

Wednesday, August 7, 2019 - 8:30 to 4:30

District Testing Coordinators - Pre-Conference

While the ODE DTC training provides the policies and process around giving assessments, it doesn't really encompass everything about the job. There's a lot that's not said about preparing for testing, what to do with unusual circumstances during testing, and managing the data flows after testing. Members of the Region One Assessment Consortium, which is comprised of districts from Newport to Hood River and everywhere in between, have decades of experience with the state testing system and with ODE. So we, along with ODE, will be offering our best practices in state assessment. Additionally, experienced DTCs will be available throughout the day to answer your questions and provide assistance with your specific needs. We've got a full day of sessions around the following topics:

- **DTC Introduction**
 - Roles and Responsibilities
 - Communication and Support
 - Timeline of Events
 - Acronyms
 - ODE Resources
 - **Before Testing**
 - Early Tests (Kindergarten Assessment & ELPA Screener)
 - Required Annual Notices
 - Training your Staff
 - Testing Culture/Student Motivation
 - **During Testing**
 - Technology
 - Scheduling
 - Setting Accommodations
 - Opt Outs
 - Test Improperities
 - Crisis Papers
 - Communication with your STCs
 - OSAS Help Desk
 - **After Testing**
 - Getting your Data and Using your Data
 - Data Submission
 - **Data Clean Up**
 - Validation
 - Disseminating Scores to Parents
 - Data Requests from Stakeholders
 - **Accountability**
 - Report Cards, Media Files, SLDS
 - Inclusion Rules
 - Embargoes
 - Media Release dates
 - Responsible use of Scores
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- Brian Bain, Assessment Coordinator, Tigard-Tualatin SD
 - Christine Blouke, Coordinator of Assessment/Student Information, Parkrose SD
 - Neely Kirwan, Director of Curriculum & Instruction, Hood River SD
 - Laurie Corliss, Assessment Support, Corvallis SD
 - Derek Edens, Director of Assessment & Technology Coordinator, David Douglas SD
 - Patty Carrera, Director of Assessment & Evaluation, Reynolds SD
 - Brigetta Martell, Assessment Coordinator, Forest Grove SD
 - Megan Kim, Director of Student Data and Accountability, Lake Oswego SD
 - Tom Luba, Coordinator of Assessment and Data Analysis, Hillsboro SD
 - Andy Ehlert, , Data Warrior Consulting
 - Derek Brown, Director of Special Programs, Newberg SD
 - Leigh Anne Scherer, Assessment & Accountability Coordinator, North Clackamas SD

Wednesday, August 7, 2019 - 9:00 to 12:00

Stop Talking the Talk – Walk the Walk! How Teacher Teams Help Kids Succeed (part 1)

This active workshop delves deep into a process that helps educators at all levels better understand how to move toward guaranteed and viable curriculum via the Common Core State Standards and how to measure student learning by creating and using meaningful classroom assessments.

During this guided practice session, participants will utilize a structured Data Team process and a set of actual student work to plan and differentiate instruction. We will utilize key tools of the trade that support reflective practices and provide tips for implementation. Bring your teams! Districts should come with directors, principals, lead teachers, team facilitators and new staff.

This session is highly recommended for:

- Staff struggling to gain efficiency in executing the steps of the data team process
 - New staff and administrators
 - Districts that need training without the hefty price tag
 - School board and community members who want to understand proper use of assessment data
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- Missi Thurman, Coach/Consultant, Educational Excellence
 - Ali Hurd, Consultant, Educational Excellence
 - Meagan Kimball, Consultant, Educational Excellence
 - Andrea Sande, Consultant, Educational Excellence

21st CCLC: Reflecting, Planning, Collaborating (part 1)

From improving math grades to increasing attendance, the evidence is clear that 21st Century Community Learning Centers (21st CCLC) contribute to school success. Continuous and systematic efforts to improve program quality are fundamental to ensuring out-of-school time opportunities that engage young people and build the skills they need to prosper in their future endeavors. In this session, 21st CCLC leadership teams will analyze state provided custom local evaluation reports summarizing the first year of grant implementation. Based on evaluation results, program leaders will determine priorities for year 2 grant activities, collaborate with programs across the state, and share strategies for leveraging out-of-school time for student success.

- Raquel Gwynn, Education Specialist, Oregon Department of Education

Wednesday, August 7, 2019 - 1:00 to 4:00

Stop Talking the Talk – Walk the Walk! How Teacher Teams Help Kids Succeed (part 2)

This active workshop delves deep into a process that helps educators at all levels better understand how to move toward guaranteed and viable curriculum via the Common Core State Standards and how to measure student learning by creating and using meaningful classroom assessments.

During this guided practice session, participants will utilize a structured Data Team process and a set of actual student work to plan and differentiate instruction. We will utilize key tools of the trade that support reflective practices and provide tips for implementation. Bring your teams! Districts should come with directors, principals, lead teachers, team facilitators and new staff.

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- Missi Thurman, Coach/Consultant, Educational Excellence
- Ali Hurd, Consultant, Educational Excellence
- Meagan Kimball, Consultant, Educational Excellence
- Andrea Sande, Consultant, Educational Excellence

21st CCLC: Reflecting, Planning, Collaborating (part 2)

From improving math grades to increasing attendance, the evidence is clear that 21st Century Community Learning Centers (21st CCLC) contribute to school success. Continuous and systematic efforts to improve program quality are fundamental to ensuring out-of-school time opportunities that engage young people and build the skills they need to prosper in their future endeavors. In this session, 21st CCLC leadership teams will analyze state provided custom local evaluation reports summarizing the first year of grant implementation. Based on evaluation results, program leaders will determine priorities for year 2 grant activities, collaborate with programs across the state, and share strategies for leveraging out-of-school time for student success.

- Raquel Gwynn, Education Specialist, Oregon Department of Education

Thursday, August 8, 2019 – 10:15 to 11:15

Teachers Learning from Teachers-Lesson Design Workshop

Instructional Coaches lead teachers through a year-long professional development series titled-Lesson Design Workshop. Teachers get to co-plan lessons with grade level partners throughout our district focusing on strong argumentation throughout the content areas. Then they all teach the lesson while being observed and debrief using the appreciative inquiry process. Then they self-select an area of focus and work with an instructional coach to plan and deliver a high impact lesson. You'll get to hear about our development process, how to enroll teachers, and review our forms and resources. You'll also get to ask questions about starting this low cost high impact program in your own district.

- Lisa Yamashita, Staff Development and Curriculum Coordinator, Medford School District 549c
- Cindy Woodard, TOSA, Medford School District 549c
- Bill McCandless, TOSA, Medford School District 549c
- Jeanne Grazioli, Elementary Director, Medford SD
- Lynn Cataldo, Principal, Hoover Elementary

Enhancing Systems of Support for Educators to Impact Student Learning

If educators matter more to student achievement than any other aspect of schooling, how effective are the systems designed to support teachers and administrators in their career trajectories and continued professional growth? How will school districts' participation in Regional Educator Networks (RENs) commencing this fall help facilitate the work of school districts to improve systems designed to support educators? This session focuses on what educators, both at the school and district level, should know about the RENS and the ways schools, districts, and community partners can work together with resources from the state to improve recruitment, hiring, novice supports, effective professional learning, and career advancement of educators.

- Cheryl Myers, Operations and Engagement Director, Educator Advancement Council

ELA Adoptions: A Balanced Literacy Approach to Educating the Whole Child

Please join Michael Haggen, Chief Academic Officer for Scholastic Education for an in-depth roundtable discussion focused on learning more about the needs of Oregon educators and how Scholastic Education can provide support for the upcoming ELA adoption. In his role, Haggen ensures that Scholastic is a responsive comprehensive literacy partner to pre-K through grade 12 districts nationwide. In his twenty years of academic experience, he has served as a teacher, principal, chief academic officer and direct report to superintendents. His hands-on approach has led to significant change, most recently in East Baton Rouge Parish School System, where he was Deputy Superintendent.

Creating a literacy-rich culture in school begins with the implementation of a strong, sustainable literacy plan. In order to achieve this, literacy leaders must develop a long-term comprehensive literacy strategy that is dynamic, flexible, and responsive to all students' academic needs—and which is also steeped in student choice, family engagement, learning supports, and ongoing professional learning. This roundtable discussion will be of interest to kindergarten through elementary school and district leaders.

- Erin Elfving-Strayhan, Account Executive, Scholastic
- Michael Haggen, Chief Academic Officer, Scholastic

Beyond Memorization: Effective Fact Fluency for All

Have you ever had a student who seems to be unable to memorize math facts? Maybe you or someone you know can never seem to remember 7×8 ? Is there a way beyond flashcards and timed tests while still requiring fluency with math facts? Join us to learn these answers as we dive into best practice, current research, brain science, and practical strategies for getting students to deeply understand their addition and multiplication facts. Leave with techniques to use right away in your classroom and across your school that will empower students with fact fluency based on deep conceptual understanding.

- Jen Hunt, Consultant, SMc Consulting

Thursday, August 8, 2019 – 10:15 to 12:30

Planning for Improvement

Are you committed to deepening practice in ways that foster equitable learning outcomes for the students you serve? The continuous improvement process provides a powerful mechanism for promoting shifts in educator behaviors that will lead to improved learning for students. This process allows district and school teams to engage in collaboration, data analysis, professional learning, and reflection focused on improving educational opportunities for all learners. Teams will deepen knowledge of developing strategies, action plans and monitoring routines to drive improvement efforts.

- Tim Boyd, Director of Educator Effectiveness & District & School Improvement, Oregon Department of Education

Strengthening Social Belonging

We will explore social emotional learning (SEL) and trauma informed practice through an equity lens. Education Northwest's team in partnership with ODE will share research and resources on recent development in the field, including the role that culturally responsive teaching plays in brain development. Participants will engage in interactive activities that dive deeply into the ways that adults in schools can create safe and supportive environments that promote equity and inclusion for all learners.

- Sarah Pierce, Senior Advisor—Indian Education, Education Northwest

Ongoing Stakeholder Engagement

Stakeholder engagement is a key requirement for several programs. How do you bring a diverse group of stakeholders together that represent the students, families and communities your district serves? How do you create dialogue that elicits their response to the challenges the school or district is trying to solve? Please come prepared for an active session where we will practice effective strategies for stakeholder engagement and your team will develop a local Stakeholder Communication Plan.

- Meg Boyd, Strategic Communications, Oregon Department of Education

Thursday, August 8, 2019 – 11:30 to 12:30

TSPC Listening Session

How do you achieve the high academic standards expected under the Oregon Educational Act for the 21st Century? National Board Certified Teachers. How do you improve the learning outcomes of students, especially minority and low income students? National Board Certified Teachers. How do you develop, retain and recognize accomplished teachers to generate ongoing improvement in our schools? National Board Certified Teachers. National Board Certification was designed to develop, retain and recognize accomplished teachers in an effort to generate ongoing improvement in schools nationwide. Every student deserves to be taught by an accomplished teacher and National Board Certification is a teaching credential that goes beyond state licensure. It is the most respected professional certification available in K-12 education and that is why the State of Oregon allocated funds to TSPC to help support certification.

How does a National Board Certified Teacher (NBCT) support your goals? NBCT's help rectify any achievement gaps between diverse groups of students and performance overall. NBCT's monitor student learning and create the most effective lesson plans for their students. NBCT's assess and manage their own teaching methods to achieve high-performance goals for learning. NBCT's are committed to students and their learning and know how to teach their subjects effectively. This session is for anyone who wants to drive student learning through the power of Board certification. Demonstrate your commitment to excellence by taking the steps now to educate yourself about what a National Board Certified Teacher can do for your school. Anyone who wants to empower and raise the status of accomplished teachers in their school is encouraged to join TSPC to learn more about National Board Certification today.

- Anthony Rosilez, Executive Director, Teacher Standards and Practices Commission

Career Path Opportunities and Licensure Programs for Administrative Positions

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, Director of Executive Leadership and Licensure, COSA
- Colin Cameron, Deputy Executive Director, COSA

Implementation of Systems: Measuring and Monitoring the Work

While districts have history of monitoring data on students performance, attention to implementation data is less systematic. This lack of robustness hinders improvement efforts from being able to attribute changes in outcomes to changes in practices. Developing district-wide foci and supports for the district and schools to measure their practices, can strengthen connections, for not only implementation and impact, but for leadership and instruction. Explore concrete supports to facilitate system wide understanding and routines for collecting and using implementation data for improvement to strengthen your district's outcomes.

- Lisa Riggs, Assistant Superintendent of Curriculum, Instruction, and Assessment, Gresham-Barlow School District

Student Self-Assessments in Math as an Instructional Tool

Student self-assessments in math can play a much bigger role in instruction than just asking students how they feel about a concept. A well-crafted and administered self-assessment can open the door to deep reflection, broaden students' math communication skills, and help move newfound knowledge into long-term memory banks. In this session, attendees will look at different forms of self-assessment and how to get the most out of the practice with your K-8 math students.

- Laura Nelson, Consultant, SMC Consulting

Addressing a Crisis of Disrupted Learning

Students and educators should feel safe and secure while at school. A disrupted learning environment puts those core values at risk. Dive into OEA's report, "A Crisis of Disrupted Learning," to more closely examine the report's 10 key recommendations at the classroom, district, and state level. Engage in dialog on proactive steps school and district leaders can take to move the recommendations forward and create safe, welcoming and inclusive learning environments for all. Learn from colleagues about what is working around the state and walk away with ideas for supporting your students and educators.

- Andrea Shunk, Education Policy & Practice Strategist, Oregon Education Association
- Leah Starkovich, Professional Practice Organizer, Oregon Education Association

Seven Secrets to Transform Assessment and Learning: How Explicit and Transparent Expectations Improves Learning

Learn the critical secrets to transform Assessment and Learning through explicit rubrics that make learning goals transparent to students! See how this work puts students at the center of the learning process and find out what happens when students are able to clearly identify and set individual learning targets in every class, self-assess their progress, and adjust as needed to achieve their performance goals. Gain access to tools that predict with 95% accuracy student success on SBAC and leave ready to clarify learning expectations for students at your site. Use the secrets to lead a seismic shift from a culture of ambiguity and student compliance to a culture of learning.

- Steve Retzlaff, Principal, Ashland School District
- Katherine Holden, Associate Principal, Ashland School District

Thursday, August 8, 2019 – 1:45 to 2:45

High School Success

High School Success provides funding to districts and charter schools serving students in grades 9-12 with the aim to improve graduation rates, college and career readiness, and on-track rates across the state. Join us as we provide an update on where we've been with High School Success, and engage in the conversation as we look ahead to where High School Success is going.

- Cassie Medina, Education Program Specialist, Oregon Department of Education
- Lillian White, Education Specialist, Oregon Department of Education

Leveraging Summative Tools to Support Long-Term Planning

Our summative ELA and mathematics reporting system includes a resource called target reports. Target reports help educators understand patterns of performance related to strengths and proficiency. This presentation will review how to access and use the reports within our online reporting system in order to guide your long-term planning.

- Tony Bertrand, Ed. Specialist, English Language Arts and Social Sciences, Oregon Department of Education
- Andrew Byerley, STEAM Coordinator, Forest Grove SD

CSI & TSI School Support

ESSA requires states to develop methods to meaningfully differentiate schools for additional support. Oregon has taken an innovative approach to addressing the federal law that emphasizes partnership and differentiation. Join us for a conversation about the second year of this process.

- Tim Boyd, Director of Educator Effectiveness & District & School Improvement, Oregon Department of Education
- Shawna Moran, Education Program Specialist, Oregon Department of Education

Literacy 365: Access to Powerful Text in and Out of School All Year Long (Student Success Act)

This interactive session will provide educators with the strategies and tools required to build a comprehensive literacy community. Comprehensive literacy allows educators to meet the needs of rigorous standards while providing engaging student-centered instruction. Rooted in the "8 Principles of Comprehensive Literacy", participants will learn research-based strategies about language, literacy, teaching, and learning. All participants will learn about the positive effects of allowing students to choose from authentic text, and will be provided with professional learning tools for actionable success.

- Erin Elfving-Strayhan, Account Executive, Scholastic
- Michael Haggren, Chief Academic Officer, Scholastic

CTE Plan Update

Oregon is in the process of creating a new state plan for Career Technical Education. The new state plan will be integrating work that happens in K-12, Higher Education, and Workforce Development. All CTE funds will be tied to demonstrated needs from a needs assessment and must involve stakeholder engagement. Come learn about our plan development to date and provide input on the future of CTE in Oregon.

- Jennell Ives, Education Program Specialist, Oregon Department of Education
- Laura Foley, Director, Oregon Department of Education
- Tom Thompson, Ed. Specialist, Industrial & Engineering Systems, Oregon Department of Education

Tribal History/Shared History

ODE collaborated with federally recognized tribes to develop a statewide curriculum relating to the Native American experience in Oregon, including tribal history, tribal sovereignty, culture, treaty rights, government, socioeconomic experiences, and current events. This presentation will review the lessons and provide support on possible implementation strategies.

- April Campbell, Advisor to Deputy State Superintendent on Indian Education, Oregon Department of Education

- Mark Freed, Ed. Specialist, Math Education, Oregon Department of Education
- Jamie Ramage, Interim Director of Standards & Instructional Supports, Oregon Department of Education
- Suzanne Hidde, Ed. Specialist, Physical/Health Education, Oregon Department of Education
- Tina Roberts, Ed. Specialist, English Language Arts Education, Oregon Department of Education

Using Formative Assessment Data to Differentiate Math Instruction

Teachers and administrators will learn strategies to implement differentiated instruction in a secondary math classroom using quick formative assessment strategies. Teachers will walk away with different differentiated structures to use in their classroom to meet the needs of more students.

- Shannon McCaw, Consultant, SMC Consulting

EL Exit Examination Policy Update

Recent guidance from the federal government has focused new attention on our EL exit procedures. ODE worked with stakeholders to develop a single, statewide process that is informed by supplemental evidence, in addition to summative assessment results, that should be considered for a small group of students who are close to proficiency.

- Ben Wolcott, Ed. Specialist, ELPA, Oregon Department of Education
- Kim Miller, Education Program Specialist, Oregon Department of Education
- Dan Farley, Director - Assessment, Oregon Department of Education
- Josh Rew, Education Program Specialist, Oregon Department of Education

Everyday Matters

What is “making the biggest difference” for kids, according to superintendents across the state? How do we draw kids into school, creating an atmosphere that they can’t stand to miss out on? This session will start with a brief synopsis of Oregon’s Chronic Absenteeism State Plan, and an overview of the Every Day Matters plan for supporting Oregon schools. Additionally, participants will have the opportunity to share promising practices in order to 1) Reduce chronic absenteeism, 2) improve student and family engagement, and 3) improve regular attendance in Oregon schools.

- Terra Hernandez, Chronic Absenteeism Lead Education Specialist, Oregon Department of Education
- Marnie Jewell, Education Program Specialist, Oregon Department of Education

Federal Programs Update

Federal and state updates that you need to hear. Come and join the Federal Systems team and hear what is new for the 2019-20 school year. Share your input and help us fine-tune our process and how best to support the field.

- Deb Lange, Director, Oregon Department of Education
- Meera Kreitzer, , Oregon Department of Education

The Right Assessment for the Right Purpose

ODE worked with local and national stakeholders and experts to develop assessment literacy guidance in 2018-19, which is foundational to our efforts to help districts implement balanced assessment systems and help users define how to use the right assessment for the right purpose. This presentation will review the content and purpose of the effort.

- Noelle Gorbett, Ed. Specialist, Science, Oregon Department of Education
- Dan Farley, Director - Assessment, Oregon Department of Education

Ethnic Studies

HB2845 requires the inclusion of Ethnic Studies as part of the Social Science Standards for the 2020-2021 school year. This session presents a draft of the K-12 Ethnic Studies Standards for review and feedback, as well as highlighting several significant changes to social science instruction.

- Amit Kobrowski, Social Science Specialist, Oregon Department of Education

Oregon’s K-12 Data Dashboard

In October 2018, ODE publicly released the newly designed At-A-Glance Profiles (report cards) for schools and districts. ODE is now building a web-based interactive dashboard that will supplement the At-A-Glance reports with "drill down" features, trends, and even more data in graphical displays. Join us for a discussion on what you can expect from this new tool, when it’ll be launched, and how it can be used.

- Jon Wiens, Manager, Oregon Department of Education
- Amelia Vargas, Research Analyst, Oregon Department of Education
- Elyse Bean, Research Analyst, Oregon Department of Education

Thursday, August 8, 2019 – 3:00 to 4:00

It's Not Just Apples to Apples: The Effective Design and Use of Pre-Assessments

Pre-assessment can be a powerful tool for gathering actionable information about students, but only if done correctly. Too often these assessments yield results that simply confirm what the teacher predicted – that students don't know the content YET. Pre-assessments full of "IDK" and zero percent scores are a frustrating use of time for all stakeholders and an unnecessary emotional drain for students. This session will explore the shifts in design and use of pre-assessments that are needed to impact teacher practice and expedite student achievement. Participants will leave with an understanding of changes in assessment best practices as well as specific suggestions for resources to create these types of aligned tasks. This session is recommended for administrators, mentors, coaches and teachers.

- Missi Thurman, Consultant, Educational Excellence
- Andrea Sande, Consultant, Educational Excellence
- Meagan Kimball, Consultant, Educational Excellence

Conducting Data Chats as Part of a District Continuous Improvement Plan

Analyzing the right data at the right time in order to be able to impact decision-making is critical. Asking key questions at certain points in time during the school year creates a cycle of data analysis that ensures the appropriate data is available when it is needed. This session will model how district leaders can conduct data chats with administrators to help establish goals, identify strategies for improvement, monitor progress and share results with parents, school boards and community members. The process aligns with Oregon's Continuous Improvement Process as well as the Student Success Act to improve outcomes for students.

- Ella Taylor, Chief Research Officer, Willamette Education Service District
- Kenneth Tam, Executive Director, Personalized Learning & Assessment, Curriculum Associates

Stealing Time - Our Strategy to Lead Professional Learning and Develop Capacity for More Culturally Responsive Teaching and Learning

Discover strategies for creating choice opportunities for adult learning while maintaining a cohesive staff focus. Listen to testimony from certified and classified educators who share how and why learning about Culturally Responsive Teaching has improved student outcomes. Play with the ready for rigor framework and create an action plan for leading your own adult learning.

- Jennie Knapp, Assistant Principal, Lake Oswego School District
- Kurt Schultz, Principal, Lake Oswego School District

Using Smarter Balanced Math Data to Inform Classroom Practices

In this session, administrators will learn how to effectively use reports from the Smarter Balanced Math Assessment to inform teacher practice. Participants will learn how to use target and claim reports to better understand the strengths and weaknesses of student content knowledge, problem solve and communicate reasoning. Administrators will walk away with activities to lead their staff through to utilize assessment data that is at our fingertips.

- Shannon McCaw, Consultant, SMC Consulting

Advancing Educator Effectiveness through Micro-Credentials

Professional development should be job-embedded, classroom-focused, and designed to improve instruction. But how often does it achieve those goals? And how often does professional development lead to real change and lasting changes in educator practice? Learn how OEA/NEA micro-credentials fulfill the promise of high-quality professional learning, move educator practice forward, and allow for autonomy with built in accountability. Participants will review OEA/NEA resources, how to access those resources, and examine how micro-credentials fulfill school and district needs and align with local goals.

- Andrea Shunk, Education Policy & Practice Strategist, Oregon Education Association

Digging into Data for the Continuous Improvement Process

Actively participating in continuous improvement work requires understanding what is working and what needs improvement. Developing district and school goals that are data-based and aspirational involves multiple stakeholders from teachers to building administrators to the school board. This session will engage attendees by interacting with indicator systems to identify schools and students who are at risk of not being successful related to 3rd grade reading, 9th and 10th grade on-track, attendance and other key factors such as social-emotional learning and CTE. Attendees will also be able to identify disparities between student populations and subgroups.

- Ella Taylor, Chief Research Officer, Willamette Education Service District
- Pat Ketcham, Senior Analyst, Willamette Education Service District
- Robin DeLoach, Program Director, Willamette Education Service District
- Cheryl Davis, Senior Analyst, Willamette ESD

Pull Back the Curtain to Focus on the Learning! Rubric Building 2.0

Think you know how to write a good rubric? Think again! Discover how your rubrics may be confusing to students and inadvertently causing them to miss your learning goals. Understand the difference between a rubric that is clear and explicit and one that is subjective and open to interpretation. Learn to use the “Rubric for Rubrics” as a powerful training tool and leave ready to facilitate this work with staff. See how mastering rubrics changes the learning currency as students and teachers no longer focus on points and percentages and instead, prioritize the specific skills and knowledge needed to learn and grow!

- Katherine Holden, Associate Principal, Ashland School District
- Steve Retzlaff, Principal, Ashland School District

OHA Student Health Surveys and the Student Success Act: How Your Student Health Data Can Inform School Improvement

OHA is in the process of refining 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 and application for Student Success Act dollars. 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.

- Wes Rivers, Policy and Assessment Specialist, Oregon Health Authority Public Health Division
- Sarah Knipper, School Health Economist/Epidemiologist, Oregon Health Authority Public Health Division
- Kristen Rohde, Program Manager for Program Design and Evaluation, Oregon Health Authority Public Health Division

Social Emotional Learning Stories of Success: Reliable Data & Easy To Use Strategies

Attendees will expand upon their knowledge of Social Emotional Learning while further understanding the importance of assessing Social Emotional Competencies and the impact they have on the success of our students, schools and community environments. The presentation will allow attendees to hear how two school districts approached improving student behaviors and school climate through improving students and staff social emotional competencies. Next, attendees will learn more about the research-based assessment tool called the Devereux Student Strengths Assessment (DESSA), that can be used as a screening tool and an individual diagnostic assessment in order to provide data specific to students’ social emotional competencies. Finally, there will be a brief exhibition of how this data can be integrated into the Oregon Data Suite which more than half of the districts in the state of Oregon are using.

- Justin Lieuellen, School Improvement Coordinator, WESD
- Steve Martinelli, Curriculum Director, Principal, Dallas SD
- Brent Murrell, Assistant Principal, Willamina SD

Biliteracy Toolkit: Using Reading Assessments to Track Students' Path to Biliteracy

Looking for how best to use reading assessments in your dual language classroom? Come and learn about different assessment models for measuring reading achievement and growth in Spanish and English and how they can be used to monitor students' paths to biliteracy. Implications for instruction will also be addressed.

- Adam Withycombe, Manager of Content Design and Development, NWEA
- Cecilia Sena, Spanish Solution Specialist, NWEA

Friday, August 9, 2019 - 9:30 to 10:30

Engaging Parents In Whole School Learning

Parents can be our best partners in educating students, but often we forget to engage them in their own learning that is practical, meaningful, relevant, and timely. Hear about how we have engaged parents and students in connected learning about digital parenting, digital citizenship, mental health, resilience, and more. Understand the role of communication strategies, community partners, digital tools, and strategic planning play in making connected adult learning successful in your community.

- Kurt Schultz, Principal, Lake Oswego School District
- Jennie Knapp, Assistant Principal, Lake Oswego School District

Career Path Opportunities and Licensure Programs for Administrative Positions

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

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- Krista Parent, Director of Executive Leadership and Licensure, COSA
- Colin Cameron, Deputy Executive Director, COSA

Implement with Integrity

Learn the mindsets and practices educators are using to ensure that implementation of new ideas align to their local context and community needs. Experience activities that are anchored in theories of improvement science, design thinking and human-centered design to help you develop and monitor system improvements with students and families at the center. Expand your understanding of continuous improvement cycles with a focus on implementation measures to ensure your efforts are effective and sustainable.

- Julie Smith, Founder, Community Design Partners
- Robin VanBuren, Vice Principal, McMinnville High School
- Jenny Gillet, Improvement Specialist, Community Design Partners

Developing, Supporting, and Sustaining High Expertise Teaching

Join us as we share how the Lane County Consortium and Research for Better Teaching are working toward the goal of having more high-expertise teaching for more children in more classrooms more of the time. Learn how your administrators, teachers, and educational assistants can develop shared images of what good teaching looks like and sounds like... and a common language and concept system for talking about the practices and decisions that impact student learning through High Expertise Teaching.

- Erica Pifer, Specialist, Lane ESD
- Marianne Oakes, Specialist, Lane ESD

College Board in the news!

Varsity Blues, Adversity Score, AP World History redesign are just few of the headlines you might have seen over the past year. The College Board has been in the middle of it all. With these headlines, it has left many to wonder how to best support concerned educators, students and their families. This session is designed to provide context to the headline and a road map for the 2019-2020 school year.

- Karly Nelson-Aparicio, Director, College Board

Through the Death Zone: Key Elements to Effective Coaching

Achieving a breakthrough result requires coaching. Come and experience the GROW coaching method and learn firsthand how this model can impact results at work by improving culture, decision quality, and how to balance leadership and management skills to make a difference for your students, staff, school, and district.

- Rob Hess, Administrator for Staff Effectiveness and Growth, Eugene 4J

An Interactive Dialog with Jeff Andrade

This is an interactive discussion that will take a deeper dive into the keynote topic. This discussion will be led by questions from the audience. Here Jeff Duncan Andrade will address educators questions and provide tips and tools that can be applied in the classroom

- Jeff Duncan-Andrade, Associate Professor, San Francisco State University

Friday, August 9, 2019 - 9:30 to 11:45

Planning for Improvement

Are you committed to deepening practice in ways that foster equitable learning outcomes for the students you serve? The continuous improvement process provides a powerful mechanism for promoting shifts in educator behaviors that will lead to improved learning for students. This process allows district and school teams to engage in collaboration, data analysis, professional learning, and reflection focused on improving educational opportunities for all learners. Teams will deepen knowledge of developing strategies, action plans and monitoring routines to drive improvement efforts.

- Tim Boyd, Director of Educator Effectiveness & District & School Improvement, Oregon Department of Education

Strengthening Social Belonging

We will explore social emotional learning (SEL) and trauma informed practice through an equity lens. Education Northwest's team in partnership with ODE will share research and resources on recent development in the field, including the role that culturally

responsive teaching plays in brain development. Participants will engage in interactive activities that dive deeply into the ways that adults in schools can create safe and supportive environments that promote equity and inclusion for all learners.

- Sarah Pierce, Senior Advisor—Indian Education, Education Northwest

Ongoing Stakeholder Engagement

Stakeholder engagement is a key requirement for several programs. How do you bring a diverse group of stakeholders together that represent the students, families and communities your district serves? How do you create dialogue that elicits their response to the challenges the school or district is trying to solve? Please come prepared for an active session where we will practice effective strategies for stakeholder engagement and your team will develop a local Stakeholder Communication Plan.

- Meg Boyd, Strategic Communications, Oregon Department of Education

Friday, August 9, 2019 - 10:45 to 11:45

Teacher Clarity: Making Learning Visible for Students

With an effect size of .74, which is well above average (Hattie, 2014), teacher clarity is key when it comes to students' learning. We can choose to increase clarity and reap the benefits. Teacher clarity just requires that you know what students need to learn, communicate learning intentions and success criteria to students, and deliver lessons in a coherent way so students will learn more. This presentation will: Define teacher clarity and describe its impact on student learning Distinguish between learning intentions and success criteria Increase teacher clarity in your classroom or school

- Lisa Riggs, Assistant Superintendent, Gresham-Barlow School District
- Angie Kautz, Director of Teaching and Learning, Gresham-Barlow School District

Implementation of the Student Success Act - What? When? How?

The Oregon Legislature and Governor worked together this spring to pass the Student Success Act. This Act corrects three decades of underfunding schools in Oregon. Oregon will invest \$1 billion a year in services for students.

At this session we will discuss the values that will drive implementation, the 28 programs supported by the act, the allowable uses, performance targets, accountability, and support.

- Colt Gill, Director, Oregon Department of Education

Level the Playing-field through Clarification, Communication and Collaboration; How to engage all Students, Staff and Parents in the Learning Process

Want to level the playing field and close the achievement gap? Learn how to set clear academic goals in any content area, communicate to students and parents the discrete skills and knowledge that have been identified as essential, and see what happens when you close the gaps in communication between teachers, students and parents. Gain access to the tools that help teachers, students and parents clarify, communicate and collaborate to ensure they are all on the same page when it comes to the student's learning and see the data that is closing the achievement gap at Ashland Middle School.

- Steve Retzlaff, Principal, Ashland School District
- Katherine Holden, Associate Principal, Ashland School District