

2020 OACOA/OASE/OASBO Winter Conference Breakout Sessions

Friday, January 24, 2020 - 10:00 to 11:00

E-rate Program Processes & Updates - The State E-rate Coordinator from Oregon Department of Education will provide a comprehensive session covering the E-rate program and newly released processes and requirements as released by the FCC. Following the presentation, the State E-rate Coordinator will lead an in depth Q&A discussion.

- Jamie Campos, State E-rate Coordinator, Oregon Department of Education

9th Grade On-Track: Why it matters. Where to start. - 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 and the services available for your district from the Center for High School Success.

- Frank Caropelo, Director, Stand for Children's Center for High School Success

Unpacking Comprehensive SIA Guidance While Keeping Eyes on the Horizon: Supporting District Understanding of Recent State Investments - Get a walkthrough of the guidance released by the department for implementing the Student Investment Account and hear from ODE leaders about plans and connections between this work and additional state investments. This will include updates and attention to: the role and direction of the EAC, the larger direction of ODE, and various other state investments and initiatives.

- Scott Nine, Assistant Superintendent, Oregon Department of Education
- Colt Gill, Deputy Superintendent, Oregon Department of Education

Breaking free: The Trade-offs and Tensions of Testing and Assessment - With the Student Success Act (HB 3427) planning underway leaders across the grappling with the role of assessment - in guiding and evaluating their investments. We've heard specific feedback about how superintendents plan to define and implement the momentous investment being made in Oregon's education system. In September we convened a focus group of Oregon Superintendents from across the state who shared perspectives about these topics and a few themes arose that we believe will influence key policy levers in Oregon's future legislature. In this interactive breakout session, we will explore the following set of questions and discuss potential solutions:

1. How do we build a cohesive vision for measuring student "success"?
2. What are the best ways to determine our return on investment based on what we are implementing with the Student Success Act?
3. What information or data are needed to infer for strategic planning and decision-making?
4. In what ways can we build trust through transparent data conversations with diverse communities within the context of lived experience?
5. How can we better report on post-secondary outcomes in the accountability narrative?
6. What are we doing to dispel the common myths of assessment and communicate the purpose of assessment types in Oregon?

- Christine Pitts, Director of Policy and Advocacy, NWEA
- Sue Reich-Smith, Superintendent, Tigard Tualitin

Building Inclusive Systems: The Journey - West Linn- Wilsonville and Hillsboro School District will present their work on transitioning to inclusive practices in both districts. Strategies, examples and ideas will be shared in this interactive session.

- Elaine Fox, Executive Director, Student Services, Hillsboro SD
- Jennifer Spencer-Iams, Assistant Superintendent, West Linn-Wilsonville SD

Linking Family Engagement Initiatives to Student Learning and Achievement - Home-school partnerships strengthen when school leaders prioritize family engagement as an essential element in school improvement efforts. What does it look like when districts commit to implementing family engagement strategies and practices aligned to school and student learning goals? During our time together, participants will assess their readiness for diving into the work and reflect on their current practices to determine how to strengthen, enhance, and transform home school partnerships.

- Jenni Bransington, National Director FACE, Scholastic

Friday, January 24, 2020 - 11:15 to 12:15

Post-Secondary Education Partnerships in Lincoln County - The Lincoln County School District has been working with industry and college partners to expand educational and work-place opportunities for both students and adult learners. Through these partnerships, the district has been able to start a “grow your own” teacher program, support the Port of Toledo in growing a maritime construction workforce, support the health industry, and expand access to college courses and CTE certification programs. Partnerships with Oregon Coast Community College, Western Oregon University, Port of Toledo, Samaritan Health Services, and Northwest Oregon Works have grown due to ongoing collaboration and developing systems.

- Karen Gray, Superintendent, Lincoln County School District
- Majalise Tolan, Secondary Teaching and Learning Administrator, Lincoln County School District
- Dan Lara, Vice President Curriculum, Oregon Coast Community College
- Bud Shoemake, Director, Port of Toledo
- Tiana Tucker, HR Director, Lincoln County SD

OHA Student Health Surveys & the Student Success Act - OHA and ODE have partnered to refine their student health and climate surveys to improve content, process, and data visualization. These improvements will speak directly to the needs and initiatives outlined in the Student Success Act. Districts will gain a better understanding of the content improvements to the surveys and how those surveys can be used in planning for the Student Success Act. Participants will also learn about new data visualization tools that can help administrators share student data with principals, teachers, parents and the larger school community.

- Sarah Knipper, School Health Epidemiologist, Oregon Public Health Division
- Wes Rivers, Policy Advisor, Oregon Health Authority

Strategies for School-wide Student Success (Tribal History / Shared History) - As leaders, you live for those moments of breakthrough, and empowering teachers to motivate student learning. This workshop will be led by the ODE's Office of Indian Education and will help participants gain the skills and learn of resources to improve American Indian / Alaska Native (AI/AN) student outcomes. Because these strategies are school-wide improving American Indian / Alaska Native student outcomes will naturally benefit non-native students in your district. Some topics will be: increasing graduation rates, addressing chronic absenteeism, trauma-informed practices and culturally relevant learning including implementation of SB 13 Tribal History / Shared History – Native American curriculum in Oregon classrooms.

- April Campbell, Indian Education Advisor, Oregon Department of Education
- Ramona Halcomb, Indian Education Specialist, Oregon Department of Education

Kids in Transition to School (KITS): A Stepping Stone to School Success - Ready kindergarteners become thriving students who contribute to a school community that fosters success for all. The Kids in Transition to School (KITS) Program is an evidence-based school readiness program for children and their parents that has positive academic and social-emotional effects through fifth grade. The program has recently been scaled across 12 school districts in Lane County. Come hear from the program developer and district superintendents about the program, how the local early learning hub has helped districts to scale the program in the county, and how it could work in other districts across the state.

- Chris Parra, Superintendent, Bethel SD
- Katherine Pears, Senior Scientist and KITS Program Director, Oregon Social Learning Center

- Todd Hamilton, Superintendent, Springfield SD
- Bess Day, Director Education, United Way of Lane County/Early Learning Alliance

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Advanced Placement - Starting with the 2019-20 school year, Advanced Placement teachers now have access to new instructional resources in AP Classroom. These tools were designed and tested in collaboration with AP educators and include Unit Guides, online Topic Questions to assign to students, Progress Checks to gain feedback on student understanding, and an AP Question bank for use in preparing students for the AP exam. During this session, attendees will receive an overview of the new resources and discuss how AP teachers are already using them with students.

- Karly Nelson-Aparicio, Director, College Board

Friday, January 24, 2020 - 2:00 to 3:00

Successful SIA Strategies for Small Districts - This is a practical, hands-on session to demonstrate tools, tips, tricks, and strategies to successfully navigate the complexity of the SIA requirements. Though all districts can benefit from this presentation, it will focus on strategies for small districts (1,500 students or less).

- Rob Hess, CEO, Breakthrough Consulting
- Bryan Starr, Superintendent, Harrisburg School District
- Cathy Horowitz, Superintendent, Clatskanie School District

Fix Your CTE Credit Problem: Ensuring Students Receive Postsecondary Credit for Their Work - The opportunity to earn credits that can be applied toward a postsecondary certificate or degree is an important component of a high-quality CTE program of study. Unfortunately, many high school CTE programs in Oregon are not well aligned to postsecondary certificate or degree requirements. As a result, many students do not earn credit for their hard work. This interactive session will offer practical and tested strategies that Oregon school districts can use to ensure their CTE programs give students the opportunity to (1) earn an industry certificate or associate degree in tandem with their high school diploma; (2) earn college credit that can be applied toward a postsecondary certificate or degree; or (3) participate in a well-designed CTE program of study that, while not offering college credit, prepares them to seamlessly transition into postsecondary education.

- Jacqueline Raphael, Practice Expert, Strengthening Education Systems, Education Northwest
- Daniel Adams, Statewide Director of Career Pathways, Chemeketa Community College
- Mary Jackson, Career and Technical Education Regional Coordinator and Career Pathways Coordinator, Clatsop Community College
- Steve Klein, Director, Career Education and Workforce Development, Education Northwest

Using bias awareness to develop culturally responsive leadership - This workshop will introduce participants to the three tenants of culturally responsive leadership and how to infuse them into daily practices in their schools and districts. Outcomes:

1. Participants will be able to identify the three tenants of a culturally responsive leader.
2. Understand that culturally responsive leadership, (CRL), is a necessary component of effective school leadership
3. Understand the difference between school centric and community centric schools Based on the work of Dr. Muhammad Khalifa and his book, Culturally Responsive School Leadership
4. Culturally responsive school leaders have a role in the communities they serve. Core unique leadership behaviors:

5. Being critically self-reflective - self-awareness
 6. Developing and sustaining culturally responsive teachers and curricula
 7. Promoting inclusive, anti-oppressive school contexts
 8. Engaging students indigenous, (or local neighborhood) Community contexts
- Bill DeLa Cruz

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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? AVID staff and Oregon school leaders will share how the AVID College Readiness System is transforming schools, resulting in increased student success. Oregon AVID Leaders will highlight how Social Emotional Learning fits into the AVID College and Career Readiness Framework and how opportunity gaps are being closed through an intentional focus on Leadership, Culture, Systems and Instruction.

- Bridget Weldon, Area Director, Western Region, Montana/Oregon/Utah, AVID

Development and Implementation of Early Learning in K-12 - More and more K-12 schools are including pre-school and using early learning strategies to create a seamless system that benefits students and families. In this session, you will hear from a group of Superintendents that are from districts of varying size and location throughout the state as to how they are utilizing these strategies. The discussion will include how they are funding programs, expected outcomes, why quality matters, and how to leverage initiatives and investments that are being recommended at the state level.

- George Mendoza, Superintendent, La Grande SD
- Jared Cordon, Superintendent, Roseburg SD
- Karen Twain, Director of Programs, Children's Institute
- Don Grotting, Superintendent, Beaverton SD
- Dan Goldman, Superintendent, Northwest Regional ESD
- Bob Stewart, Superintendent, Gladstone SD
- Tim Sweeney, Superintendent, Coquille SD

Friday, January 24, 2020 3:15 to 4:15

Equity, Inclusion, and Transparency: Effective Stakeholder Engagement for SSA - The Student Success Act requires districts to enhance community engagement practices, to hear from everyone including (but not limited to) special interest groups, and to be transparent about how you do this.

Effective educational leadership requires that districts foster empathy and understanding of diverse perspectives, share how you've arrived at decisions, and lead through change.

In this interactive session, you'll hear how North Clackamas Schools leveraged technology to hear from stakeholders and bring stakeholders together at the same time ...Oh, and satisfy SSA deliverables in the process.

- Alan Miljkovic, Client Success Manager, Thoughtexchange
- Cindy Detchon, Executive Director Community Relations, North Clackamas Schools

Q&A on the State Investments, Programs, and Supports - Open space for general or detailed questions on any aspect of work with ODE. Most of ODE leadership will be in attendance.

- Scott Nine, Assistant Superintendent, Oregon Department of Education

- Colt Gill, Deputy Superintendent, Oregon Department of Education

2020 Legislative Preview - The 2020 Legislative Session begins on February 3rd. In this presentation, we will preview the education topics that will be at the forefront of legislative discussions and share our thinking about what to expect in Salem during the Session and for the rest of the year. We will share a preview of what COSA is working on for the 2021 Session as well. Finally, we will discuss the ways that you can weigh in on the legislative process and answer your most pressing questions.

- Morgan Allen, Deputy Director of Policy & Advocacy, COSA
- Ben Bowman, Legislative Affairs Specialist, COSA

Outdoor School: A Transformative Experience for Every District and Every Student - Oregon's Outdoor School (ODS) program is currently in the third year of statewide funding and is expected to surpass a 90% participation rate. Join us to discuss current initiatives and successes, educational objectives, and funding news. The presentation will seek feedback from attendees and allow time for questions and answers. Additionally, the new ODS Instructional Resource Self-Evaluation Tool, designed to facilitate high quality learning experiences, and 2018-2019 annual report will be shared with attendees. Finally, samples of the new Program Specific Evaluation Report will be covered with information on how schools and administrators can fully utilize this new evaluation tool.

- Kristopher Elliott, Outdoor School Program Leader, OSU Extension Service

Quality Education Model: Now More Relevant than Ever - The Quality Education Model has been in existence more than 20 years. For most of that time, it's target funding goal for K-12 education in Oregon was mostly aspirational. With the passage and implementation of the Student Success Act, resources are now available to nearly reach the target number. Learn more about the Quality Education Report which is delivered to the Legislature every two years. It includes much more than the "number." Effective practices, design and practices are explored in each report.

- John Rexford, Acting Chair/Retired Superintendent, Quality Education Commission
- Carlos Sequeira, Director of Instruction and Equity, Lane ESD
- Tricia Mooney, Superintendent, Hermiston SD

Adjunct Faculty and Intern Supervisor Opportunities with COSA/Concordia - Are you interested in teaching and/or supervising aspiring Oregon leaders? Come here about the opportunities COSA will have in their administrator licensure program. Do you have questions about your own administrator license or other staff in your district? COSA staff can help you navigate the new administrator licensure requirements and the upcoming deadlines.

- Krista Parent, Director of Executive Leadership and Licensure, COSA