



OREGON EDUCATION INVESTMENT BOARD

Tuesday April 8, 2014

Oregon State Capitol, Hearing Room F
900 Court Street, NE, Salem, OR 97301

Video Streaming [HERE](#) (Click Hearing Room F)

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

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

AGENDA

1. Board Welcome and Roll Call

2. Approval of Minutes from March board meeting

Final Action

3. Chief Education Officer Update

Dr. Nancy Golden, Chief Education Officer

4. Network for Quality Teaching & Learning

- **Brief Overview: Vision of Network/ Programs and Resources**

Hilda Rosselli, College & Career Readiness Director, OEIB

Johnna Timmes, Network Administrator, ODE

- **TeachOregon: New Models of Educator Preparation**

Sue Hildick, President, Chalkboard Project

Kevin Carr, Pacific University professor

Debbie Klumph, Tillamook School District, High School Math teacher

Kathy Campobasso, PAC TeachOregon coach

- **Empowering Teachers and Raising Student Achievement**

Matt Yoshioka, Sunridge Middle School Principal, Pendleton

Athena Nelson, Washington Elem., 3rd grade teacher, Pendleton

- **Supportive Environments for Beginning Educators**

Thu Truong, Portland Public Schools Mentor

Mandy Carrigg, Peninsula School, 2nd grade teacher, Portland

- **Supporting Teacher Leadership**

Lindsey Capps, Assistant Executive Director, Oregon Education Association

Colleen Mileham, Center for Great Public Schools, Oregon Education Association

- **Board discussion**

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@state.or.us. Requests for accommodation should be made at least 48 hours in advance.

Final 4/7/14

- 5. Chief Education Officer's Achievement Compact Recommendations**
Peter Tromba, Research & Policy Director, OEIB
- 6. Adoption of 40-40-20 Policy Statement**
Second Reading and Final Action
- 7. Adoption of College and Career Readiness Definition**
Second Reading and Final Action
Hilda Rosselli, Hilda Rosselli, College & Career Readiness Director, OEIB
- 8. Subcommittee Update**
Best Practices and Student Transitions – Dr. Yvonne Curtis, Chair
- 9. Agency Reports**
Teacher Standards and Practices Commission
Vickie Chamberlain, Executive Director
- 10. Public testimony**
- 11. Adjournment**

OREGON EDUCATION INVESTMENT BOARD

March 11, 2014

1pm – 5pm

PCC Rock Creek, Event Center

17705 NW Springville Road

Portland, OR 97229

[LINK TO AUDIO](#)

[LINK TO MATERIALS](#)

OEIB Members Present;

Governor John Kitzhaber, Chair; Mark Mulvihill ; Johanna Vaandering ; Nichole June Maher ; Dick Withnell (phone); Mary Spilde; Julia Brim-Edwards (phone); Samuel Henry; Yvonne Curtis ; David Rives; Kay Toran

Advisors Present

Vicki Chamberlain; Gerald Hamilton; Bob Brew; Jada Rupley; Ben Cannon; Rob Saxton; Melody Rose

Members/Advisors Excused, Ron Saxton, Mathew Donegan; Iris Bell

Staff/Other Participants

Nancy Golden - OEIB Chief Education Officer

Ben Cannon -HECC

Whitney Grubbs – OEIB Staff

Hilda Rosselli – OEIB Staff

Serena Stoudamire Wesley – OEIB Staff

David Martinez – OEIB Staff

Mark Lewis – OEIB Staff

Peter Tromba – OEIB Staff

Seth Allen – OEIB Staff

*The meeting was preceded by a signing ceremony on HB 4116 and SB 1524, College Affordability
This was a joint meeting with the Higher Education Coordinating Commission.*

1. Board Welcome and Roll Call

The meeting is called to order at 1:20pm

2. Approval of Minutes from February 2014 board meeting

Action Item

MOTION: Samuel Henry moves to accept the meeting minutes from the February meeting. Mark Mulvihill seconds the motion. The motion passes unanimously.

3. Chief Education Officer Update

Dr. Nancy Golden, Chief Education Officer

[Materials](#)

4. Aligning Education and Workforce

Agnes Balassa, Workforce Policy Advisor, Governor's Office

[Materials](#)

5. 40-40-20 Definitions and Refinements

Ben Cannon, Director, Higher Education Coordinating Commission

Agnes Balassa, Governor's Workforce Policy Advisor, & Shalee Hodgson, CCWD

Senator Mark Hass & Representative Tobias Read

[Materials](#)

6. Presentation of the Higher Education Coordinating Commission Strategic Plan

Tim Nesbitt, Chair, Higher Education Coordinating Commission

Ben Cannon, Director, Higher Education Coordinating Commission

[Materials](#)

7. Presentation from Portland City Club GED Study Group

Zeke Smith, United Way

[Materials](#)

The Governor leaves. Chair Designee Mary Spilde chairs the rest of the meeting.

8. OEIB 2015-17 Budget Strategies & Initial Priorities

Whitney Grubbs, Chief of Staff, OEIB

[Materials](#)

9. Initial Discussion of College & Career Readiness Definition

Hilda Rosselli, College & Career Readiness Director, OEIB

[Materials](#)

10. Subcommittee Update

Best Practices and Student Transitions – Dr. Yvonne Curtis, Chair

Outcomes & Investments Subcommittee -- Dick Withnell, Chair

Equity and Partnerships – Nichole June Maher, Chair

11. Public testimony

No public testimony

12. Adjournment

Chair Designee Nancy Spilde adjourns the meeting at 4:50pm



MARCH UPDATE - 2014

A Progress Report for Nancy Golden

OBJECTIVE #1

DESIGN & IMPLEMENTATION OF BIRTH TO COLLEGE & CAREER STRUCTURE

Ongoing Systems of Communication/Alignment Across Birth to College and Career

- Met with Cylvia Hayes to discuss the Poverty Initiative, a proposal to facilitate a poverty simulation for Oregon educators.
- Spoke to a University of Oregon class on educational issues and opportunities.

OBJECTIVE #2

ADOPT STRONG POLICY FRAMEWORK

Secure Adoption of Legislative/Administrative Policy Agenda

- Met with Representative Mark Johnson to discuss education issues and legislation.
- Met with Senator Mark Hass to discuss the Accelerated Learning Committee.

Develop Strong Partnerships and Accountability Across Birth to College and Career

- Participated in a video for Oregon Learns that articulated the importance of student literacy.
- Participated in the Oregon Association of School Executives Vision and Policy Coalition meeting with Oregon superintendents.
- Met with members of the Governor's Office and representatives of the Oregon Education Association to develop a recommendation on a proposed assessment system for Governor Kitzhaber.
- Met with Mark Aesch with TransPro Consulting to discuss strategic planning, scorecards and other key concepts articulated in his book, *Driving Excellence*.
- Met with Dr. Dapo Sobomehin of Operation Easy to discuss strategic initiatives and share ideas. Operation Easy is a tutoring, counseling and mentoring program for at-risk youth in the Portland Metropolitan area.
- Met with Stand for Children on educational policy initiatives.

OBJECTIVE #3

CREATE OUTCOMES-BASED BUDGET, ALIGNED TO INITIATIVES

OBJECTIVE #4

WORK TO BUILD AN ENGAGED & MOTIVATED PUBLIC

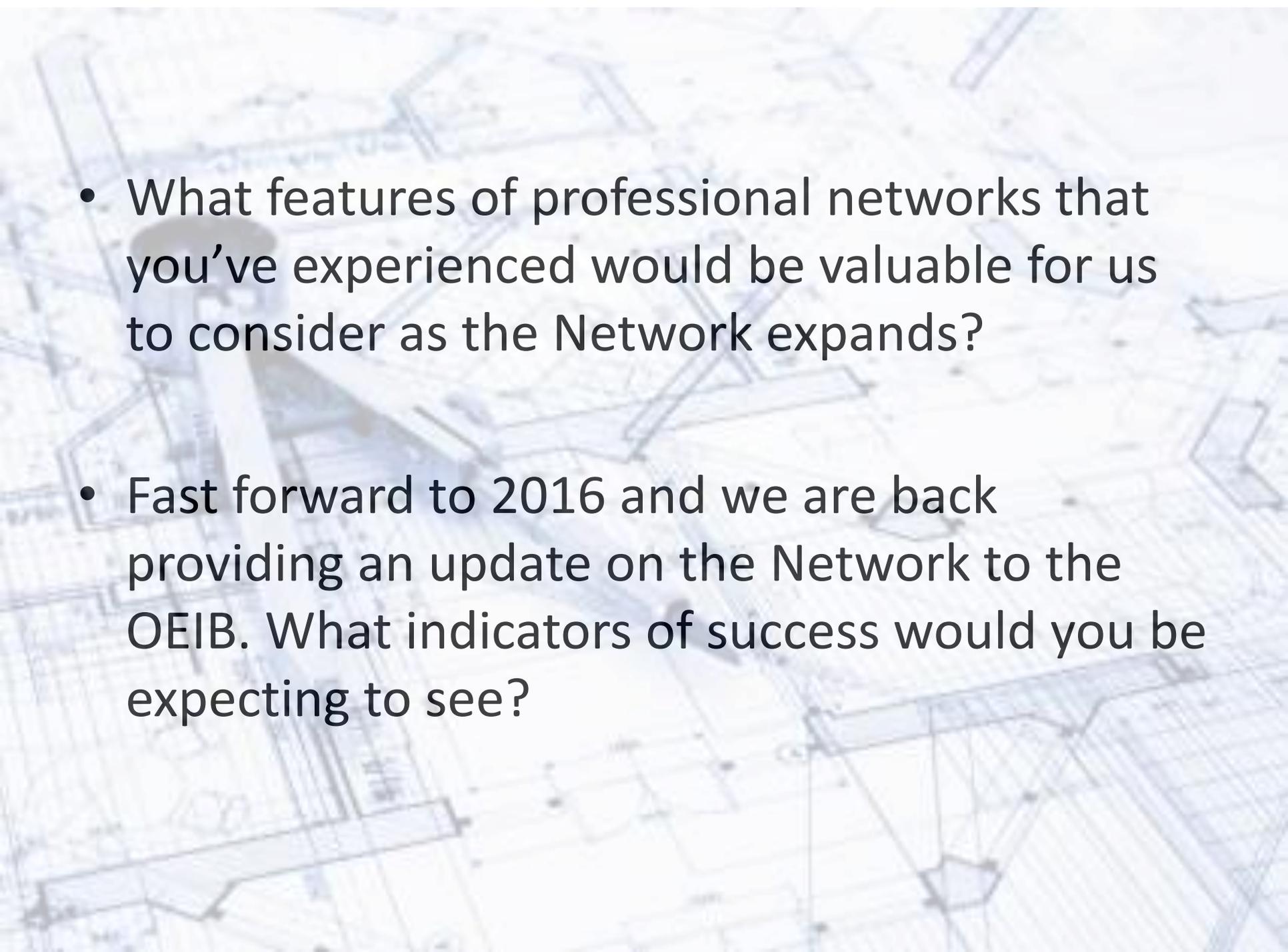
Engage and Activate Diverse Communities, Parents and Students

- Keynote speaker at the 4th Annual Latino Family Conference on the challenges ELL students face and initiatives to support them to graduation.
- Participated as a reader at Grant Community School in honor of Read Across America Day.
- Met with representatives of the Chalkboard Project to discuss key initiatives.
- Met with the OEIB Management subcommittee and board to discuss strategic planning.
- Chaired the Accelerated Learning Committee meeting.
- Participated as a student panel moderator and a panel member for teachers and administrators at the English Language Learner (ELL) Annual Conference on removing barriers for ELL students.
- Met with John Moriarty, Executive Director of the School Garden Project of Lane County, an organization that helps create, sustain and use on site gardens by providing resources, professional consultation and educational programming.
- Speaker at the School Wide Integrated Framework for Transformation (SWIFT) State Leadership Team Meeting on Common Core supports to realize the 40-40-20 vision.
- Spoke at the Oregon Fellows Meeting with the stakeholder advisory group, reflecting on the work ahead and the role of Oregon learners.
- Met with Oregon Business Administrators to provide an overview of the OEIB, Network for Quality Teaching & Learning, common core and other key strategic initiatives
- Met with Anne Lipsitz of Nike and Whitney Grubbs of the OEIB to discuss strategic planning and effective use of scorecards to track progress.
- Met with Oregon School Business Administrators to share OEIB updates with the board.
- Spoke at the 4th Annual OEA Education Symposium on the transformation of public education about issues related to poverty.
- Attended the Education Northwest Board Meeting as an executive board member.
- Participated as one of four speakers at the Portland Workforce Alliance's 10th Annual Northwest Youth Career Expo to help students identify career paths.

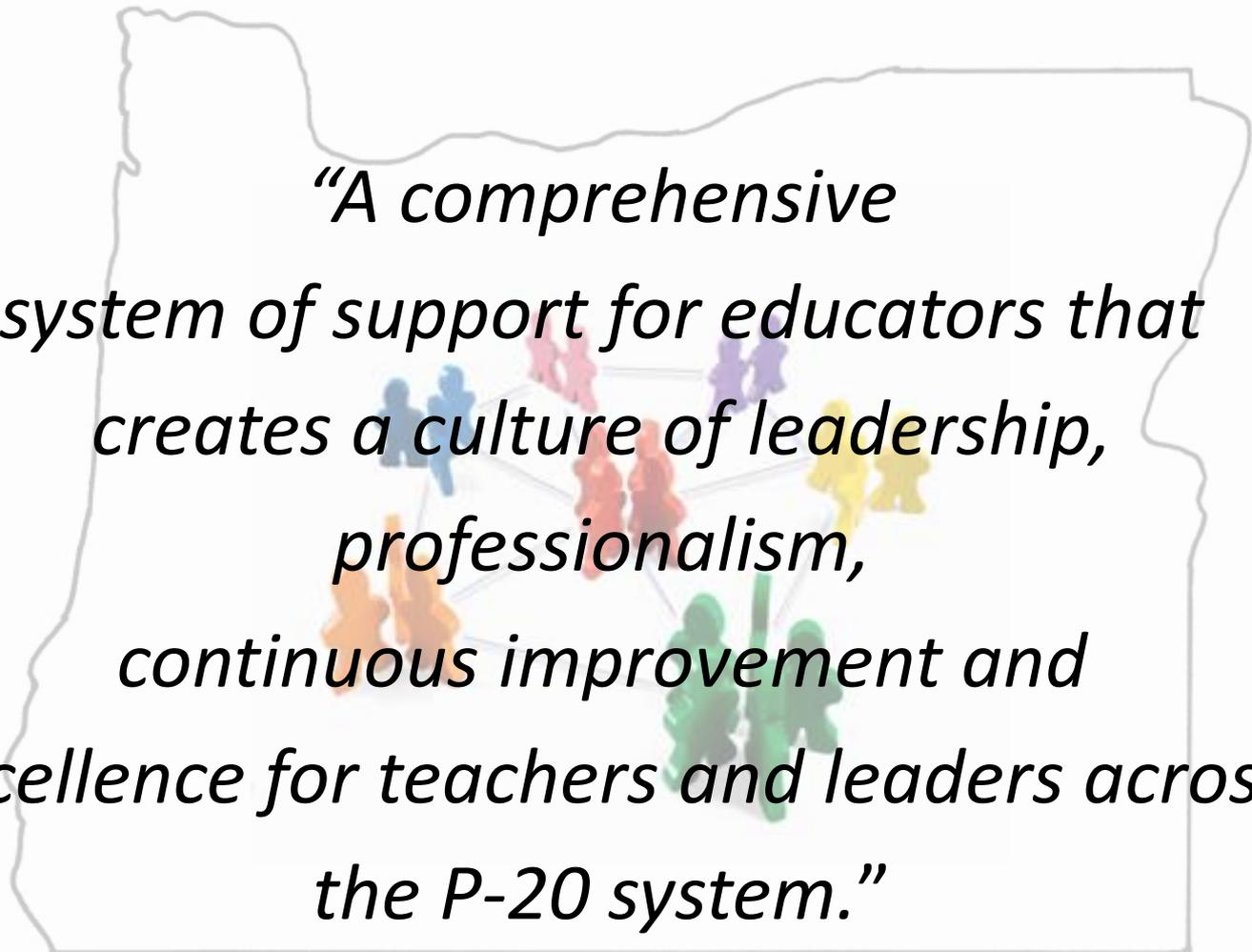


Oregon Education Investment Board

Update on the Network for Quality Teaching and Learning

- 
- What features of professional networks that you've experienced would be valuable for us to consider as the Network expands?
 - Fast forward to 2016 and we are back providing an update on the Network to the OEIB. What indicators of success would you be expecting to see?

Network for Quality Teaching and Learning



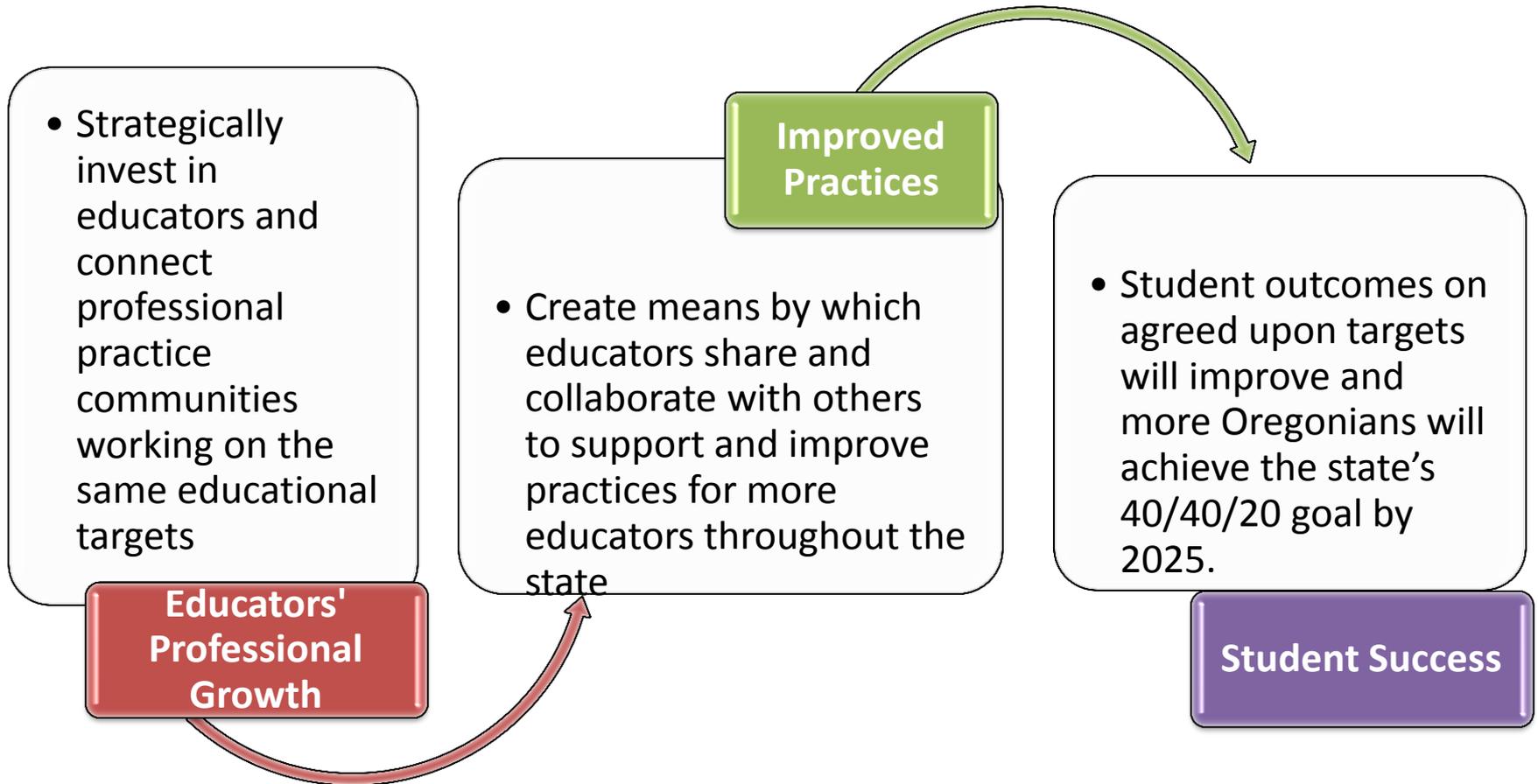
“A comprehensive system of support for educators that creates a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across the P-20 system.”

Addressing Ineffective Practices

- Isolated classroom practice
- Sporadic, uneven, and one-shot PD “events”
- Lack of follow-up coaching and peer support
- Teacher career support and development - after thought rather than a central premise



Theory of Action



Network's Three Main Purposes

1. Enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching.
2. Strengthen and enhance existing evidence-based practices that improve student achievement.
3. Improve recruitment, preparation, induction, career advancement opportunities and support of educators.

Network is Investing in Educators



Key Network Initiatives Supported

Educator Workforce
Diversification

Educator Preparation
Clinical District
Partnerships

New Teacher &
Administrator
Mentoring

Educator Evaluation
& Effectiveness &
Common Core State
Standards

Closing Achievement
Gaps for Culturally &
Linguistically Diverse
Students

School District
Collaboration Grants

Development and
Sharing of Formative
Assessments

Early Learning
Professional
Development

A Vision for Professional Growth

- More embedded time for educators to collaborate around refining instructional practice, not isolated professional experiences
- Teacher engagement with instructional coaches, mentors, and visits to other educators' classrooms
- Sharing of effective and emerging practices across the state and on-demand access to professional development resources
- Opportunities for teacher leadership and career advancement

Network Advisory Input

- How best can the Network promote scaling up of effective practices?
- What changes can refine and improve the current RFP process?
- How best can we elevate the role of Oregon's educators in using, contributing to, and shaping the Network?
- What functions should the Network Portal include?

Steps to Operationalizing the Network



- **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



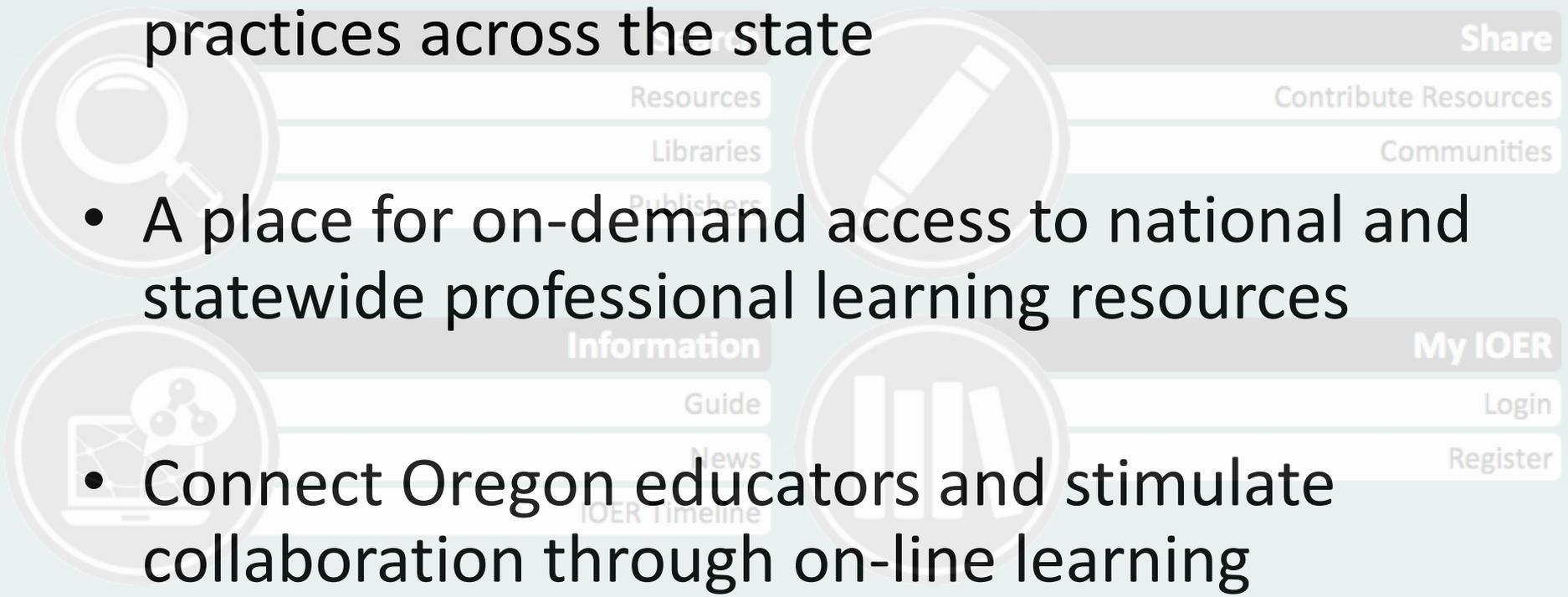
- **Disseminate** results from educators to educators on what works in what context.

Network Portal

- An effort to share effective and emerging practices across the state

- A place for on-demand access to national and statewide professional learning resources

- Connect Oregon educators and stimulate collaboration through on-line learning communities focused on student success



Network Portal

An effort to share effective and emerging practices across the state

Highlights from Key Network Initiatives

- New Teacher and Administrator Mentoring Standards
- District work developing formative assessments



Network Portal

A place for on-demand access to national and statewide professional learning resources

- Link, view and rate national resources
- Connect district to district, educator to educator

Network Portal

Stimulate collaboration through on-line learning communities focused on student success

- Allow teachers to form PLT's to tackle problems of practice
- Give rural schools and small districts access to a wider professional community





Oregon Education Investment Board

Achievement Compact Report and Recommendations

Presentation Overview

- Achievement Compact Report
- Recommendations
 - OEIB staff activities
 - Board actions
 - Collaborations/referrals
- Requested Board Actions

Achievement Compact Report

- Subject and Purpose
- High Level Summary
- Areas of Success
- General Guidelines Moving Forward
 - Restart/rebrand
 - Early wins
 - Value added

Recommendations

- OEIB Staff Activities
 - Timely and Targeted Feedback
 - Statewide Patterns
 - Communication Strategy
 - Support of Regional Strategies (RACs, HUBs)
 - Coordinated Research and Policy
 - Technical Manual (definitions) and other support (ODE and ESDs)

Recommendations (cont)

- Board Actions
 - Consider Revised Timeline for Goal/Target Setting
 - 3, 4, or 5 years? Change Date by which Advisory Committee must make recommendations to the Community College Board
 - Investment Recommendations Linked to Compact Outcomes

Recommendations (cont)

- Collaborations
 - Common definitions between OEIB and ODE
 - Most metrics identical
 - Exception: college credits earned in high school
 - Missions of ELC and HECC
 - Local Efforts (RACs and Hubs)
 - Referral to HECC
 - Evaluate community college and 4-year metrics for alignment with critical outcomes
 - Consider student surveys

College Credits Earned

- Old definition: 9+ college credits earned in high school
- New definition: 3+ college courses passed in high school

Aspirational Goal Setting

- Difference between year to year predictions versus setting longer term goals and targets
- Stretch Goals
- Analogy
- How far into the future? (activity)

Suggested Language Changes

- OAR 705-010-0070 (3)(b)

(b) Recommend outcomes, measures of progress, goals and targets to be contained in the district's achievement compact for ~~the next fiscal year.~~

Suggested Language Changes

- OAR 705-010-0035 (1)(b)

For community colleges, public universities and the Oregon Health and Science University, ~~by June 30.~~

Conclusions and Questions



OEIB

Draft OEIB policy statement on refining 40-40-20 (March 11, 2014)

Oregon's 40-40-20 goal¹ provides a clear target – a “North Star” aligned with Oregonians’ economic, civic, and social aspirations -- against which to generally gauge the state’s educational progress. Its purpose is to help drive state policy decisions as well as permit the measurement of Oregon’s progress against a fixed goal. In making our policy and investment recommendations, we will be guided by the following refinements:

To Whom It Applies

- *Demographic groups:* 40-40-20 speaks to the hopes and opportunities of all Oregonians. Our policies and investments should ensure that communities of color, immigrants, migrants, and low income rural students are as well-represented as more affluent white students at each stage of completion.
- *Age cohorts:* We understand 40-40-20 as a goal that should be fully realized for today’s youngest students (the high school classes of 2025 and beyond), requiring significant progress towards that result with every intervening cohort, including those who have disengaged from school. At the same time, we also understand 40-40-20 to be a goal for the overall working age adult population, including 18-25 year olds, although the precise targets for this population should be refined and updated frequently based on attention to actual and projected labor market demands, as well as other factors.

What Counts

- *The “Middle 40”:* The OEIB endorses a broad understanding what “counts” for the middle 40, including two year associates’ degrees, one-year certificates, and Career Pathways Certificates issued by community colleges, and a variety of credentials that have demonstrable career and labor market value. Examples of those certificates include, but are not limited to: registered apprenticeships; industry-based nationally-recognized certificates; and state licensure for various fields.

¹ As a result of SB 253 (2011), ORS 351.009 reads as follows: “The Legislative Assembly declares that the mission of all education beyond high school in Oregon includes achievement of the following by 2025:

- (1) Ensure that at least 40 percent of adult Oregonians have earned a bachelor’s degree or higher;
- (2) Ensure that at least 40 percent of adult Oregonians have earned an associate’s degree or post-secondary credential as their highest level of educational attainment;
- (3) Ensure that the remaining 20 percent or less of all adult Oregonians have earned a high school diploma, an extended or modified high school diploma or the equivalent of a high school diploma as their highest level of educational attainment.”

What's Next

- The OEIB requests that the Higher Education Coordinating Commission (HECC), in consultation with the Oregon Workforce Investment Board (OWIB), the Department of Community Colleges and Workforce Development, and the Department of Employment, report back to OEIB by September 30, 2014 the following:
 1. For the purpose of setting an initial goal for the working age adult population, a comparison of actual and projected labor market needs with actual and projected educational attainment levels; and
 2. Recommendations for further articulation of degrees, certificates, and other credentials that should constitute the "Middle 40," as well as an analysis of the State of Oregon's ability to track/count those degrees, certificates, and credentials.



A Proposed Oregon College and Career Readiness Definition

Why develop a comprehensive definition? (“Are college and career readiness really the same?”)

Although it may initially seem counterintuitive to include both career readiness and college readiness in the same framework, this approach helps to break down the “silos” in which education and workforce sectors often operate. In addition, significant research has shown that although the knowledge, skills, and applications of learning required for success in particular fields and programs of study vary, the overarching skills and strategies required for students of all ages entering colleges and careers are consistent.

How has Oregon approached the development of this draft definition?

Initial work on the draft CCR definition evolved from community college staff and faculty involved with a Core To College grant. Their research and draft document was then shared with a College and Career Readiness Cross Sector Planning Group formed by Oregon Education Investment Board staff. Leads from the Oregon Department of Education, Community College Workforce Development, Oregon University System, Early Learning Division, Youth Development Division, Oregon Student Access Commission, Higher Education Coordinating Commission, and the Oregon Workforce Advisor to the Governor engaged in reviewing work of other states and related research. An online state survey gathered input from over 280 individuals then analyzed for the Cross Sector Planning Team and resulting in revisions in the proposed definition.

What other sources influenced the development of the draft definition?

The proposed definition draws heavily on definitions adopted by other states and a variety of resources including the Oregon State Standards, Oregon Adult Basic Skills Standards, the National High School Center, the American Diploma Project, the Educational Policy Improvement Center, Achieve, the National Career Readiness Partnership, the American Youth Policy Forum, and the CCSSO Innovation Lab Network.

What working principles are important to consider in reviewing the definition?

We believe the common definition of college and career readiness should:

- Reflect Oregon secondary completion requirements which prepare students for postsecondary pursuits
- Reflect postsecondary expectations for students of all ages, backgrounds, cultures, and identities
- Articulate a foundation for readiness which is common across postsecondary programs and career paths
- Ensure equitable opportunities for every student
- Guide the policies and actions of agencies and stakeholders

What are some of the ways in which a CCR definition can have an impact on P-20 education?

- Strategic planning at local, regional, and state levels to address achievement gaps and increase college readiness
- Communications planning
- Student, family, and community awareness and engagement
- Cross-sector vertical and horizontal educational alignment
- High school reform and 12th grade redesign
- Grades 11-14 model
- Postsecondary placement and developmental education reform
- Assessment
- Data collection and analysis

Beyond communicating what College and Career Readiness is to students, parents and educators, how will schools need to use a common statewide definition?

- Align secondary level coursework to reflect indicators in the CCR definition
- Develop and use formative assessments that provide feedback to students on their level of College and Career Readiness
- Offer students more exposure to various postsecondary opportunities and readiness supports¹

¹ Summarized from Conley, D. T., McGaughy, C. L. (2012, April). College and Career Readiness: Same or Different? Educational Leadership, 69(7), 28-34.



A Proposed Oregon College and Career Readiness Definition

College-and-Career-Ready Oregonians have acquired knowledge, skills, and professional behaviors that provide a starting point to enter and succeed in workplace, career training, or college courses leading to certificates or degrees.

Key Indicators

I. Learning strategies, thinking skills, and academic knowledge

A College and Career Ready Oregonian....

- Reasons, researches, analyzes logically in order to investigate topics, and to evaluate, integrate, and present ideas and information
- Exhibits the following attributes: reflection, curiosity, openness, internal motivation, persistence, resilience, and flexibility
- Evaluates and/or applies prior knowledge of content and situations, including cultural understanding, to support comprehension
- Tracks and reflects on progress toward educational and vocational goals
- Employs effective speaking and active listening strategies for a range of purposes, audiences, and contexts
- Distinguishes between opinions, interpretations, and facts;
- Uses technology to access and evaluate the reliability, credibility, and utility of information and is able to produce and/or present information
- Locates, analyzes and critiques perceptions, information, ideas, arguments, and/or themes in a variety of text
- Produces clear, effective, and accurate writing grounded in textual evidence for a range of purposes, genres, and audiences
- Constructs clear and precise arguments to support their reasoning and to critique the reasoning of others

- Explains and applies mathematical concepts, carrying out mathematical procedures with precision and fluency in a variety of settings
- Solves a range of complex problems in pure and applied mathematics
- Makes productive use of knowledge and problem solving strategies
- Analyzes complex, real-world scenarios

II. Transition skills and workplace behaviors

A College and Career Ready Oregonian....

- Has positive values such as: caring, equity, integrity, honesty, responsibility, and restraint
- Practices personal, time, and budget management through planning and decision-making
- Has a sense of support and empowerment
- Is able to self-advocate
- Engages in civic and community activities
- Works productively in new cultural settings
- Relates and responds to individuals from various cultures
- Works productively in teams
- Understands postsecondary education options, expectations, costs, and processes
- Understands and evaluates career options and pathways
- Understands workplace requirements and business cultures
- Has appropriate interviewing skills
- Is timely and reliable
- Has appropriate workplace behaviors and occupation-specific skills
- Is able to accept and use feedback
- Has both personal and academic integrity and is an ethical decision maker

Further Resources

Key elements of Oregon's Definition for College and Career Readiness are already embedded in:

- Oregon Content Standards (<http://www.ode.state.or.us/search/results/?id=53>)
- Oregon Essential Skills and Diploma Requirements (<http://www.ode.state.or.us/search/page/?id=1670>)
- Oregon Adult Basic Skills Learning Standards (<http://oregonabslearningstandards.org/>)



Timeline for Development of the Proposed Definition

December 2011	Oregon receives Core To College grant
September 2012-February 2013	Institutions' "Readiness Teams " developed draft College and Career Readiness definitions
March 2013	A statewide convening was held to examine and begin synthesizing the draft definitions
April – September 2013	Draft definition vetted through various stakeholder groups
October 2013	Draft definition was presented to the College and Career Readiness Cross Sector group for feedback
October – December 2013	On-line survey developed and distributed through state agency channels for feedback
December 2013	Feedback analyzed, presented to the CCR Cross Sector group for final edits
January 2014	Final draft definition developed
January 2014	Final draft definition presented to OIEB Best Practices and Student Transitions Subcommittee
March 2014	First reading of the definition at the Oregon Education Investment Board
April 2014	Final draft definition presented to the Oregon Education Investment Board for adoption
April - May 2014	Definition shared with the State Board of Education, the State Board of Higher Education, the Oregon Workforce Investment Board, the Early Learning Council, the Youth Development Council and the Higher Education Coordinating Commission

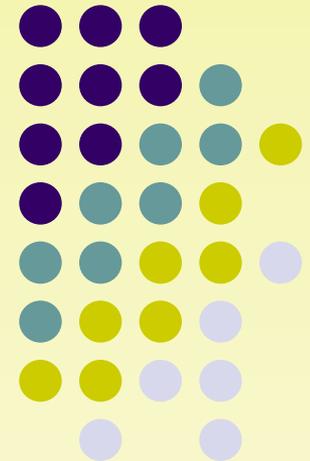
March 28, 2014



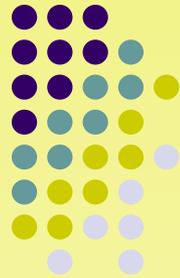
TSPC Agency Update
Oregon Education Investment Board

April 8, 2014

Victoria Chamberlain, Executive Director

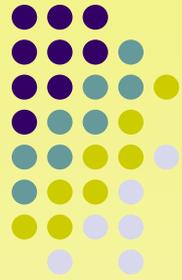


Teacher Standards and Practices Commission



- ✓ Established in 1965, separate agency since 1973;
- ✓ Board comprised of public school teachers, administrators, higher education representatives, school board member, public members;
- ✓ Oversight of:
 - Educator Licensure
 - Accreditation of Oregon Licensure Programs
 - Discipline or Sanctions against the License (ethics)

Progress on Secretary of State Audit



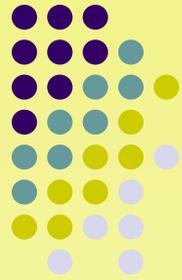
✓ **Summary of Findings:**

Oregon's public teaching colleges can do more to strengthen student teaching;

✓ **Recommendation:**

We recommend that the OEIB work with the TSPC, the Oregon University System, public teaching colleges and school districts to continue strengthening student teaching practices

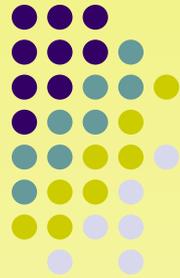
Progress on Secretary of State Audit



TSPC Action:

Established stakeholder group to make recommendations about strengthening teaching field experiences (including student teaching) – in progress. {Part of the Council for Accreditation of Educator Preparation (CAEP) Alliance Work}

Progress on Secretary of State Audit



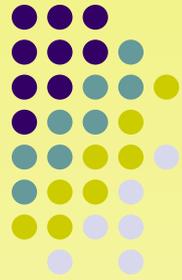
✓ **Summary of Findings:**

Stronger licensing requirements could provide greater assurances of teacher preparedness

✓ **Recommendation:**

We recommend the OEIB the Commission (TSPC) consider requiring independent performance assessment of teacher candidates' performance prior to licensure to determine whether candidates are adequately prepared.

Progress on Secretary of State Audit

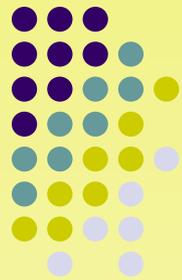


TSPC Action:

*Adopted the Stanford Center for Assessment,
Learning and Equity (SCALE) teacher
performance assessment identified by: edTPA*

<https://scale.stanford.edu/>

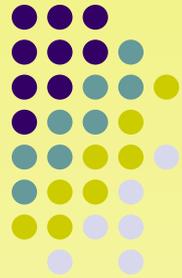
edTPA Four-Year Roll Out Plan



2014-15 – All preparation programs are provided training to implement the edTPA; Communication will begin in the field with school districts, teacher and parents; Candidates are encouraged to take the edTPA to gather data regarding Oregon’s implementation needs;

2015-2016 – Training will continue with preparation programs and candidates; Communication will continue with the field; 30% of candidates must take edTPA in spring 2016.

edTPA Four-Year Roll Out Plan

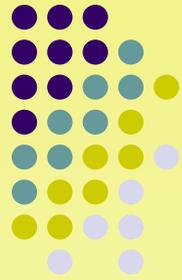


2016-2017– edTPA required for all teacher program completers (non-consequential)

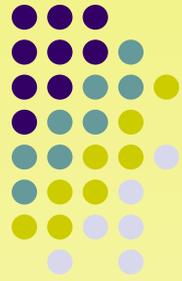
2017-2018 – Passage of edTPA required for licensure (consequential)

Note: *Commission will obtain and evaluate the candidate performance to assess whether the tool limits candidate populations (evaluated by subgroup), content areas or teaching skill sets.*

English Language Learners

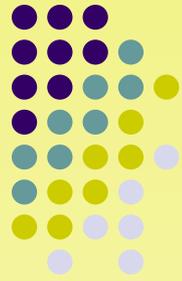


Standards for English Language Learners



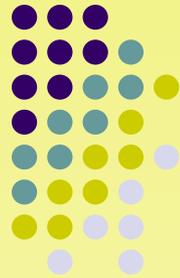
- Knowledge, Skills, Abilities and Cultural Competencies for General Educators (p-20)
- Result of two years of stakeholder meetings;
- Wide range of participants from districts, state agencies and higher education;
- Instigated by school districts.
- Adopted by the Commission March 2014

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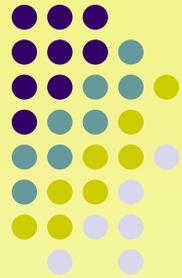
- **Key Features:**
 - Fulfills portion's of OEIB's goal 7 in Oregon's English Learner Statewide Strategic Plan (2013-2016)
 - Applies to educator preparation faculty (teacher, administrator, school counselor, etc programs);
 - Applies to all general education candidates in all licensure programs;
- **Goal:** Clear demonstration and application of best practices teaching strategies for ELL students at all levels (p-20)

Equity Standards for Accreditation



- New standards for what inclusive practices look like for educator preparation:
- Adopted in 2012
 - Accreditation: Evidence of the following:
 - Assessments reviewed for bias:
 - Candidates have experiences with diverse faculty;
 - Candidates have experiences with other diverse candidates;
 - Candidates have experiences working with diverse p-12 students;
 - Educator preparation programs have active recruitment plan in place.

Dual Language/Immersion Specialization



- Specialization: Gold star on your license;
- Dual Language Teachers:
 - Proficient in Two (or more) Languages:
 - Understand Cultural and Multilingualism
 - Construct Sound Curriculum for Immersion Programs;
 - Understand Role of Assessments
 - Are Advocates for Self Cultural Knowledge and for Multi-Lingual Programs and Students