2009
Superintendent’s Summer Institute

SETTING THE STAGE
FOR STUDENT SUCCESS

August 3-5, 2009
Hilton Eugene & Conference Center
Eugene, Oregon

PLAYBILL
Hilton Eugene Conference Center
Welcome, Summer Institute Participants!

This year’s Institute is sponsored by a partnership of COSA, OEA, OSBA, and ODE. Thank you—teachers, administrators, and school board members—for taking time to gather as members of school and district teams to learn more about strategies that ensure success for all students.

The theme of this year’s Summer Institute is “Setting the Stage for Student Success.” Increasing the rigor and relevance of instruction and curriculum for all Oregon students is an important part of engaging students and preparing them for success. The Oregon Diploma includes increased credit requirements, multiple options for students to demonstrate a set of Essential Skills, and personalized learning activities for students.

These requirements will better prepare Oregon students for postsecondary education and the workplace. The global economy has changed the nature of work and the kinds of jobs young people will enter. Students need higher levels of knowledge and skills than ever before to succeed. Two-thirds of all jobs require at least some postsecondary education or training.

Helping students meet these goals will require collaborative efforts among all stakeholders. The knowledgeable presenters at this year’s Summer Institute will help you and your district teams learn more about preparing Oregon students for the high levels of rigor required by the Oregon Diploma. Highlights include:

- Proficiency based teaching and learning
- Assessment practices that increase student achievement
- Best practices for career and technical education
- Strategies for increasing students’ literacy
- Cultural competency and its impact on learning
- Personalized learning
- Effective instructional strategies

I want to thank you again for taking the time to be here to acquire new information and to collaborate with your teams to make that information relevant to work you are doing in your own districts. I continue to be impressed and inspired by the passion, the dedication, and the commitment to excellence that I see in the educators and administrators around the state. Thank you for all you do for education in Oregon!

I look forward to our time together this week as we begin “Setting the Stage for Student Success!”

Sincerely,

Susan Castillo
Oregon Superintendent of Public Instruction

Every Student, Every Day—A Success
# 2009 Superintendent’s Summer Institute
## Daily Planner

### ACT I: Monday, August 3, 2009

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<td>7:30 to 8:45</td>
<td>Team Time</td>
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<td>9:00 to 10:00</td>
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### ACT II: Tuesday, August 4, 2009

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<td>9:00 to 10:00</td>
<td>Keynote Speaker (Erin Jones)</td>
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<td>10:15 to 11:30</td>
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### ACT III: Wednesday, August 5, 2009

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2009 Superintendent’s Summer Institute

AGENDA

ACT I: Monday, August 3, 2009
7:30 to 8:45  Team Leader Check-In, Team Time, and Door Prizes
8:45 to 9:00  Welcome and Opening Remarks
9:00 to 10:00  Keynote Address: Dr. Douglas Reeves - “Standards Are Not Enough: Leadership and Learning Imperatives for the 21st Century”

As the U.S. considers a shift to national academic standards, Dr. Reeves argues the focus should not be merely on standards, but on the leadership and policy issues that are essential to supporting the next generation of students, teachers, and leaders. Equipped with 2009 evidence from throughout the US and other nations, Dr. Reeves will suggest practical ways schools can make immediate progress and not wait until there is a resolution of national debates about academic standards to begin important reforms.

10:00 to 10:15  Break
10:15 to 11:30  Breakout Sessions #1 (pages 4-6)  1:15 to 4:00  Breakout Sessions #3 (pages 8-9)
10:15 to 11:30  Breakout Sessions #1 (pages 4-6)  1:15 to 4:00  Breakout Sessions #3 (pages 8-9)
10:15 to 11:30  Breakout Sessions #1 (pages 4-6)  1:15 to 4:00  Breakout Sessions #3 (pages 8-9)
10:15 to 11:30  Breakout Sessions #1 (pages 4-6)  1:15 to 4:00  Breakout Sessions #3 (pages 8-9)
10:15 to 4:00  Classes (pages 11-12)  2:30 to 2:45  Break
10:15 to 4:00  Classes (pages 11-12)  2:30 to 2:45  Break
10:15 to 4:00  Classes (pages 11-12)  2:30 to 2:45  Break
10:15 to 4:00  Classes (pages 11-12)  2:30 to 2:45  Break
11:30 to 1:00  Lunch  2:45 to 4:00  Breakout Sessions #4 (pages 9-11)
11:30 to 1:00  Lunch  2:45 to 4:00  Breakout Sessions #4 (pages 9-11)
11:30 to 1:00  Lunch  2:45 to 4:00  Breakout Sessions #4 (pages 9-11)
11:30 to 1:00  Lunch  2:45 to 4:00  Breakout Sessions #4 (pages 9-11)
4:00 to 5:00  Team Time

ACT II: Tuesday, August 4, 2009
7:30 to 8:45  Morning Refreshments, Team Time, and Door Prizes
8:45 to 9:00  Opening Remarks
9:00 to 10:00  Keynote Address: Erin Jones - “Diamonds in the Rough”

Erin Jones will share her journey from dreams of becoming an international lawyer as an ex-patriot raised in a private school in the Netherlands to her arrival in America where she discovered a desire to teach in urban, ethnically diverse communities. She will also address how we have the power to make a difference in the life of each and every child.

10:00 to 10:15  Break
10:15 to 11:30  Breakout Sessions #5 (pages 13-16)  1:15 to 2:30  Breakout Sessions #6 (pages 16-17)
10:15 to 11:30  Breakout Sessions #5 (pages 13-16)  1:15 to 2:30  Breakout Sessions #6 (pages 16-17)
10:15 to 11:30  Breakout Sessions #5 (pages 13-16)  1:15 to 2:30  Breakout Sessions #6 (pages 16-17)
10:15 to 11:30  Breakout Sessions #5 (pages 13-16)  1:15 to 2:30  Breakout Sessions #6 (pages 16-17)
10:15 to 4:00  Classes (pages 21-22)  2:30 to 2:45  Break
10:15 to 4:00  Classes (pages 21-22)  2:30 to 2:45  Break
10:15 to 4:00  Classes (pages 21-22)  2:30 to 2:45  Break
10:15 to 4:00  Classes (pages 21-22)  2:30 to 2:45  Break
11:30 to 1:00  Lunch  2:45 to 4:00  Breakout Sessions #8 (pages 19-21)
11:30 to 1:00  Lunch  2:45 to 4:00  Breakout Sessions #8 (pages 19-21)
11:30 to 1:00  Lunch  2:45 to 4:00  Breakout Sessions #8 (pages 19-21)
11:30 to 1:00  Lunch  2:45 to 4:00  Breakout Sessions #8 (pages 19-21)
4:00 to 5:00  Team Time

ACT III: Wednesday, August 5, 2009
7:30 to 8:45  Morning Refreshments, Team Time, and Door Prizes
8:45 to 9:00  Opening Remarks
9:00 to 10:00  Keynote Address: Susan Castillo - “Setting the Stage for Student Success”

Superintendent Susan Castillo looks at the opportunities and challenges facing our schools, with a special focus on implementation of the Oregon Diploma and what that will mean for educators across the K-12 spectrum. She’ll discuss where we are and where we are going in our planning and implementation efforts to ensure that Oregon's students receive a quality education.

10:00 to 10:15  Break
10:15 to 11:30  Breakout Sessions #9 (pages 23-26)
ACT I
Monday, August 3, 2009

KEY for Target Audience
ES: Elementary School
MS: Middle School
HS: High School
A: Administrators

10:15 to 11:30 – Breakout Sessions #1

A Conversation With Dr. Douglas Reeves ................................................................. Williams
Speakers: Douglas Reeves, Founder, The Leadership and Learning Center
ES This session will address contemporary issues on education. Participants will have an opportunity to
MS pose questions and discuss challenges and success stories with Dr. Reeves.
HS
A

Writers’ Chatroom: Using Children’s Literature to Develop Children’s Writing.................. Hellman
Speakers: Karren Timmermans, Assistant Professor, Pacific University
ES Session participants will engage in a Writers’ Chatroom, a setting in which writers share ideas and
MS stories to develop their writing skills. As part of the Writers’ Chatroom session, participants will
HS connect children’s literature to the Oregon Department of Education’s Official Scoring Guide for
Writing and share ideas on how to emphasize each trait through a single children’s book.
Essential Questions:
■ How does the Writers’ Chatroom support the current literacy curriculum?
■ How does the process support English-language learners?
■ How does using children’s literature support a range of academic and cognitive abilities and
  age groups?

Collaborative Equity and Diversity Planning ............................................................. Wilder
Speakers: Jane Waite, Equity and Diversity Specialist, Lane ESD
Emilio Hernandez, Provost, University of Oregon
A Equity and Diversity plans are an important part of continuous improvement of an organization.
Collaboration with experts and community is imperative to developing a comprehensive plan. We will
share the process and templates of our work. There will also be time to ask questions regarding where
you are in the process and how we might help.
Essential Questions:
■ Do I really need an equity and diversity plan?
■ What are the benefits?
■ How do I begin?
Grounding Learning in Place and Community ................................................................. Sousa

Speakers: Gregory Smith, Professor, Lewis & Clark College

ES Human beings are naturally curious about their immediate surroundings and the people and other
MS beings that inhabit them. Humans furthermore want to feel as though they are competent and able to
HS contribute to the well being of others. Place- and community-based education acknowledges these
A aspects of our nature and builds on them to create learning experiences that are grounded in the locale
and provide students with opportunities to participate in work that is valued by people beyond the
school. In doing so, this approach offers children and youth a reason to learn and communities, a
reason to support public education.

Essential Questions:
- In what ways are teachers already connecting learning experiences to children’s lives outside
  the school?
- What are some of the unique resources or issues in your district that could be used as the basis
  for addressing common curriculum goals or standards?
- What changes in school organization or structures would be necessary to support more
  learning opportunities that are grounded in local knowledge or issues?

Model for Education Planning with Students at the Middle School Level ..................... Joplin/Seeger

Speakers: Beth Lund-Glassman, Principal, Colton Middle School
Diane Parham, Careers Coordinator, Colton School District

MS Starting with their work on development of a Comprehensive Guidance and Counseling Program in
A 2003, Colton School District has created a framework where every staff member has a critical role to
play in helping students acquire meaningful skills and knowledge that enable them to answer the
questions: Who am I? Where am I going? How will I get there? Colton’s Middle School principal and
Careers Coordinator will share the process that they have put in place using a variety of strategies and
activities to reach and engage students in understanding the purpose and process of setting and
achieving academic, career, and personal/social goals, pursuing community involvement and
identifying post high school interests and plans. Participants will walk away with a variety of
resources to help implement an education planning process at the middle school level.

Essential Questions:
- How does a school implement a process that assists middle school students in understanding
  purpose and individualized focus of education planning?
- Who dedicates time and energy to make this happen?
- How is a middle school program connected to transition into and out of high school?

ODE Accountability Update: The Growth Model, Revised Report Cards, and the Cohort Graduation Rate ................................................................. Studio B/C

Speakers: Jonathan Wiens, Education Specialist, ODE

ES We shall discuss the Student-Centered Growth Model and its role in the 2008-09 School and District
MS Report Cards. We shall also discuss the new Cohort Graduation rate and the timeline for its
HS implementation into state and federal accountability. (Repeat Monday 1:15)
A Essential Questions:
- How can we apply the growth model into our continuous improvement plans?
- How will the implementation of a cohort graduation rate affect our high school programs and
  our district goals?
OEA’s Education for All Diversity Training: Start Where it Counts . . . With YOU! ............... Directors

Speakers: Paul Duchin, Co-President, Eugene Education Association, OEA
Merri Steele, Co-President, Eugene Education Association, OEA

ES Oregon has one of the fastest growing diverse student populations in the country. In order to
MS maximize learning for ALL students, educators must examine the dynamics of difference and how it
HS relates to the lens and practice of their teaching. The purpose of this training is to help educators reflect
A (both collectively and individually) on issues such as equity, diversity, bias, and privilege while
relating that directly to their practice and advocacy for students. You will find out how this work may
meet your personal or organizational needs around diversity and cultural competency. And finally,
you will participate in a few of the module activities for a taste of this powerful and interactive
training. (Repeat Tuesday 10:15)

Essential Questions:
- How in this time of dwindling resources for professional development will your district
  address the training of educators as they work to address the needs of a diverse population?
- What opportunities is your district providing staff to explore their own cultural differences?

Oregon Standards: An Update .................................................................................................................. Board

Speakers: Sarah Martin, Education Specialist, Instructional Resources, ODE
C. Michelle Hooper, Director, Teaching & Learning, ODE

ES A demonstration of the latest updates to the Resources for Educational Achievement and Leadership
MS (REAL) website will be provided, as well as an update on content standards review and revision
HS (math, science, and social sciences). The OAKS timeline and latest news on the national common
A standards initiatives will be discussed.

Essential Questions:
- How prepared are we for the transition to core standards in science and math?
- How might our school/district use REAL as a tool to support standards-based learning?

1:15 to 2:30 - Breakout Sessions #2

Math-in-CTE and Other Applied Academic Options ................................................................. Hellman

Speakers: Tom Thompson, Education Specialist, ODE
Kristin Gunson, Lane ESD
Mark Wreath, Lane ESD

HS Applied academics can provide an avenue for students to learn core content through a context that
A makes sense to them. During this presentation you will learn how applied academics can be
incorporated into your school curriculum. Math-in-CTE will be highlighted as one approach to
enhance mathematics instruction in an applied Career and Technical Education program.

Essential Question:
- How can I incorporate applied academic options into the school curriculum and still meet
  requirements from NCLB, TSPC, and the new diploma?
Extending Your Classroom With 21st Century Teaching Tools ................................. Joplin/Seeger

Speakers: Dana Rensi, Spanish Teacher/Technology Mentor/Moodle Administrator, Ashland High School
Steve Nelson, Chief IT Strategist, ODE

This session provides a brief overview of the teaching and learning tools available to schools through the Oregon Virtual School District and how Ashland High School has used them to transform language instruction. The Ashland presentation includes how the language instruction strategies, blending web instruction and classroom instruction, can be implemented across subjects and grades.

Essential Questions:
- As educators, what difficulties do we currently face that could be solved through classroom digital teaching and learning tools? Some of the available tools include supplemental instructional content, online classroom applications for teaching and learning, teacher professional development and filtered student email.
- Does integrating 21st Century classroom teaching resources fit with our school’s educational philosophy?
- Will integrating 21st Century technologies into classroom instruction improve the educational experience for our students?

ODE Accountability Update: The Growth Model, Revised Report Cards, and the Cohort Graduation Rate....................................................................................................... Studio B/C

Speakers: Jonathan Wiens, Education Specialist, ODE

We shall discuss the Student-Centered Growth Model and its role in the 2008-09 School and District Report Cards. We shall also discuss the new Cohort Graduation rate and the timeline for its implementation into state and federal accountability. (Repeat Monday 10:15)

Essential Questions:
- How can we apply the growth model into our continuous improvement plans?
- How will the implementation of a cohort graduation rate affect our high school programs and our district goals?

OEA’s C.A.R.E. Training: Strategies to Close the Achievement Gap That Reframe Your Thinking/Action ........................................................................................................ Directors

Speakers: Paul Duchin, Co-President, Eugene Education Association, OEA
Merri Steele, Co-President, Eugene Education Association, OEA

The C.A.R.E. training provides an opportunity for educators to individually and collectively examine both instructional and institutional strategies that are designed to maximize student learning. By focusing on the themes of cultural, economic and language differences; unrecognized and underdeveloped abilities; the power of resilience; and the importance of effort and motivation, this National Education Association developed training advances the idea that if educators view these qualities of students as strengths, rather than deficits, they can be successful in closing achievement gaps. (Repeat Tuesday 1:15)

Essential Questions:
- What is your district doing to provide services for the increasing number of homeless and lower SES students?
- What is your district doing to recognize and utilize the strengths that students bring to school?
- What is your district doing to assist educators to develop strategies that address culture, abilities, resilience and effort?
Clackamas Web Academy: Sharing Innovative, Effective, and Efficient Ways to Implement the New Oregon Diploma

Speakers: Whitney Grubbs, Dissemination Grant Coordinator, Clackamas Web Academy
Brad Linn, Principal, Clackamas Web Academy
Susan Roberts, Senior Internship & Early College Coordinator, Clackamas Web Academy

Clackamas Web Academy (CWA) is a public charter school serving 440 students grades 1-12 in the North Clackamas School District. CWA's core curriculum is offered through on-line courses taken at a student's own pace, so credit is earned by demonstrating proficiency in the subject area. Students elect to participate in enrichment classes, such as geography, literature, and science labs, taught on-site by highly qualified teachers. Credit can also be earned through out-of-classroom and prior learning experiences, work samples, and by demonstrating proficiency through testing. CWA expands its course offerings through innovative and cost-effective partnerships, such as using Rosetta Stone to give students more access to more than 20 foreign languages, 24-Hour Fitness for PE, and Clackamas Community College for college credit, all at no cost to students. Personalization of the diploma is accomplished by assigning each student an advisor who meets with the student, and usually a parent, for an hour every other week to provide academic support and set goals toward meeting the student's four-year plan. Mastery of essential skills is enhanced by requiring students to complete a service-learning course, and a senior internship, through which they can earn up to 12 college credits. Join us to learn about these and other ways CWA has effectively implemented the requirements of the New Oregon Diploma.

Essential Questions:
- How can we build partnerships with businesses, nonprofits, and colleges to develop programs that help us meet the requirements of the new Oregon Diploma?
- How can web-based learning help us expand course offerings, individualize learning, and provide students options to earn credit for demonstrating proficiency?
- How can we use community-based programs such as service-learning and senior internships to better prepare each student for success in college, work and citizenship?

1:15 – 4:00 – Breakout Sessions #3

Teaching Creative Thinking and Problem Solving in the Classroom

Speakers: Karen Anderson, Affiliate Director, Oregon Destination ImagiNation

In today's increasingly competitive world the skills of creative thinking, problem solving, innovation, and collaboration will be critical to future success. This hands-on workshop will share some fun and easy activities and techniques that will help students achieve these critical skills.

Essential Questions:
- Do we as a district encourage creative thinking in the classroom? If so, how do we do this?
- How do we generate in the classroom the generating and focusing tools learned in this workshop?
- How might we encourage students to be creative, collaborative thinkers?
Links to Learning: Expanding the Learning Day ................................................................. Wilder

Speakers: Beth A. Unverzagt, Director, OregonASK
          Eve McDermott, Senior Program Director, Center for School, Family and Community, NWREL

Eve McDermott, NWREL and Beth Unverzagt, OregonASK will present the current national research on expanded learning opportunities. In an interactive session we will explore after school program myths and realities, ELO promising program practices, and how schools can align and expand the learning day. Participants will receive a copy of the National Association of Elementary School Principals book Leading After-School Learning Communities.

Essential Questions:
- What should school staff know about the most current research on expanded learning opportunities?
- How do schools, after school programs, and communities share responsibility in educating and supporting children and young adults?
- What do good programs that complement the school day look like?
- What role do school staff and after school staff play in creating a seamless learning day?

Implementing the Oregon K-12 Literacy Framework: The Springfield Story ......................... Sousa

Speakers: Nancy Golden, Superintendent, Springfield Public Schools
          Sara Ticer, Director of Elementary Education, Springfield Public Schools
          Matt Coleman, Director of Secondary Education, Springfield Public Schools

During this session you will learn about the key components of the Oregon K-12 Literacy Framework and how it got implemented in Springfield Public Schools. You will leave with many concrete examples/ideas of how to implement a successful literacy program using the framework in your district.

Essential Questions:
- What parts of the Oregon K-12 Framework is your district team currently implementing?
- What is your next step?
- What actions need to be taken to implement your next step?

2:45 – 4:00 – Breakout Sessions #4

Response to Intervention at the Classroom Level ................................................................. Hellman

Speakers: Dean Richards, OrRTI Project TOSA, Tigard Tualatin School District

Response to intervention (RTI) is a model for providing high-quality instruction and intervention matched to student need, using student data to make decisions about change in instruction, and applying child response data to important educational decisions (NASDSE, 2005). RTI requires thoughtful planning from district administrators, building principals, and classroom teachers, to name a few. But classroom teachers are critical within an RTI model in order to realize the biggest impact. This presentation will focus on the core components of RTI within the classroom and offer participants practical strategies for successful classroom-level RTI implementation.

Essential Questions:
- Although geared toward classroom teachers, what administrators need to hear this information to support their teachers?
- How can this information be used if we are not implementing an RTI?
- How can we incorporate this information into professional development for all teachers?
An Electronic Education Plan & Profile/Senior Portfolio
Connecting CIS with eSIS ................................................................. Joplin/Seeger
Speakers: Jeanne Yerkovich, Career Pathways Program Manager, Portland Public Schools

The challenge of meeting and tracking Oregon’s Personalized Learning requirements for all Portland Public School students in grades 7-12 provided the impetus for the development of Portland’s electronic, internet-delivered Personal Education Plan (PEP). The overall vision for the PEP has been to enable students to see their personalized learning components in one place. The PEP allows students to quickly and easily access all elements of their career related learning requirements (research, goals, reflections) along with their profile information (grades, attendance, test scores). At the same time, the PEP provides a systemic way for schools to monitor and track student progress toward meeting requirements. Though still a work in progress, the project has evolved to form the basis of Portland’s senior portfolio. During this session, the PPS Personal Education Plan will be demonstrated showing these components:
- CIS My Career Planning Portfolio (research, goals, and reflections)
- eSIS transcript information (grades, attendance, and standardized test scores)
- Records of career related learning experiences
- Evidence in meeting the career related learning standards
- Documentation of the extended application
- Resume

The combination of these elements helps students to develop personalized plans, allows them to monitor their own growth, set goals, and make informed choices for their post high school options.

Essential Questions:
- Where is your school/district with respect to implementing and tracking Oregon’s personalized learning diploma requirements for ALL students?
- What do you see as the major arguments for and against implementing a web-based Education Plan and Profile in your school/district?
- If you were to pursue a web-based Education Plan and Profile, what’s needed and whose support would be necessary to move the work forward?

Proficiency-Based Teaching and Learning: A School-Wide Model for Grades 3-6 ............ Studio B/C
Speakers: Diane Smith, Director of Curriculum and Instruction, Greater Albany Public Schools
Administrative Team and two Teachers from Timber Ridge School

How does a brand-new school set to open this September implement proficiency-based teaching and learning school-wide in grades 3-6? What are the systems and operational issues they will face? How does their PLC structure support professional training? What are the initial implementation questions and how will their teacher and administrative team resolve these? Be part of this emerging practice and learn how you can start small and be successful!

Essential Questions:
- Why do we need to implement proficiency-based teaching and learning practices?
- What are the hurdles to implementation?
- How can our school/department begin implementing these practices effectively?
Schools-to-Watch and the Middle Level

Speakers: Jane Evans, Principal, North Albany Middle School
Amy Tiger, Principal, McLoughlin Middle School, Medford OR

Through the Schools to Watch® initiative, the National Forum identifies schools across the United States that are well on their way to meeting the criteria of high performing schools that meet the needs of middle level students. The scoring rubrics center on three main areas: academic excellence, developmental response, and social equity which are combined structure and organizational support in producing high results. The session will provide an overview of the initiative, the scoring rubrics, as well as look at schools that have been designated as a School to Watch.

Essential Questions:
- In looking through the criteria, are we ready to begin the process of application?
- If we aren’t ready, how can we use the scoring rubrics as a tool for school improvement?
- What resources are available to us to further study the initiative (e.g., other schools, local, and national resources)?

The Rest of the Story: How Oregon is Increasing Learning for ALL Students

Speakers: Doug Kosty, Assistant Superintendent, Office of Assessment and Information Services, ODE
Baron Rodriguez, Chief Information Officer, ODE
Mickey Garrison, Director of School Improvement, Education Enterprise Steering Committee
Ron Hoppes, Technical Training Director, Oregon DATA Project
Tony Alpert, Director, Office of Assessment and Information Services, ODE
Jon Weins, Education Specialist, Office of Assessment and Information Services, ODE

The Oregon DATA Project recently completed three strands of professional development aimed at an instructional audience. More than 1,000 educators from about 120 districts participated in the training; many districts have reported already seeing increased student growth.

What happens now? A lot more of the same! Certification has now been completed for all three Instructional strands, and ESD and K-12 trainers are ready to provide training across the state. Opportunities for both training and support are available to all K-12 districts in Oregon, and won’t cost a dime. This session will tell you how to access these opportunities.

The session will also provide information on the rollout of the DATA Project’s technical training, which includes eight training sessions scheduled for this fall across the state. In addition, leaders of Oregon’s related data initiatives will provide updates on their initiatives, including the KIDS Project, regional data ware houses, and the growth model.

Monday, August 3, 2009 – Classes

10:15 – 4:00 (Lunch Break 11:30 – 1:00)

Writing to Learn I

Speakers: Karen Durbin, School Improvement Specialist, NW Regional ESD
Ann Kelsey, School Improvement Specialist, NW Regional ESD

Day 1 of a 2-day class. Research is clear that those schools that emphasize non-fiction writing improve academic achievement in all content areas for all students. Writing To Learn! will provide participants from any content area and any grade level with tools to increase student achievement using strategies that can be implemented immediately.

Essential Questions:
- How can non-fiction writing in all content areas improve student academic achievement?
- How can we replicate best practices in writing from the 90-90-90 study?
- What are research-based writing practices content teachers can use for both student formative and summative information?
Dive Into Personal Narratives! ........................................................................................................................................... Bloch

Speakers: Angela Obery, Oregon Writing Project Inservice Coordinator, Willamette University
Janel Denton, The Oregon Writing Project at Willamette University
Stacey Lund, The Oregon Writing Project at Willamette University

ES The Oregon Writing Project at Willamette University presents this four-hour writing workshop for
MS intermediate (4-6) classroom teachers and administrators. The workshop will lead participants through
HS a personal narrative writing unit; from an immersion in children's literature to an authority list and
A writing prompts, ending with a rubric assessment. Participants will Write-to-Learn and experience a
collaborative model of learning with activities supported by best practices research.

State Scoring Guide Workshop .................................................................................................................. Vista I

Speakers: Holly Carter, Assessment Policy Analyst, OAIS, ODE
Kathleen Vanderwall, Manager, Test Design and Implementation, OAIS, ODE
Ken Hermens, Education Specialist, English Language Arts, OAIS, ODE
Leslie Phillips, Education Specialist, Science and Social Services, OAIS, ODE
Jim Leigh, Education Specialist, Mathematics, OAIS, ODE

ES The State Scoring Guide Workshop will offer Oregon educators insight regarding the Assessment of
MS Essential Skills administrative rule. The workshop will focus on the use of work samples to meet either
HS the local performance assessment requirement or the Essential Skills graduation requirement.
A Specifically, the workshop will provide guidance on using the official state scoring guides for:
Mathematical Problem Solving, Reading/Literature, Writing, Speaking, Scientific Inquiry, Social
Sciences Analysis.

Essential Questions:
■ How can my district proceduralize the Assessment of Essential Skills administrative rule?
■ How can I embed local performance assessments in the classroom?
■ How can my district share information about the state scoring guides between staff?

Differentiated Instruction .......................................................................................................................... Vista II

Speakers: Marcia Imbeau, Associate Professor, Association for Supervision and Curriculum Development

ES This class is scheduled 10:15 – 5:00, and is open only to participants who registered for it in advance.
MS Teachers will learn about the teaching philosophies associated with differentiated instruction, and will
HS learn how to be responsive to individual learner needs. They will also learn strategies for using
differentiated instruction.

Essential Question:
■ What is differentiated instruction, and how can it be used to meet diverse learner needs?
10:15 – 11:30 – Breakout Sessions #5

Walking the Talk ...................................................................................................................... Williams
Speakers: Erin Jones, Director, Center for the Improvement of Student Learning

ES This session will help you think about the important elements you must consider as an educator, administrator, and district to eliminate the achievement gap. This session will be very practical, and each participant should walk away with strategies to implement this year to address the achievement gap.

Positive Behavior Support at the Classroom Level .................................................................. Hellman
Speakers: Patty Parnell, Linn Benton Lincoln ESD, PBS Initiative Statewide Trainer

ES Positive Behavior Support (PBS) is a decision-making framework that guides selection, integration, and implementation of the best evidence-based behavioral practices for improving important outcomes for all students. PBS is most effective when implemented school-wide, including classroom and non-classroom environments. This presentation will focus on the evidence-based features of classroom positive behavior support, with practical applications for teachers to implement these behavioral strategies in their classrooms.

Essential Questions:
- Although geared toward classroom teachers, what administrators need to hear this information to create a cohesive model school-wide?
- What information can we take back to incorporate our current model of behavior support?

Meeting Standards, Building Community: Service-Learning and the Oregon Diploma .......... Wilder
Speakers: Susan Abravanel, Vice President for Education, Youth Service America Pete Ready, Education Specialist, ODE

A Business, community, and family can be significant partners in promoting academic achievement and in reversing the drop-out rate, through the teaching and learning strategy of service-learning. This workshop will introduce the latest research into both dropout prevention and student engagement, showing that 82 percent of students who participated in service-learning projects said that their feelings about attending high school became more positive, and more than half of at-risk students believed that service-learning could have a big effect on keeping potential dropouts in school. Best-practice examples will demonstrate the direct link between meaningful service and curricular requirements of the Oregon diploma. Workshop participants will also learn how to access exciting new opportunities to bring high quality national and state service-learning resources – including funding, professional development, and materials – to engage students and teachers in their schools.

Essential Questions:
- How might service-learning help prepare students in our district/school(s) to meet Oregon’s new diploma requirements and Essential Skills?
- How might the additional engagement of business, community, and family partnerships impact and enhance student preparation for career, work, and life?
Credit for Proficiency Update ...................................................................................................................... Bloch

Speakers: Susanne Daggett, Education Specialist, ODE
          Rebecca Steinke, Proficiency Coordinator/Science Teacher, Scappoose High School

MS  The Credit Options policy (OAR 581-022-1131) as approved by the State Board in April 2009 offers
 HS  districts the flexibility to create standards-based learning experiences that meet students’ diverse
    needs. As an integral part of the new Diploma, the State Board approved the recommendation that all
    school districts will provide credit for proficiency as an option for all students. The Credit for
    Proficiency Task Force met from February to June of 2008 and developed recommendations for the
    State Board of Education regarding statewide implementation. This session will provide information
    on the task force work and process, as well as a review of the revised Credit Options OAR, and other
    credit options including applied academic credit that have been developed at school districts around
    the state.

Essential Questions:
  ▪ How are the outcomes of current course offerings explicitly tied to state or other recognized
    standards?
  ▪ How are students currently assessed, other than through the state assessments, to indicate if
    students have demonstrated proficiency or mastery of the state or other appropriate and
    recognized standards?
  ▪ What are the barriers that would prevent a school or district from offering Credit for
    Proficiency courses?

Intel 4-H Tech Wizards ............................................................................................................................... Sousa

Speakers: Janet Rash, Community Relations Manager, Intel Corporation
          Cecilia Giron, Program Manager, Washington County 4-H
          Octaviano Merecias, Program Manager, Washington County 4-H

MS  Intel 4-H Tech Wizards is all about kids! This after-school program inspires and develops under-
 HS  represented youth to be tomorrow’s Science, Engineering and Technology leaders, preparing young
    adults to contribute and lead in their communities and workplaces.

Essential Questions:
  ▪ How does this program address the dropout rate?
  ▪ How can we find service learning community partners?
  ▪ How can we implement this after school STEM enrichment program in our schools?

Algebra in Context ................................................................................................................................. Joplin/Seeger

Speakers: Tom Thompson, Education Specialist, ODE
          Kay Graham, Principal, School of IDEAS at North Eugene High School
          Larry Flick, Department Chair, Science and Mathematics Education, Oregon State University
          Marilyn Flick, FACS CTE Instructor, School of IDEAS at North Eugene High School

 HS  North Eugene High School teachers and administrators are working with Oregon State University to
    investigate how Algebra is embedded in Career and Technical Education. The team will share
    preliminary information on how students use Algebra concepts in a variety of classes.

Essential Question:
  ▪ How can Algebra be taught through applications in Career and Technical Education Courses?
Cross-Disciplinary Alignment of Instruction with Oregon Essential Skills

Speaker: Diana Oxley, Program Director, NWREL
        Julia Kassissieh, Senior Advisor, NWREL

HS Teacher teams learn about the benefits of instructional program coherence for increased student achievement and the need to provide continuity of instruction across grade levels and core content areas. Participants will become acquainted with the steps in creating program coherence and see specific examples of how other schools have approached this work: 1) select a target essential skill; 2) develop formative, common performance-based assessments of the target skill; and 3) identify common strategies for teaching the skill across subject areas. This research-based training is especially well suited to small learning communities and career and technical education teachers wishing to organize their instruction thematically and/or marry academic and career/tech courses. It provides a solid foundation for later development of interdisciplinary units of study.

Essential Questions:
- What matters most to teach in my subject area?
- What do students gain from learning a particular type of knowledge or skill across subject areas?
- What do I gain from adopting common instructional goals and strategies in common with teachers of other subject areas?

How to Utilize Federal IDEA Special Education Funds Permissively to Serve At-Risk Students in General Education/The Fiscal Mechanics of RTI and PBS

Speaker: Eric Richards, Director of Operations and Special Education Services, ODE

A With the reauthorization of the Individuals with Disabilities Act of 2004 came a new and proactive opportunity for federal funds to be used to serve children in General Education, but at risk of being referred to special education. The session will provide an overview of the factors leading to this provision in the law, the fiscal and programmatic outcomes desired by this shift in thinking, and the fiscal mechanics that are required by districts to make it possible and comply with federal requirements.

Essential Question:
- How can the information shared in this presentation assist our district further in its efforts to close the achievement gap?

OEA’s Education for All Diversity Training: Start Where it Counts . . . With YOU!

Speaker: Paul Duchin, Co-President, Eugene Education Association, OEA
        Merri Steele, Co-President, Eugene Education Association, OEA

ES Oregon has one of the fastest growing diverse student populations in the country. In order to maximize learning for ALL students, educators must examine the dynamics of difference and how it relates to the lens and practice of their teaching. The purpose of this training is to help educators reflect (both collectively and individually) on issues such as equity, diversity, bias, and privilege while relating that directly to their practice and advocacy for students. You will find out how this work may meet your personal or organizational needs around diversity and cultural competency. And finally, you will participate in a few of the module activities for a taste of this powerful and interactive training. (Repeat Monday 10:15)

Essential Questions:
- How in this time of dwindling resources for professional development will your district address the training of educators as they work to address the needs of a diverse population?
- What opportunities is your district providing staff to explore their own cultural differences?
Teacher Exchange Program for Summer and Year Round

Speakers: David Bautista, Director of Instructional Services, Salem-Keizer School District

A The Salem-Keizer School District is working with The Secretary of Education in Jalisco to host quality teachers to support the Migrant Program and the school year.

Essential Questions:
- How can the teacher exchange program enhance our program?
- How can bilingual teachers support our Hispanic population?
- What can we learn from the methodologies of Spanish literacy from the exchange teachers?

1:15 – 2:30 – Breakout Sessions #6

Credit for Proficiency: Natural Models for Standards-Based Learning and Student Achievement

Speakers: Scott Mattoon, Oregon Roadmap to Language Excellence, Center for Applied Second Language Studies, University of Oregon
Rebecca Steinke, Proficiency Coordinator/Science Teacher, Scappoose High School
Carol Herscovitz, Language Teacher, Scappoose High School

A Exceptional results in student-centered learning have tangible and lasting outcomes in a proficiency model, and all in a cost-neutral proposition. Acquisition of relevant and applicable skills boosts students' ability and confidence while aiming for unwavering standards. This presentation will share natural models of a proficiency framework for 21st century skills, including real-life examples and their positive consequences such as increased student performance and lower attrition.

Essential Questions:
- What do you see as the biggest challenges to implementing a proficiency model?
- For each perceived challenge, what would your response be to overcoming them? What resources would be helpful?
- Which subjects would you likely elect to implement for credit for proficiency and why? How has information in this presentation impacted that decision?

Learning Through Service: Teaching and Engaging for Student Success

Speakers: Susan Abravanel, Vice President for Education, Youth Service America
Pete Ready, Education Specialist, ODE

A As a teaching strategy connecting classroom learning to real-world experiences, service-learning is showing dramatic impact on positive student engagement and dropout prevention. In a recent national study, 60 percent of teachers and 67 percent of principals advocated more hands-on, project-based learning to make school more relevant to students’ lives. Students learn through the investigation of a community problem, planning and implementing solutions, and reflecting on both the service experience and the knowledge and skills acquired through the project. This workshop introduces the methodology and outlines a number of exciting new opportunities to bring high quality national and state service-learning resources – including funding, professional development and materials - to engage students and teachers in your school.

Essential Questions:
- How might this strategy help students find relevance in what they are learning and become engaged, physically and mentally?
- How might service-learning enhance other effective teaching and learning strategies in place at the school – proficiency-based or personalized learning, for example?
Linking Agriculture and Life Science

Speakers: Kim Kellogg, Assistant Principal, Sabin Schellenberg Professional Technical Center
         Kathy Mayfield, Agriculture Instructor, Sabin Schellenberg Professional Technical Center
         Student, Sabin Schellenberg Professional Technical Center

Students at Sabin Schellenberg Professional Technical Center can earn life science credit in their agriculture classes through a proficiency credit option. The team from Sabin will share how they developed this option and how it has impacted students.

Essential Question:
- How can the district offer core academic credit options for students through their Career and Technical Education Programs?

Reflections on Diversity and Cultural Competence in our Schools and Extended Learning Programs

Speakers: Mary McAllister Shea, Director, Shea Consulting

Superintendents, principals, teachers, and youth development professionals supporting extended learning opportunities recognize the need to not just manage but to celebrate diversity in our schools and after school programs. The process requires a shift in thinking beginning with organizational and personal reflections about diversity and cultural competence as well as an authentic commitment to change the culture of our schools and communities. This workshop will address the issue of diversity and culture and suggest ways specifically that all stakeholders can facilitate change in schools and extended learning programs and services to ensure they are respecting every child and adult’s culture in their daily practices.

Essential Questions:
- Do our schools, after school programs and communities reflect culturally competent practices and ensure everyone feels welcomed and supported?
- What role do principals and teachers have in transforming their school communities to become truly multicultural institutions that reflect their communities?
- How do our schools and after school programs genuinely welcome and support children and youth with disabilities and their families?

OEA’s C.A.R.E. Training: Strategies to Close the Achievement Gap That Reframe Your Thinking/Action

Speakers: Paul Duchin, Co-President, Eugene Education Association, OEA
         Merri Steele, Co-President, Eugene Education Association, OEA

The C.A.R.E. training provides an opportunity for educators to individually and collectively examine both instructional and institutional strategies that are designed to maximize student learning. By focusing on the themes of cultural, economic and language differences; unrecognized and underdeveloped abilities; the power of resilience; and the importance of effort and motivation, this National Education Association developed training advances the idea that if educators view these qualities of students as strengths, rather than deficits, they can be successful in closing achievement gaps. (Repeat Monday 1:15)

Essential Questions:
- What is your district doing to provide services for the increasing number of homeless and lower SES students?
- What is your district doing to recognize and utilize the strengths that students bring to school?
- What is your district doing to assist educators to develop strategies that address culture, abilities, resilience and effort?
1:15 – 4:00 – Breakout Sessions #7

Action Planning: Using Adequate Progress Data to Analyze and Adjust School Level Reading Plans

Speakers: Elizabeth Jankowski, Research Assistant, University of Oregon Center on Teaching and Learning

- Action Planning is a process through which a school leadership team makes schoolwide plans to improve the performance of targeted groups of students who are not making adequate progress in a Schoolwide Reading Model. The process is done just one or two times a year and involves examination of targeted groups of students rather than the student population as a whole or individual students. These groupings are determined according to grade level and risk status of students at the beginning of the school year. Participants will leave with a process for determining needs of specific groups of students.

Essential Questions:
- Do we have a process in place to determine if students have made adequate progress during the school year?
- If not, what concrete steps do we need to take in order to make this happen?
- How will we share what we learned today about analyzing adequate progress data with district/school staff members?

New Continuing Principals Academy: Helpful Hints to Get Your School Year Off to a Great Start

Speakers: Linda Borquist, New Principal Academy Coordinator, COSA

- New and continuing principals will focus on the challenges facing new school leaders, with help from top Oregon principals. Learn about best practices and practical advice.

Essential Question:
- What are key characteristics and actions of a successful school leader?

Comprehensive Guidance and Counseling (CGC) Program Implementation

Speakers: June Tremain, Education Specialist, ODE
Lynn Wilson-Dean, Comprehensive Guidance and Counseling Specialist, ODE
Gene Eakin, Oregon State University
Kathryn Van Asselt, Capella University
Linda Eby, Counselor, Gresham-Barlow School District
Shirley Pate, Counselor, Forest Grove/National Elementary VP of American School Counselor Assoc.
Marilyn Rengert, Past OSCA President and retired Salem-Keizer Student Services Office
Marnie Grimmell, Salem-Keizer Counselor and Child Development Specialist Program Coordinator

- Learn how the field of Comprehensive Guidance and Counseling has changed from out-dated practices of randomly serving a few students to planned, proactive, and preventative programs that serve each and every student. Hear how a few districts have worked to design and implement their programs and are using student outcome data to ensure that their programs are effective. Participants will be helped to evaluate their own CGC programs through participatory activities.

Essential Questions:
- Describe how your district CGC program is “more than just a counseling program,” or work done only by school counselors.
- What student outcome data do or could your district use to ensure that your CGC program is effectively meeting the academic, career, personal/social, and/or community involvement developmental needs of your students?
- Having heard how other districts have designed and implemented their programs, where do we begin to identify our current CGC program’s strengths or deficits?
Strengthening the Instructional Core in a Time of Limited Resources .............................................. Studio A
Speakers: Diana Oxley, Senior Advisor, Recreating Secondary Schools, NWREL
           Julia Kassissieh, Senior Advisor, NWREL

HS Standards-based education offers significant promise of more rigorous and coherent 9th-12th grade instructional programs where students steadily hone and deepen their knowledge and skills. Moving to standards-based education, however, requires sustained resource commitments for aligning curriculum, instruction, and assessment with standards. This workshop offers research-based strategies and tools for reallocating existing resources to sustained work on strengthening the instructional core. School and district leaders examine the resource allocation strategies of schools that successfully aligned their instruction with standards to obtain gains in student achievement. They systematically consider the tradeoffs involved in adopting different class scheduling practices, staffing patterns, student grouping strategies, ways of meeting diverse learning needs, and means of offering electives. Leaders identify changes in practice that could free up resources and consider timelines and next steps for making these changes.

Essential Questions:
- What do we want our priorities for instructional improvement to be?
- How can existing resource allocations be shifted to increase support for these priorities?

Scoring Grade 3 Scientific Inquiry Work Samples ................................................................................. Board
Speakers: Leslie Phillips, Assessment Specialist, ODE
           Steve Holman, Educator
           Terry Tucker, Educator
           Meagan Sternberg, Educator

ES A This session will engage participants in reviewing the Grade 3 support materials for scientific inquiry and link classroom science lessons to doing scientific inquiry. Participants will score and discuss newly submitted student work to better understand the score levels within the Official Grade 3 Scoring Guide.

Essential Questions:
- How does doing scientific inquiry fit into current 3rd grade curriculum?
- How does doing scientific inquiry support the skills of math, reading, and writing?
- How will the district team provide scientific inquiry professional development for all elementary teachers in the district?

2:45 – 4:00 – Breakout Sessions #8

How Washington County Has Been Able to Increase Student Support Through the Last 12 Years ....................................................................................................................... Williams
Speakers: Patricia Bollin, Oregon AmeriCorps Program Officer, Oregon Volunteers
           Jeri Lerwick, Director, Partnerships for Student Achievement, Forest Grove School District

A Learn how the Forest Grove School District has been able to increase tutoring, out of school activities, parent outreach, and volunteers for school districts in Washington County through sponsorship of an AmeriCorps team. Full time AmeriCorps participants placed at K-12 schools have been able to raise student performance, improve parent involvement, create additional out of school opportunities, and increase volunteer participation.

Essential Questions:
- Is this a model that could work for my county or district?
- What partnerships could be built to bring this model to our community?
An Introduction to the Oregon K-12 Literacy Framework

Speakers: Jerry Colonna, LLSSC Member, Superintendent, Beaverton SD
         Nancy Golden, LLSSC Member, Superintendent, Springfield SD
         Carrie Thomas Beck, The Center on Teaching and Learning
         Scott Baker, The Center on Teaching and Learning
         Susan Castillo, State Superintendent of Public Instruction, ODE

ES This presentation will introduce the soon-to-be completed Oregon K-12 Literacy Framework developed by the Literacy Leadership State Steering Committee (LLSSC). The Framework, to be released in October, is a tool designed for use by the state, districts, and schools to develop effective plans to implement the K-12 essential skill of reading in support of the Oregon Diploma. The goals of the LLSSC are to improve student K-12 reading outcomes statewide, to help more students earn the Oregon Diploma, and thereby increase young people’s potential for success in life beyond their school years. To that end, the LLSSC provided leadership to begin addressing these goals at scale through the framework. Having strong literacy support systems in place beginning in kindergarten and spanning through high school will prepare students to successfully apply reading strategies in their content area courses to access information and to experience success in high school and beyond. An overview of each of the critical components of the framework (goals, assessment, instruction, leadership, professional development, and commitment) will be provided with specific examples. Presenters will discuss school, district, and state level actions necessary to implement the framework. The framework draws from evidence of effectiveness on “what works” in reading instruction across grade levels. It also provides a series of related resources for schools, districts, and the state which can be used to produce improved reading outcomes for students across levels.

The Right Brain Initiative

Speakers: Marna Stalcup, Program Manager, Regional Arts & Culture Council
         Eloise Damrosch, Executive Director, Regional Arts & Culture Council

ES Learn how a public-private partnership in the Portland metropolitan area is working to ensure arts learning for all K-8 students in the region's public schools. The session will cover the Initiative's strategies to achieve a measurable impact on learning through arts integration as well as findings from the first year of implementation.

Essential Questions:
- What partnership resources are available in my school and community?
- Who should be at the table as we begin the visioning process for a partnership?

Community Schools: Bringing Social and Health Services and Community Supports To Your Students to Improve Academic Success

Speakers: Lennie Bjornsen, Policy Director, Oregon Commission on Children & Families

ES An interactive session to explore how and what community services to bring to your student to improve academic success.

HS Essential Questions:
- Beyond great teaching, learning, and curriculum, what do our kids need to succeed?
- What types of community services and supports might be helpful to our student body?
- Whom are the community leaders that are ready and willing to partner with our school leadership?
Personalizing Student Learning with CIS

Speakers: Laura McCoid, Research Assistant, Oregon CIS, University of Oregon

Participants will learn how CIS can be customized at the district level, school level, and by individual students. This session will include how the tools used to document the education plan, education profile, CRLEs, and extended application are customized for schools and by individual students. As Oregon's career information system, CIS provides curriculum, up-to-date information, and a variety of components to help students plan for high school during middle school; understand how their school courses and activities are relevant to their futures; and transition from high school to postsecondary education and training and the world of work.

Essential Questions:
- What role can career development play in enhancing student engagement?
- How can CIS be personalized to meet the needs of our district?

Tuesday, August 4, 2009 – Classes

10:15 – 4:00 (Lunch Break: 11:30 – 1:00)

Writing to Learn II

Speakers: Karen Durbin, School Improvement Specialist, NW Regional ESD
          Ann Kelsey, School Improvement Specialist, NW Regional ESD

Day 2 of a 2-day class. Research is clear that those schools that emphasize non-fiction writing improve academic achievement in all content areas for all students. Writing To Learn! will provide participants with tools to increase student achievement using strategies that can be implemented immediately.

Essential Questions:
- How can non-fiction writing in all content areas improve student academic achievement?
- How can we replicate best practices in writing from the 90-90-90 study?
- What are research-based writing practices content teachers can use for both student formative and summative information?

Understanding Everything Through Writing

Speakers: Angela Obery, Oregon Writing Project Inservice Coordinator
          Grant Hugh, The Oregon Writing Project at Willamette University
          Bill Fischer, The Oregon Writing Project at Willamette University

The Oregon Writing Project at Willamette University presents this four-hour workshop for high school classroom teachers and administrators. Participants will write and experience a collaborative model of learning and activities supported by best practices research. The session includes a wide array of writing prompts and strategies that support all content areas, including extensive work on writing to explore and understand content, ourselves, and the world.
Making Sure the Canaries Don’t Die While You Are Data Mining:
Continuous Improvement Planning ............................................. Vista II
Speakers: Art Anderson, Director of School Improvement and Instruction, NW Regional ESD
Penny Grotting, Director of School Improvement, Malheur ESD

Perry Gluckman said, "Until you have data as a backup, you're just another person with an opinion."
This workshop will assist you in understanding and implementing a research-based process supported
by Oregon's ESDs for setting goals and strategies based upon your data. This process is embedded in
the Teaching Learning Connection and supports the work of The Oregon Data Project.

Essential Questions:
- How do you decide which data to collect?
- How do you use that data to make decisions?
- What evidence do you have that ALL students are learning?
Proficiency-Based Model in Second Language Learning .........................................................O’Neill

Speakers: Deborah Lindsay, German Teacher, South Albany High School

For 12 years, students in the Greater Albany School District have been assessed, graded, and promoted based on their abilities to communicate in a second language. Using proficiency-based instruction and assessments students meet benchmarks in order to move to the next level.

Essential Questions:
- How do we initiate and implement a proficiency-based world language program?
- Who are the key players in putting such a program together and what are their roles?
- How do we design formative assessments and summative assessments, which are tied to standards, inform students of progress, and mirror communication in the real world?

Creating Successful Middle School and Summer Programs.......................................................... Williams

Speakers: Keith Biggs, Coordinator of Student/Family Services, Reynolds School District

Middle schoolers will attend after school and summer school programs when they are designed to support their interest, provide stimulating activities, and are academically challenging.

Essential Question:
- What do your students really want to do?

Mathematics and Construction ...................................................................................................... Hellman

Speakers: Doug Mella, Instructor, ACE Academy
          Jan Wierima, Program Manager, Oregon Building Congress

Building construction incorporates a wide range of mathematics including concepts in Algebra and Geometry. During this presentation, you will learn about specific applications of math in construction, opportunities for professional development, and how a proficiency model could be used to offer students options for earning core academic credit.

Essential Question:
- How can a Career and Technical Education program, such as construction, provide alternatives to traditional math instruction?

PBS in the Elementary Classroom ................................................................................................. Wilder

Speakers: Kathy Helgeson, School Improvement Specialist, Southern Oregon ESD

In many schools, PBS is on the walls and in the halls – everywhere but in the classroom. Students respond to the consistency of expectations throughout the school. This session will discuss the PBS philosophy as it applies to the hundreds of decisions teachers make every day in an elementary classroom. Participants will determine the various settings and activities within their own classroom, establish expectations for each, and get tools to design quick lessons that convey these expectations to students. Numerous ideas will be shared regarding reinforcement of expected behaviors, as well as how to make the reinforcement effective with K-5 students.

Essential Questions:
- How will you document and teach expectations to students this fall?
- What system of reinforcement will you use to change problem behavior for some students, and maintain positive behavior for others?
- If some of your classroom management issues tend to be “the same kids every day,” what will you do differently, and what data will you track to know if it is making a positive change?
Middle-Level Toolkit: Resources for Middle Level Educators ................................................................. Bloch

Speakers:  Jan Burgess, National Middle Level Association Board Member
           Jane Evans, Principal, North Albany Middle School
           Suzanne Dalton, Professional Development Coordinator, COSA

MS  Middle Level Toolkit: Middle level matters because high school counts! Learn about this new online resource to support Middle Level Educators. This Toolkit was created by Oregon Middle Level Educators to support the Oregon Diploma – Moving Education Forward. This session will guide participants as they review the Toolkit.

Essential Questions:
■ How can the Middle Level Toolkit help us to support all students?
■ What does our student Personalized Education Plan (PEP) look like?
■ Are we interested in sharing our PEP with others in Oregon?

Secondary Math Interventions: Success at the Middle Level ................................................................. Sousa

Speakers:  Glen Martz, Principal, Cascade Middle School
           Donna DeForest, 6th Grade Teacher, Cascade Middle School

MS  Cascade Middle School offers an elective class entitled "Math Lab" for one period at each grade level. This class is considered a secondary intervention since it is a supplement to the basal math program. The targeted students are in the "nearly meets" category on the state-wide assessments. These students are placed into a grade level math intervention class for at least one semester. We use a very prescriptive curriculum called Vmath (Voyager Math) and our students have shown dramatic results in the last three years. We have a high percentage of students who have passed the OSAT math test after being in the Math Lab classes. We have data from the past three years to share, and we are bringing our teacher-coordinator to this session to co-present.

Essential Questions:
■ Can we use this template for a secondary math intervention at our middle grades?
■ Can we afford to purchase the materials to supplement our basal math program?
■ How could we train our staff/teachers to implement the program for the 2009-2010 school year?

Creating Student Voice .................................................................................................................................. Joplin/Seeger

Speakers:  Mark Jackson, Executive Director, REAP Inc. (Reaching & Empowering All People)
           REAP Student Panel

ES  MS  HS  A

Participants will have the opportunity to hear students share their own experiences and perspectives regarding equity and best practices for student engagement. This session will also address the meaning of student-centered cultural competency and encourage participants to engage in an open dialogue.

Effective Evaluation of Alternative Education Programs in Oregon ......................................................... Studio A

Speakers:  Changhua Wang, Research and Evaluation Unit Director, Northwest Regional Education Lab
           Chet Edwards, Director, School Option Associate

MS  HS  A

This presentation will highlight key issues relating to the evaluation of alternative education programs in Oregon and explore the "value added" growth model that can be used effectively to evaluate alternative education programs.

Essential Question:
■ How can our district evaluate its alternative education program(s) in a more effective manner?
High School and Community College Linkages and Possibilities ...................................................... Studio B/C
Speakers: Laurie Swanson Gribskov, Dean, High School Connections, Cooperative Education & Apprenticeship, Lane Community College
Kristin Gunson, Regional Coordinator for Career Technical Education, Lane ESD

Lane Community College has a robust relationship with the 16 school districts in our area, both urban and rural. We will showcase our Regional Technical Education Consortium (RTEC), including its interface with Career Pathways and Programs of Study. Additionally, we collaborate on GED Options programming, College Now, and specialty programs (e.g., Chicano Latino Leadership). Details will be provided at the workshop.

Essential Questions:
- How can a district leverage their funds with their local community college to enhance learning opportunities for their students?
- How can we build bridges between the high schools and community colleges to facilitate student transitions?
- How can we build a culture that all high school students see themselves as potential community college students?

Multicultural Inclusiveness in Classrooms ................................................................................................. Directors
Speakers: Winston Cornwall, Civil Rights Specialist, ODE

As Oregon’s K-12 student population continues to diversify, strategies and resources that address multiple cultures, backgrounds, and experiences will likely help to maximize student success. Our conversation will explore documented areas of success, discuss ways to get started and/or enhance multicultural inclusiveness in classrooms, and recognize participant success stories.

Essential Questions:
- How do I and my colleagues acknowledge differences in culture in our classrooms?
- What steps can I take to ensure an inclusive classroom environment?
- How do we share successes and challenges related to culture within our building?

Use of Classroom Data ............................................................................................................................... Board
Speakers: Art Anderson, Director of School Improvement and Instruction, NW Regional ESD

Classroom data informs instruction, but which data is most useful and what process works to analyze the data well enough to make effective instructional decisions? This workshop will provide an overview of a process that works to increase student achievement dramatically using data.

Essential Questions:
- What classroom data is worth collecting?
- What process can help me interpret the data to inform instruction?
- How do I monitor the data and student growth over time?

OSLIS: A New Look ........................................................................................................................................ Vista I
Speakers: Jennifer Maurer, School Library Consultant, Oregon State Library

Have a third-grader writing her first report? Know two seventh-graders working together on a science fair project? Run across a senior struggling to create a works-cited page? The Oregon School Library Information System (OSLIS) can help. It is a web portal for K-12 students and educators offering access to information literacy lessons, a tool for creating MLA and APA citations (Citation Maker), and access to a general periodicals database. And now, those who register can save and share project-related work on OSLIS. This summer the site is getting a facelift, so come learn about the new navigation and many features OSLIS offers.

Essential Questions:
- How do you model and teach the research process to your students?
- Is this effort coordinated through the school? District?
SpringBoard: Pathway to Advanced Placement (AP) ................................................................. Vista II

Speakers: Nancy Potter, Educational Manager, The College Board

MS Discover an innovative program based on extensive research which maps an academic path from
HS grades 6 to 12, specifying the progression of critical thinking skills necessary for student success.
A Professional development helps staff integrate high standards, and the program maps to district texts
and Oregon’s standards. An online community provides mentors, instructional resources, and
assessments.

Essential Questions:

- How can educators connect ALL students to a rigorous curriculum?
- Given today’s economic constraints and new graduation requirements, how can Oregon
  schools compete?
- How can data drive instruction?
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We hope you enjoy the 2009 Superintendent’s Summer Institute “Setting the Stage for Student Success”