Thursday, August 3, 2017, 9:40 to 10:55

Increasing Student Achievement in Math through Engagement (part 1)
(Shannon McCaw, Consultant, SMC Curriculum)
Increasing student achievement in the secondary math classroom requires teachers to engage students beyond the direct instruction model. In this session, administrators and teacher teams will learn ways to create a classroom culture that engages all students through classroom structures, activities and differentiated instruction. Specific discussion will be focused on how to meet the needs of different populations in the same classroom using standards and assessment to drive decision-making.

Statewide Assessment Updates
(Bryan Toller, Mathematics Specialist, Oregon Department of Education)
ODE will explain any changes to content or administration on the statewide assessments, including Smarter Balanced English Language Arts and Mathematics Assessment, Science Assessment, Social Science Assessment, and Kindergarten Assessment. Presentation content will clearly illustrate how information from the session is represented in the Test Administration Manual content and DTC Training requirements.

Building a Comprehensive Framework for Student Equity, Academic Success and Improved Graduation Outcomes
(Tina Gutierez-Schmich, Equity Director, Bethel SD)
Research provides direct connections between school climate and culture, educational equity, student achievement and increased graduation rates. This workshop will explore these complex connections and present our schools districts Core Approach to Equity Framework. The comprehensive framework utilizes restorative practices, resiliency-building practices, challenging implicit bias, culturally responsive pedagogy, and culturally responsive PBIS in our core academic/behavior/instructional pedagogy.

District Strategic Planning and Routine Development - Part I
(Tim Boyd, Director - District and School Effectiveness, Oregon Department of Education)
ODE will share revised needs assessment protocol and guiding questions to help districts elevate improvement priorities. ODE will also share how districts might develop internal routines to measure and monitor the success of improvement plan implementation.

Maximize Your Results: Supporting the updated Oregon Framework for Comprehensive School Counseling Programs
(Beth Wigham, CCR/School Counselor Specialist, Oregon Department of Education)
Learn how the updated Oregon Framework for Comprehensive School Counseling Programs and the new School Counseling Student Standards can help leverage district, school, and classroom efforts to improve student achievement, career and college readiness, as well efforts to close achievement and opportunity gaps for students. Identify key elements of school improvement and updated Comprehensive School Counseling Programs (e.g., data-driven decision making, multi-level prevention system, continuum of interventions, improved student outcomes, collaboration/teaming, progress monitoring and advocacy) where administrators can strategically utilize the expertise of school counselors. Leave with supports for improving implementation and evaluation of updated Comprehensive School Counseling Programs.

Using Improvement Science to Reclaim Quality Classroom Assessment
(Erin Whitlock, Consultant, Oregon Education Association)
The Oregon Department of Education, the Oregon Education Association, the Chalkboard Project, the Chief Education Office, Portland State University, and 10 Oregon school districts joined together this spring to form a Networked Improvement Community focused on reclaiming classroom assessment to propel meaningful student learning. Learn about how the community came together, how it will achieve its aim, and how your school or district can benefit from the community's work. The community will use improvement science and norms for networked improvement to learn faster, together.

Narrowing the Language Gap: Building an Effective School-wide Program to Accelerate the Development of Academic Vocabulary Across the Grades and Content Areas K-5 (part 1)
(Kevin Feldman, Emeritus Director of Reading and Intervention, Sonoma County Office of Education)
Years of research (Marzano, 2005, 2013, Beck et al., 2013) confirm the words of E.D Hirsch, "...the persistent achievement gap between the haves and have-nots in our society is chiefly a verbal gap... a large vocabulary is the single most reliable predictor of practical, real-world competence..." This is especially critical for students who are English Language Learners and/or come from lower income homes (http://ies.ed.gov/ncee/wwc/PracticeGuide/19). Developing and implementing a coherent-consistent school-wide plan to address this "lexical challenge" will be the focus of this seminar. Dr. Feldman will provide participants with an evidence based framework for building academic vocabulary containing key instructional strategies, curricular resources, observation/reflection feedback tools etc. necessary to create a viable model in their schools. Using a combination of explanation, modeling, role playing, video critique and other collaborative activities participants will actively experience the voracity of these various tools/tactics as they construct a sustainable academic vocabulary enhancement plan for their school.

Positive Climate to Reduce Suspensions and Improve Motivation
(Randy Sprick, Educational Consultant, Safe & Civil Schools)
Explore how a comprehensive and positive approach to school-wide behavior management expectations can improve behavior, learning, and engagement. The acronym STOIC summarizes the major strategies for achieving proactive behavioral support systems for all students in all schools:
• Structure settings for success
• Teach expectations directly to students (in detail and with repetition)
• Observe/monitor/supervise
• Interact positively with student
• Correct fluently (calmly, consistently, immediately, respectfully)
Participants will leave with specific strategies they can implement immediately; an understanding of strengths and weaknesses of current school climate, and a plan for developing increasing staff awareness of working together to intentionally improve climate on an on-going basis.

Statewide Assessment Results, and More
(Jon Wiens, Director of Accountability and Reporting, Oregon Department of Education)
This session will review some of the most recent accountability data for the state, including statewide assessment results. We will also look at how these and other data can provide information beyond the accountability realm to inform district policy and practice.

Reaping the Benefit of Formative Assessment for ALL Students
(Margaret Heritage, Senior Scientist with Program Services, WestEd)
We know that no two students are the same. They come to learn in school from a range of backgrounds, cultures, and language groups, and they learn in different ways and at different rates. The focus of this session is on how formative assessment can support teachers in meeting the needs of the diversity of learners found in our classrooms.

Thursday, August 3, 2017, 11:05 to 12:20

Increasing Student Achievement in Math through Engagement (part 2)
(Shannon McCaw, Consultant, SMC Curriculum)
Increasing student achievement in the secondary math classroom requires teachers to engage students beyond the direct instruction model. In this session, administrators and teacher teams will learn ways to create a classroom culture that engages all students through classroom structures, activities and differentiated instruction. Specific discussion will be focused on how to meet the needs of different populations in the same classroom using standards and assessment to drive decision-making.

Career Path Opportunities for Innovative Education Professionals
(Ruby Price, Licensure Specialist, COSA)
This session will provide information about dynamic career options offered by the COSA-CUC Administrator Licensure programs. The intense on-line programs allow candidates to integrate their real-world experiences into their courses and in their interactions with one another. These programs provide unmatched opportunities for candidates to expand and strengthen their professional knowledge and networks. COSA is offering the Initial and Continuing Administrator license and the opportunity to pursue a Master's or Doctorate in conjunction with the programs. 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. There are career-building opportunities for educators at various stages of their profession.

Preparing to Meet the Dyslexia Screening and Training Requirements
(Carrie Thomas Beck, Dyslexia Specialist, Oregon Department of Education)
In June of 2017, new dyslexia legislation, SB 1003, was passed by the legislature and signed into law by the Governor. SB 1003 updates training requirements and includes explicit requirements for districts to screen for risk factors of dyslexia. This session, led by the Dyslexia Specialist from ODE, will provide information to assist building and district administrators to plan for meeting the dyslexia screening and training requirements. Specific screening requirements and timelines from SB 1003 will be shared. The Department will release a final list of approved dyslexia-related training opportunities on July 31, 2017. The Dyslexia Specialist will walk participants through how to select a training or combination of trainings from the list to meet the training requirements. Additional information on the vendors and content of approved trainings will be provided. Participants will have the opportunity to ask questions throughout the session to gain clarification on how to best prepare to meet the screening and training requirements by July of 2018.

New District Test Coordinators - How to get started in your new role
(Bill Stewart, Special Projects, Gladstone School District)
You're the district's new test coordinator, but what does that mean? In this session Bill Stewart, Brian Bain and Patty Carrera will share their combined 40 years of expertise in performing the duties related to delivering assessments and managing student information for state and federal accountability.

Legislative Update
(Morgan Allen, Deputy Director of Policy & Advocacy, COSA)
This session will provide a review-post mortem- of the recently completed Legislative Session. Key decisions that were made impacting policy and practice for our upcoming school year will be highlighted. The information will be helpful as each school and district plans for the upcoming year.

ESSA: Educational Stability for Students in Foster Care
(Linda Brown, Educational Specialist, Oregon Department of Education)
Children and youth in foster care placement represent one of the most vulnerable student groups in Oregon. New requirements under ESSA highlight the need to provide educational stability for children in Child Welfare foster care. These requirements emphasize the importance of limiting educational disruptions by keeping children in foster care in their school of origin unless it is determined to be in their best interest to change schools. Come learn about the school district/school of origin, best interest determination process, and the transportation process.

District Strategic Planning and Routine Development – Part II (Part I REQUIRED)
(Tim Boyd, Director - District and School Effectiveness, Oregon Department of Education)
Three models / systems of planning and routine development will be discussed and highlighted by school districts currently engaged in ODE-sponsored pilots.

Preparing for the 2018 TELL Oregon Survey: What it Can "Tell" Us about the Role of Teacher Leadership in Effective Schools
(Hilda Rosselli, CCR and Educator Advancement Policy Director, Chief Education Office)
Examine results from a national study on over 900,000 educators identifying the most consequential elements of instructional leadership as measured on the TELL Oregon Survey predictive of effective schools where teacher leadership is valued and strongly linked to student achievement. Receive customized school and district TELL Oregon Survey

participation data from 2014 and 2016 and review the 2018 TELL Oregon Survey timeline. Learn what strategies districts use to encourage participation and how they use the TELL Oregon results to improve teaching and learning conditions in their schools.

Quality Assessment Practices: Understanding the Foundations
(Erin Whitlock, Consultant, Oregon Education Association)
Oregon's new vision of excellence in assessment is driven by a set of guiding principles that define what it means to use quality assessment practices in our state. Learn how to apply these principles to your classroom practices and become an advocate for these key priorities to facilitate understanding of local and state systems of assessment. School and district leaders will learn the specific meaning of each principle, receive guidance on how to self-assess one's own practices, and apply these principles in their professional context.

Narrowing the Language Gap: Building an Effective School-wide Program to Accelerate the Development of Academic Vocabulary Across the Grades and Content Areas K-5 (part 2)
(Kevin Feldman, Emeritus Director of Reading and Intervention, Sonoma County Office of Education)
Years of research (Marzano, 2005, 2013, Beck et al., 2013) confirm the words of E.D Hirsch, "...the persistent achievement gap between the haves and have-nots in our society is chiefly a verbal gap... a large vocabulary is the single most reliable predictor of practical, real-world competence..." This is especially critical for students who are English Language Learners and/or come from lower income homes (http://ies.ed.gov/ncee/wwc/PracticeGuide/19). Developing and implementing a coherent-consistent school-wide plan to address this "lexical challenge" will be the focus of this seminar. Dr. Feldman will provide participants with an evidence based framework for building academic vocabulary containing key instructional strategies, curricular resources, observation/reflection feedback tools etc. necessary to create a viable model in their schools. Using a combination of explanation, modeling, role playing, video critique and other collaborative activities participants will actively experience the voracity of these various tools/tactics as they construct a sustainable academic vocabulary enhancement plan for their school.

Designing Positive School-wide Behavior Support Plans
(Randy Sprick, Educational Consultant, Safe & Civil Schools)
Schoolwide behavior support needs to be more than words on paper or a poster on the wall. Learn how to involve the staff, students, and parents in designing a data-driven, continuous improvement process for behavior support that is proactive and preventative. This session will also provide a template that identifies components of an effective school-wide policy. Participants will evaluate current policies and practices, and establish a plan to revise those policies and practices to meet the realities of today's schools and the complex needs of ALL students.

New School Report Cards for 2018
(Jon Wiens, Director of Accountability and Reporting, Oregon Department of Education)
The presentation will provide an overview of where we are in redesigning school report cards for October 2018 and the work that will done through the coming winter. In addition, we will look in detail at data for some of the new accountability measures, such as Chronic Absenteeism and Freshman On Track.

How Administrators Could Support Teachers in Formative Assessment
(Margaret Heritage, Senior Scientist with Program Services, WestEd)

Thursday, August 3, 2017, 1:20 to 2:35

From Data to Delivery: Increasing Schoolwide Math Achievement in Elementary Schools (part 1)
(Laura Nelson, Elementary Math Specialist, SMC Curriculum)
When it's time to promote a schoolwide effort to raise achievement in mathematics, how can you craft a compelling approach that includes everyone's teaching and learning styles? Laura Nelson will share effective strategies that have been implemented in elementary schools around the Northwest that make sense for teachers – and students – when it

comes to raising academic achievement in math. Specific discussion will be centered on creating a shared vision, using formative assessment data, promoting academic rigor, and involving students in the process every step of the way.

Maximize the Impact of Professional Learning
(Angie Kautz, Director of Elementary Teaching and Learning, Gresham-Barlow SD)
This session will be focused on maximizing the impact of professional learning opportunities. Participants will focus on how to plan and facilitate engaging and effective adult learning utilizing research-based best practices. The session is designed to provide collaboration opportunities and practical, "use it tomorrow", strategies.

Reviewing and Validating your Accountability Data
(Isabella Jacoby, Data Collection Lead, Oregon Department of Education)
These sessions will provide hands-on assistance from ODE accountability staff in helping district access, review, validate, and understand both student-level and aggregate data. We will provide assistance in accessing the Achievement Data Insight application on the ODE secure district site, as well as provide pointers for accessing other data on ODE's website. Please bring a laptop so that you can log in to see your data.

Ready to learn: Exploring the promising long-term impacts of an early kindergarten transition program
(Beth Tarasawa, Manager for Education Research Partnerships, Northwest Evaluation Association (NWEA))
Findings from a recent five-year evaluation study that found students who participated in an Early Kindergarten Transition (EKT) program showed higher attendance rates and higher early literacy skills when compared to their non-participating peers. Moreover, these trends continued over time in kindergarten and later grades. The targeted intervention, offered in 14 Title I elementary schools in Portland Public Schools, helps families with students who may struggle with the transition to kindergarten. These are primarily children who have not had a structured preschool experience, have a primary language other than English, or have had attendance or behavior issues while enrolled in Head Start. The EKT program is a free, three-week summer program designed to increase parental involvement, reduce chronic absenteeism, and enhance the development of early literacy skills.

Implementation of Measure 98 – High School Graduation and College and Career Readiness Act of 2016. What's a district to do?
(Dawne Huckaby, Assistant Superintendent of the Office of Teaching, Learning & Assessment, Oregon Department of Education)
Measure 98 – the High School Graduation and College and Career Readiness Act of 2016 – funds schools serving grades 9-12 to improve graduation rates and college and career readiness by addressing chronic absenteeism and establishing and expanding offerings in CTE and college-level educational opportunities. This session will address best practices in these areas. For 2017-18, districts and charter schools simply complete grant agreements but the law adds eligibility requirements for 2018-19. Participants will understand these eligibility requirements, how they should be preparing, and tools available to support both eligibility and enhancing current offerings with the goal of improved graduation rates statewide.

The Professional Learning Link: Improved Adult Learning Leads to Improved Student Learning (part 1)
(Tim Boyd, Director - District and School Effectiveness, Oregon Department of Education)
Effective Professional Learning and Educator Evaluation and Support Systems have a common purpose: improving practice and outcomes for students. When you focus on providing effective Professional Learning and look at the rich data that the educator evaluation and support system provides along with the multiple sources of student data, you ensure that your resources have the highest impact on improving educator practice and student outcomes.

Utilizing Instructional Best Practices in Academically Diverse Math Classrooms
(Angela Allen, TAG Education Specialist, Oregon Department of Education)
Integrating differentiation, sheltered instruction, and RTI strategies through math practices provides an opportunity to examine best practices of teaching mathematics to better meet the variety of student needs in academically diverse classrooms.

Rubric Building 2.0: Put the Power of Assessment and Learning into the Hands of the Students!
(Steve Retzlaff, Principal, Ashland School District)
During this highly interactive presentation, participants will learn how to use Ashland Middle School's Rubric for Rubrics to create and implement rubrics that set clear academic goals, communicate to students and parents the discrete skills and knowledge that have been identified as essential, and put the power of assessment and learning in the hands of students.   Participants will move around the room in small groups during a carousel activity in which they will analyze and critique assessment rubrics using tools specifically designed to guide, assess, and evaluate the work. Participants will have access to a Rubric Evaluation Checklist, The Rubric for Rubrics, The Rubric Do's and Don'ts, The Facilitator's Checklist, The Good and The Bad Rubrics, and an All Content Library of Rubrics. Participants will leave energized and ready to facilitate this work with their staff and other PLC members.

Narrowing the Language Gap: Building an Effective School-wide Program to Accelerate the Development of Academic Vocabulary Across the Grades and Content Areas K-5 (part 3)
(Kevin Feldman, Emeritus Director of Reading and Intervention, Sonoma County Office of Education)
Years of research (Marzano, 2005, 2013, Beck et al., 2013) confirm the words of E.D Hirsch, "...the persistent achievement gap between the haves and have-nots in our society is chiefly a verbal gap... a large vocabulary is the single most reliable predictor of practical, real-world competence..." This is especially critical for students who are English Language Learners and/or come from lower income homes (http://ies.ed.gov/ncee/wwc/PracticeGuide/19). Developing and implementing a coherent-consistent school-wide plan to address this "lexical challenge" will be the focus of this seminar. Dr. Feldman will provide participants with an evidence based framework for building academic vocabulary containing key instructional strategies, curricular resources, observation/reflection feedback tools etc. necessary to create a viable model in their schools. Using a combination of explanation, modeling, role playing, video critique and other collaborative activities participants will actively experience the voracity of these various tools/tactics as they construct a sustainable academic vocabulary enhancement plan for their school.

Improving Attendance: Strategies to Prevent and Intervene with Chronic Absence
(Jessica Sprick, Writer and Trainer, Safe & Civil Schools)
Attendance matters. With the signing of ESSA, chronic absence has become an essential metric for schools to analyze. Research indicates that even as early as kindergarten, students who miss too many days of school are at risk for lower academic performance, and by 6th grade chronic absence is a clear predictor of dropout. This session will provide practical strategies to ensure your schools know how to measure chronic absenteeism, and that they are prepared to implement multi-tiered approaches to address concerns. Reduce problems through schoolwide and classroom prevention, then apply function-based approaches to address persistent absence problems.

I Hate PLCs: Changing the Battle Cry (part 1)
(Missi Thurman, Consultant/Coach, Educational Excellence)
PLCs, Data Teams, PLTs, Learning Teams – whatever you call them, these data-driven teams can quickly become a source of real frustration for all involved. Well-meaning but unintentional missteps are often made in initial implementation, setting these teams up for failure despite their enormous potential for improving student outcomes. During this session, we will take a deeper look at the reasons why good teachers sometimes hate PLCs and explore options for improving the culture of collaboration at your site.
Part I: During the first session, participants will review the difference between critical and "nice to have" elements of successful data team implementation. Participants and trainers will also identify common pitfalls and concerns that lead to frustration and fatigue for those involved.

Part II: The second session will build on common experiences discussed in the preceding session. Participants will discuss how to correct missteps, identify untapped opportunities, share resources that aid teams in energizing collaboration, reflect on their own school practices, and have an extended opportunity to ask presenters questions that will help them craft their own plan for success.

Professional Learning - Map Out Your Year!
(Kris Olsen, Co-Director of Professional Learning, COSA)
COSA's Professional Learning can accelerate district, school and individual performance goals. Learn what the professional learning team at COSA has planned for the year. Provide input to COSA about your local needs for professional learning.

Thursday, August 3, 2017, 2:45 to 4:00

From Data to Delivery: Increasing Schoolwide Math Achievement in Elementary Schools (part 2)
(Laura Nelson, Elementary Math Specialist, SMC Curriculum)
When it's time to promote a schoolwide effort to raise achievement in mathematics, how can you craft a compelling approach that includes everyone's teaching and learning styles? Laura Nelson will share effective strategies that have been implemented in elementary schools around the Northwest that make sense for teachers – and students – when it comes to raising academic achievement in math. Specific discussion will be centered on creating a shared vision, using formative assessment data, promoting academic rigor, and involving students in the process every step of the way.

Career Path Opportunities for Innovative Education Professionals
(Ruby Price, Licensure Specialist, COSA)
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Preparing to Meet the Dyslexia Screening and Training Requirements
(Carrie Thomas Beck, Dyslexia Specialist, Oregon Department of Education)
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Kids Do Well If They Can - Using Collaborative Problem Solving to Build Skills and Student Success
(Kathy Helgeson, Leadership Coach, Rogue Educational Consulting)
Many schools are searching for ways to address our most as-risk students. This growing population of students is forcing educators to re-examine core beliefs about equity, poverty and the ongoing achievement gaps. This introductory session will provide new insights and concrete tools to help staff see these students through a different lens, and begin to change mindsets. It will also provide resources for leaders to begin bringing these tools to their school and turning them into effective practices that reconnect students and increase achievement.

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(Tim Boyd, Director - District and School Effectiveness, Oregon Department of Education)
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data that the educator evaluation and support system provides along with the multiple sources of student data, you ensure that your resources have the highest impact on improving educator practice and student outcomes.

Guide to Implementing Personalized Learning
(Carla Wade, Education Specialist, Oregon Department of Education)
So you are interested in implementing personalized learning in your school or district? In this session you will develop an understanding of how personalized learning is being defined in Oregon, hear from districts that have been using personalized learning to improve student achievement and engagement and learn how students feel about being involved in developing their own educational pathway.

Narrowing the Language Gap: Building an Effective School-wide Program to Accelerate the Development of Academic Vocabulary Across the Grades and Content Areas K-5 (part 4)
(Kevin Feldman, Emeritus Director of Reading and Intervention, Sonoma County Office of Education)
Years of research (Marzano, 2005, 2013, Beck et al., 2013) confirm the words of E.D Hirsch, "...the persistent achievement gap between the haves and have-nots in our society is chiefly a verbal gap... a large vocabulary is the single most reliable predictor of practical, real-world competence..." This is especially critical for students who are English Language Learners and/or come from lower income homes (http://ies.ed.gov/ncee/wwc/PracticeGuide/19). Developing and implementing a coherent-consistent school-wide plan to address this "lexical challenge" will be the focus of this seminar. Dr. Feldman will provide participants with an evidence based framework for building academic vocabulary containing key instructional strategies, curricular resources, observation/reflection feedback tools etc. necessary to create a viable model in their schools. Using a combination of explanation, modeling, role playing, video critique and other collaborative activities participants will actively experience the voracity of these various tools/tactics as they construct a sustainable academic vocabulary enhancement plan for their school.

Designing a Comprehensive Bullying Prevention and Intervention Plan
(Jessica Sprick, Writer and Trainer, Safe & Civil Schools)
Bullying is one of the most complex and difficult situations we must address in schools. This session will examine how to set up a multi-tiered approach to prevent bullying at a universal level and then intervene with chronic bullying problems. Learn essential components of bullying prevention and a wide range of variables that can be manipulated to address the specific bullying issues you see in your school. This session will also introduce how to implement a function based approach to assess and provide effective intervention with individuals who chronically bully, while supporting students who are targets of bullying.

Thursday, August 3, 2017, 2:45 to 4:00
I Hate PLCs: Changing the Battle Cry (part 2)
(Missi Thurman, Consultant/Coach, Educational Excellence)
PLCs, Data Teams, PLTs, Learning Teams – whatever you call them, these data-driven teams can quickly become a source of real frustration for all involved. Well-meaning but unintentional missteps are often made in initial implementation, setting these teams up for failure despite their enormous potential for improving student outcomes. During this session, we will take a deeper look at the reasons why good teachers sometimes hate PLCs and explore options for improving the culture of collaboration at your site.
Part I: During the first session, participants will review the difference between critical and "nice to have" elements of successful data team implementation. Participants and trainers will also identify common pitfalls and concerns that lead to frustration and fatigue for those involved.

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Formative Assessment: Insights from two Oregon schools
(Cristen McLean, Operations and Policy Analyst, Oregon Department of Education)
Participants will hear from two schools that participated in the Oregon Formative Assessment for Students and Teachers project (Warm Springs K-8 Academy and Oakridge Elementary) as they share how they planned for and implemented this professional learning initiative and what evidence they collected about the value of this investment. ODE staff will frame Oregon Formative Assessment for Students and Teachers project, the professional learning resources that were developed, and how schools can access the content in 2017-18.

Friday, August 4, 2017, 9:40 to 10:55

Building Teacher Effectiveness: How to Identify and Support Quality Mathematics Instruction
(Jacqueline Cooke, Elementary Mathematics Facilitator, MESD)
Understand what high quality mathematics instruction looks like by using a Look For tool to analyze video clips of effective elementary, middle and high school mathematics lessons. Review transcripts of questions asked in a math lesson to identify examples of high impact questioning categories and the impact on student opportunities to learn. Use an observational checklist to identify examples of setting positive and productive classroom norms.

How Do We Know if What We are Doing Is Making a Difference? Part 1
(Victoria Bernhardt, Executive Director of the Education for the Future Initiative, and Professor in the College of Communication and Education, California State University)
Do you know which processes and programs are working and which are not working to ensure every student is learning? Learn how to use the Education for the Future Program Evaluation Tool to implement processes and programs with integrity and fidelity, to monitor implementation, and to evaluate the impact of that implementation.

Adverse Childhood Experience Study: The ACE Interface Presentation
(Todd Bloomquist, Director of Special Services, Technology, and Instructional Improvement, Grants Pass School District)
This session is the official Adverse Childhood Experiences Study presentation from ACE Interface. The curriculum was authored by Dr. Robert Anda and Laura Porter who trained and certified Dr. Todd Bloomquist in this information. While many people have heard about ACES, not many have actually been to the formal ACE Study presentation to learn all of the aspects the study reveals. Attendees will receive a deeper understanding of ACES through the neuroscience, epigenetics, ACES, and resiliency elements.

The Selection, Administration, and Evaluation of Accessibility Supports
(Brad Lenhardt, Education Specialist, Oregon Department of Education)
This presentation is designed to provide educators with an overview of the selection, administration, and evaluation of classroom as well as statewide assessment accessibility supports.

Transforming Math Systems and Practices
(Susan Wilson, Applied Math/STEM Education Specialist, Oregon Department of Education)
Despite large scale efforts to promote STEM learning, interest, and opportunity, success in mathematics remains the gatekeeper for access to high-wage, high-demand careers. Come learn about ODE's work towards 2020 Math Vision and how six regional projects, connected to Oregon's statewide STEM Network, have led high quality professional development that supports math teachers to contextualize mathematics and incorporate rigorous mathematical modeling, culturally responsive math pedagogy, and student discourse in their classrooms.   This session will include time for participants to engage in discussion about systems changes that support and promote transformed secondary math experiences for ALL Oregon students.

Planning and Implementing District-Wide Professional Development
(Stephanie Legard, District Administrator STEM, McMinnville SD)
To ensure that all students succeed, we believe that high-quality instruction must be the norm and not the exception within schools across our district. This requires administrators, teachers, and support staff to develop a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing student achievement. Come and learn how McMinnville School District has been planning and implementing district-wide professional development to establish this common language of instruction and the impact it has had on teaching and learning.

Future Ready Oregon: Implementing Digital Learning in Your Schools
(Carla Wade, Digital Innovations Lead, Oregon Department of Education)
Planning for digital learning requires a comprehensive review of academic achievement goals so that the use of technology supports student achievement. Learning and teaching in our schools demands thoughtful and comprehensive planning of devices, infrastructure, professional development and other resources to support our goals for student achievement, increasing graduation rates and attendance, accessibility, cultural responsiveness and equity. Hear from a panel of education leaders about how they are implementing digital learning to achieve their goals and build your network to continue the conversation and sharing..

Performance Assessment Practices Across Oregon Schools
(Cristen McLean, Operations and Policy Analyst, Oregon Department of Education)
Participants will hear from two schools that participated in the Performance Assessment Demonstration Site project (Thurston High School and Bohemia Elementary School) as they share how they planned for and implemented this professional learning initiative and what evidence they collected about the value of this investment. ODE staff will project, the professional learning resources that were developed, and how schools can access the content.

Friday, August 4, 2017, 11:05 to 12:20

Implementation of Measure 98 – High School Graduation and College and Career Readiness Act of 2016. What's a district to do?
(Dawne Huckaby, Assistant Superintendent of the Office of Teaching, Learning & Assessment, Oregon Department of Education)
Measure 98 – the High School Graduation and College and Career Readiness Act of 2016 – funds schools serving grades 9-12 to improve graduation rates and college and career readiness by addressing chronic absenteeism and establishing and expanding offerings in CTE and college-level educational opportunities. This session will address best practices in these areas. For 2017-18, districts and charter schools simply complete grant agreements but the law adds eligibility requirements for 2018-19. Participants will understand these eligibility requirements, how they should be preparing, and tools available to support both eligibility and enhancing current offerings with the goal of improved graduation rates statewide.

How Do We Know if What We are Doing Is Making a Difference? Part 2
(Victoria Bernhardt, Executive Director of the Education for the Future Initiative, and Professor in the College of Communication and Education, California State University)
Part 2 is a continuation of Part 1. While we will use a case study in Part 1 to learn how to use the Evaluation Tool, Part 2 is your turn to try out the Program Evaluation Tool, using your own data and information. Be ready to start your new school year on the right note! Bring your needs assessment data (results of your comprehensive data analysis -- demographics, perceptions, student learning, and school processes), and information about a program and process you want set up for implementation, monitoring, or evaluation.

Building Capacity for a Trauma-Informed School District
(Todd Bloomquist, Director of Special Services, Technology, and Instructional Improvement, Grants Pass School District)
Childhood trauma changes the way that the brain develops and can significantly impact a person's quality of life. Unfortunately, we also know that schools can be a traumatic place for students. Creating a safe and positive school environment is vital to student success. However, creating capacity for a staff to change can be difficult.

Participants of this sessions will learn ways that a school or district can begin taking steps toward a trauma-informed school environment, which has shown to increase student attendance, engagement, and academic performance as well as decrease student behavioral issues. This session will explore current practices of districts in Oregon engaged in this work, highlight programs and strategies that are being implemented, and provide resources to begin working toward a trauma-informed school district.

New School Report Cards for 2018
(Jon Wiens, Director of Accountability and Reporting, Oregon Department of Education)
The presentation will provide an overview of where we are in redesigning school report cards for October 2018 and the work that will done through the coming winter. In addition, we will look in detail at data for some of the new accountability measures, such as Chronic Absenteeism and Freshman On Track.

Finding the Reader In Every Subject--A look at disciplinary literacy across contents
(Desiree Kiesel, ELA Education Specialist, Oregon Department of Education)
This session will focus on innovative ways to use the Common Core for Technical subjects to enhance both content and literacy learning in the content classrooms. By using content specific literacy strategies to support reading and writing, as well as protocols for increasing student discourse, teachers will find new and effective ways to support student learning, and deepen student's subject specific content knowledge.

Maximizing Federal Funds
(Theresa Richards, Director of Federal Programs, Oregon Department of Education)
This session will provide information on how federal funds can work in a coordinated way to meet identified student needs and support activities that improve outcomes for all students. Participants will learn about changes in federal program requirements under ESSA, planning from a comprehensive needs assessment across programs, what funds can be used to support different activities, and how funds can be used to maximize flexibility and enhance coordination of programs.

Statewide Assessment Updates
(Bryan Toller, Mathematics Specialist, Oregon Department of Education)
ODE will explain any changes to content or administration on the statewide assessments, including Smarter Balanced English Language Arts and Mathematics Assessment, Science Assessment, Social Science Assessment, and Kindergarten Assessment. Presentation content will clearly illustrate how information from the session is represented in the Test Administration Manual content and DTC Training requirements.