2019 Secondary School Principals, Assistant Principals, and Teacher Leaders Conference - Breakout Sessions

Round I

High School Success Promising Practices

Many districts across the state are seeing improvements in student outcomes as a result of the promising practices they've put in place through the High School Success initiative. Join us for a look at what others are doing, what improvements they are seeing, and how you might implement some of these practices in your school or district.

Jennifer Bevers, ODE

Increasing Student Outcomes while Closing Opportunity Gaps: How the AVID College Readiness System is Supporting Student Success in Oregon

How are you changing the trajectory of students who have historically experienced disparities in school – resulting in higher graduation rates, higher college-going rates and success in college – career – life? Oregon school leaders will share how the AVID College Readiness System is transforming schools, resulting in increased student success. Administrators will highlight how opportunity gaps are being closed through an intentional focus on leadership, culture, systems and instruction.

Brent Belveal, AVID

Common Title IX questions received at the OSAA

We will address some of the common questions and concerns that are received at the OSAA. We will also review common areas that cause the concerns or questions that arise in schools. Lastly, we will review resources available on our OSAA website.

K.T. Emerson, OSAA

Metacognition: The Secret to Engaging and Inspiring Students

One hot button topic in both higher education is metacognition. It enables students to not only to engage in their learning, but to own it. This session breaks down exactly what must happen for a leader or teacher to encourage metacognition in their learners.

Andrew McPeak, Growing Leaders

Round II

9th Grade On-Track Research and Practice

In Oregon students who earn 6 credits by the end of their 9th grade year are more than twice as likely to graduate four years later. Based on decades of research and practice from the University of Chicago, the Center for High School Success provides coaching and professional development to Oregon high schools to improve how they support students before and during their 9th grade year. Learn about the foundational research and best practices used by high schools who have improved the success of students in 9th grade.

Frank Caropelo, Stand For Children

High School Success Eligibility Requirements

High School Success Eligibility Requirements must be fully in place by the end of the 19-21 biennium. During this session, you'll have an opportunity to learn what it means for these to be "fully in place," and have an opportunity to brainstorm with others what steps your school or district might need to take in order to ensure that these systems are in place!

David Jamieson, ODE

Building Student Leadership Through Athletics and Activities

This presentation will focus on how to work with student leaders to build ownership and student voice in athletics, activities, and school. The areas of focus will be working with student leaders to: develop a Mission/Vision, set goals, communicate using social media/public speaking, develop student athletic directors, captains, club leaders, run leadership labs, educate themselves through ongoing learning, celebrate success, increase involvement in the community, and develop leaders who are champions of character.

Majalise Tolan, Lincoln County School District

Tribal History/Shared History (Senate Bill 13)

Join the Office of Indian Education to learn more about Tribal History/Shared History. In 2017, the Oregon Legislature enacted Senate Bill (SB) 13, now known as Tribal History/Shared History. This law directs the Oregon Department of Education (ODE) to create K-12 Native American Curriculum for inclusion in Oregon public schools and provide professional development to educators. The law also directs the ODE to provide funds to each of Oregon's nine federally recognized tribes to create individual place-based curriculum. For years the state has been missing a critical opportunity to fully leverage the strengths, assets, and contributions our Native American students bring to their

communities. The lack of accurate and complete curricula may contribute to the persistent achievement and opportunity gaps between Native American and other students. Staff will share additional strategies on improving outcomes for Native American students and youth.

April Campbell, ODE

Empowering Leaders with Creative Confidence

Creativity is a natural human ability within us all. Creative confidence is believing in your ability to create change in the world around you. It is the ability to come up with innovative ideas and the courage to try them out. When people transcend the fears that block their creativity, all sorts of new possibilities emerge. Are you living up to your creative capacity? Are you developing a school culture that unleashes the creative genius of others? Leaders will engage in a process that helps them begin to discover the full potential and creative confidence in themselves and others.

Jami Fluke, Construct Foundation

Oregon Mathways Initiative: Focusing High School Math

The vision of the Oregon Mathways Initiative is to strengthen the mathematical rigor of high school math courses and provide opportunities for students to specialize in math pathways options. The presenter will share how the work of revising state math standards will support access to high-quality mathematics instruction for all students while connecting content expectations to contextualized applications.

Mark Freed, ODE

Reducing Chronic Absenteeism

As the Oregon Association of Education Service District's (OAESD) statewide coordinator for reducing chronic absenteeism, I will be sharing some of the results of our work last year with the regional consortium. Specifically, what we have learned about attendance incentives.

Paul Verstraete, OAESD

Engaging Your Community Through Counter-Storytelling

In this session, we will give a primer on Critical Race Theory's counter-storytelling methodology and rationale as well as discuss how Rowe Middle School has adopted this practice to gain a deeper understanding of our community. Through our change process we have realized that although we have adopted many culturally responsive and equity-focused practices, we have left out our community in the process. We have spent the past year developing a qualitative interview process to not only get feedback from our community, but to do so in a culturally responsive way using counter-storytelling as a framework.

Greg Harris, Middle School Principal of the Year

Using OHA Student Health Data to Support Schools and the Student Success Act

Reliable and relevant data on student health and wellness is crucial to school planning to support students' academic success. The Oregon Health Authority has worked hard and engaged multiple stakeholders to refine our student health and climate surveys to improve content, process, and data visualization. This session will explain these improvements and will speak directly to the needs and initiatives outlined in the Student Success Act. Principals will gain a better understanding of the content improvements to the surveys and how those surveys can be used in planning and application for Student Success Act dollars. Participants will also learn about new data visualization tools that can help administrators and principals share student data with teachers, parents and the larger school community.

Wes Rivers, Oregon Health Authority

9th Grade On-Track

Ninth Grade on-Track data for the 18-19 school year is released on October 11th. Learn some of the trends that we are seeing across the state, and learn more about how to develop a student success team in your district or school. We will have time to dive into some data literacy basics as well as an opportunity to share and brainstorm with others how to successfully embed teacher collaboration time into your schedule.

Cassie Medina, Oregon Department of Education

Growing Our Own Education Workforce	**Social Media Do's and Don'ts**
Each year Lincoln County School District hires approximately 55 teachers which constitutes nearly 20% of our teaching staff. We hire approximately 75 classified staff each year as well. Being the third largest employer in Lincoln County (behind the Confederated Tribes of Siletz and Samaritan) one of our main goals for students and our community is a sustainable education workforce. Access to higher education and a pathway to a career in education are often barriers to Lincoln County School District students and existing staff. In addition, growth in our community depends on access to dual language speakers, which Lincoln County School District struggles to recruit and retain. The Rural Teacher Pathway Project is our attempt at growing our own teachers where students see education as a viable career pathway in which they can stay in Lincoln County and make a living and contribute to our students and families as an educator.	*This presentation will serve as guidance regarding the correct and incorrect use of social media and the consequences for employees who do not use social media appropriately. It will also discuss the factors balanced when determining whether to discipline staff or students for actions taken on social media.* Jennifer Nancarrow, PACE
Tiana Tucker, Lincoln County School District	

Round V

How Do You Recover When Students Die By Suicide?	**Career Path Opportunities and Licensure Programs for Administrative Positions**
In the past year, three teens at Sprague High School have died by suicide. Shortly thereafter, a staff member and teens at nearby schools also died by suicide. What do you do in the moments following the deaths to notify your students, your staff, your Board, your district and your community? What do the subsequent days look like? Beyond that, how do you turn grief into healing and prevention? The presenters will share messaging, best practices and a framework for recovery. Lillian Govus, Salem-Keizer School District	*Completing Your PreAL and ProAL Administrative Licensure Requirements - Learn about NEW TSPC Licensure Requirements - This session will provide information about dynamic career options offered by the COSA-CUC Administrator Licensure programs. This fully CAEP accredited program is a leader in the country and is delivered at a reasonable cost and is conducive to working professional's busy schedules. Our online coursework and job-embedded, focused internships drive relevant and productive experiences for all students. COSA offers the PreAL (Initial) and ProAL (Continuing) Administrator licenses and the opportunity to pursue a Master's or Doctorate in conjunction with these programs. Learn about the NEW Ed.S. degree program combined with the ProAL license. The programs strive to prepare administrators who have the knowledge, skills, and dispositions to lead positive changes in schools so that all learners can be successful.* Krista Parent, COSA
High School Success and CTE: Needs Assessment for CTE	**Alchemy of Social Media**
As part of Oregon's new CTE plan funding for career technical programs will be tied to needs identified through a needs assessment process. See the Needs Assessment Guide, share resources on involving stakeholders in the planning of CTE, look at data sources to help manage the needs assessment process, and ask questions about how the needs assessment process can be rolled into your district/school continuous improvement plans. Jennell Ives, ODE	*Think Twitter 101 -- with the addition of two shots of espresso. Learn from one longtime Massachusetts educator how Twitter transformed his leadership and school culture. After sharing a few different social media journeys, attendees will be led through process of becoming a connected educator. We will teach you the Twitter basics, then engage you in your first Twitter chat. Attendees should sign up for a Twitter account prior to this session!* Brian McCann, National Digital Principal of the Year