fully maximize students' HS Jr and Sr year to increase HS graduation and successful transition	Y			2	X	X	SBE		
	Revamp High School Diploma requirements to align with attainment of 40/40/20 goals	Y	Y	Y	1,2,3			SBE	Y	ODE
	Use 11th grade Smarter Balanced Assessment Consortium results to automatically enroll students in the next course needed to get students college and career ready	N		X	1,3		X	SBE, HECC		

2nd Draft Recommendations

AREA OF FOCUS	Which of these potential recommendations warrant further consideration to forward to OEIB?	Linked to Achievement Compact metric?	Potential Impact on outcome?	Potential Equity Impact?	Which Budget Strategy?	Is it an Investment Strategy?	Is Legislat. or Policy Needed?	State Leg, SBE, HECC, OEIB, ELC, YDC, TSPC, Other	Is it an action or task?	To whom is the action or task directed?
	Implement comprehensive K-12 College & Career supports: <ul style="list-style-type: none"> • Revamp required Ed Plan and Profile for secondary level students; • Systematic use of either CIS or Naviance with every secondary level student; • Ensure that College Success courses are available to all students and aligned with Career Learning Standards 	N			1,2	X	X	SBE	X	OEIB, ODE, HECC
	Pilot post senior summer intervention to ensure transition to college (Link to Navigators)	Y			1,2	X			X	ODE, CCWD
	Develop/redesign postsecondary remediation courses that engage and accelerate the attainment of necessary CCR skills	N			1,2	X			X	Dev Ed, CCWD, HECC, ODE
	Research high school cohorts' include participation and completion rates in remedial education, persistence rates and discuss potential inclusion on Achievement Compacts	N			3		X	State Leg, OEIB	X	ODE, CCWD, OEIB, Regional Ed Lab
Student Transition 11-14	Recommend that HECC insure that Oregon Transfer Module is honored to its fullest potential to save students time and money	Y		X	1,3				X	HECC

2nd Draft Recommendations

AREA OF FOCUS	Which of these potential recommendations warrant further consideration to forward to OEIB?	Linked to Achievement Compact metric?	Potential Impact on outcome?	Potential Equity Impact?	Which Budget Strategy?	Is it an Investment Strategy?	Is Legislat. or Policy Needed?	State Leg, SBE, HECC, OEIB, ELC, YDC, TSPC, Other	Is it an action or task?	To whom is the action or task directed?
	Recommend that HECC consider ways to support financial needs targeted OOG \$ for students not eligible for PELL grants or work study due to lack of citizenship	N		X	1,2	X	X	State Leg, HECC	X	HECC
	Identify unique needs and supports that will be needed for rural and small districts to increase postsecondary participation and completion rates			X	2,3	X	?	OEIB, SBE, Leg ?	X	OEIB, ODE, HECC
	Develop bridge programs that provide support for students no longer qualifying for federal programs (TRIO, CAMP, etc.)	N			1,2	X				
NEW CATEGORY CROSS SECTOR	Seek ways to identify and incent faculty most successful w/students to teach remedial classes in HS & beyond	N		X	1,3				X	OEIB

REVISED
4/22/14

PRESENTATION TEMPLATE & INSTRUCTIONS OUTCOMES & INVESTMENTS SUBCOMMITTEE

PART 1 –

**Please identify the 2-4 highest priority strategies for your board / agency / group.
For each strategy, please identify:**

- How does the strategy align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?
- How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?
- What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?
- How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?
- What evidence indicates this strategy will result in improvement?
- At various levels of investment (modest, medium, substantial), what will the state be "buying"? What impact will this have on measurable results described above?
- What other conditions, supports and/or changes are needed for the strategy to be successful?
- Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

PART 2 –

Please answer the following:

- What do you need from other agencies / boards / groups to enable you to be most effective?
- What can your agency / board / group offer to other parts of the system to aid in alignment & transformation?
- What 2-4 strategies suggested by other agencies/board/groups would enable you to achieve your results (better, faster, etc.)?
- Please identify at least one strategy for reducing costs or repurposing resources in your agency or policy area.
- Who are your key partners, stakeholders, and community groups?
- What processes were used for public input?