



THE OREGON STATE BOARD OF EDUCATION

Provide leadership and vision for Oregon’s Public Schools and districts by enacting equitable policies and promoting educational practices that lead directly to the educational and life success of students.

AGENDA
Annual Retreat (Day 2)
OSU-Cascades
1500 SW Chandler Avenue
Bend, OR 97702
Wednesday, August 23, 2023

State Board of Education meetings comply with open meeting laws and accessibility requirements. Requests for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be given to [Corey Rosenberg](#) at 503-947-5740, at least 48 hours before the meeting. You can access all board materials on our [Boardbook](#) page. Staff respectfully request that you submit email copies of written materials before or after your testimony.

Please note: all times are approximate.

- 1. **Call to Order**
Time: 9:00 AM
- 2. **Overview of the State Board of Education** **2**
Time: 9:10 AM
- 3. **Oregon Department of Education Updates** **46**
Time: 10:30 AM
- 4. **Break for Lunch**
Time: 12:00 PM
- 5. **Oregon Department of Education Updates (continued)** **93**
Time: 1:00 PM
- 6. **Policies and Procedures Update**
Time: 1:45 PM
- 7. **Adjourn**
Time: 2:00 PM



Overview of the State Board

Corey Rosenberg (He/Him)
State Board of Education Administrator

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Trajectory for Day 2

I. The State Board of Education (SBE)

A. Charter Schools and SBE Sponsorship

II. SBE Strategic Plan

A. Standards and Instructional Materials Process

B. Multilingual and Migrant Education Update

III. Policies and Procedures Manual and Docket Update

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A Larger Education System

Governor

- Appoints ODE Director.
- Appoints SBE Members.
- Provides leadership as Superintendent of Public Instruction.

Oregon Department of Education (ODE)

- Supports SBE and performs all administrative functions.
- Develops Board items.
- Engages in Tribal Consultation.

State Board of Education (SBE)

- Provides direction on the development of administrative rules.
- Adopts administrative rules and sets educational policies and standards for all public school districts.
- Ensures rules align and advance statewide goals.
- Provides leadership.

Oregon Legislature

- Through statute, provides authority for SBE rulemaking.
- Approves budget.

Local School Boards

- Operates local schools and oversees personnel.
- Abides statute and rule.
- Serves the needs of local students.

Voting Members

GUADALUPE MARTINEZ ZAPATA

Term: 7/1/20-6/30/24



JENNIFER SCURLOCK

Term: 9/23/19-6/30/23



SHIMIKO MONTGOMERY

Term: 9/28/22-6/30/26



BRIDGET WHEELER

Term: 7/1/20-6/30/24



GUSTAVO MORALES

Term: 9/28/22-6/30/26



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VACANT

Term: Begins September



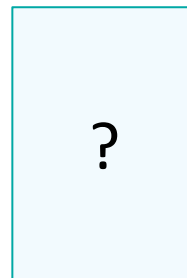
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Term: Begins September



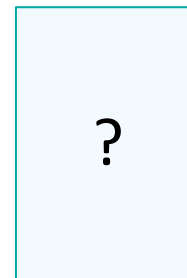
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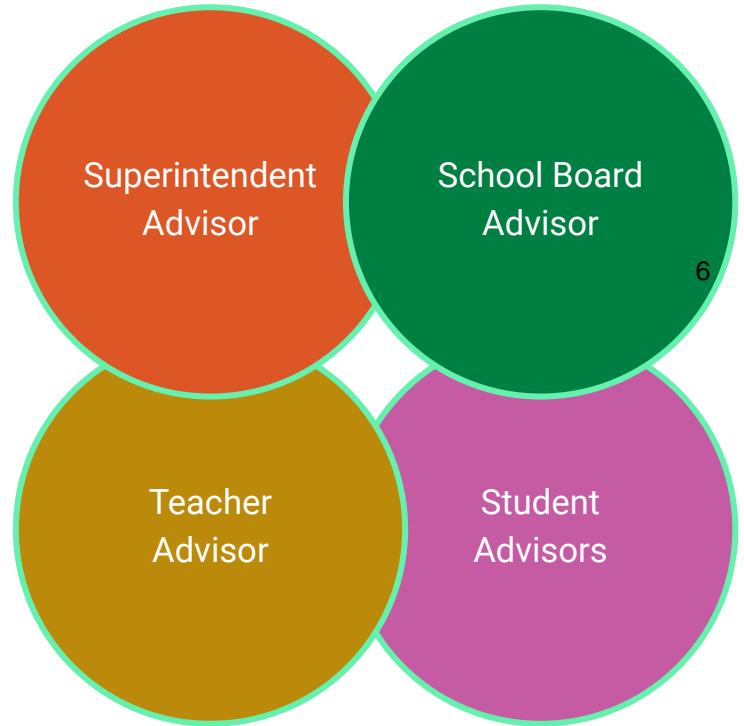
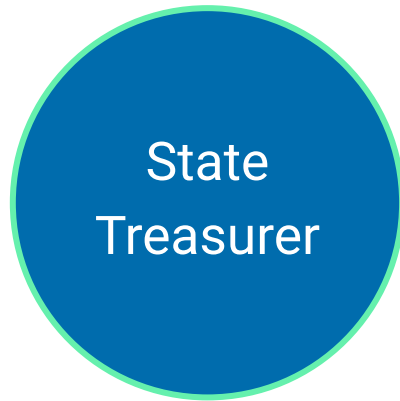


VACANT

Term: Begins September



Ex-Officio Members and Advisors

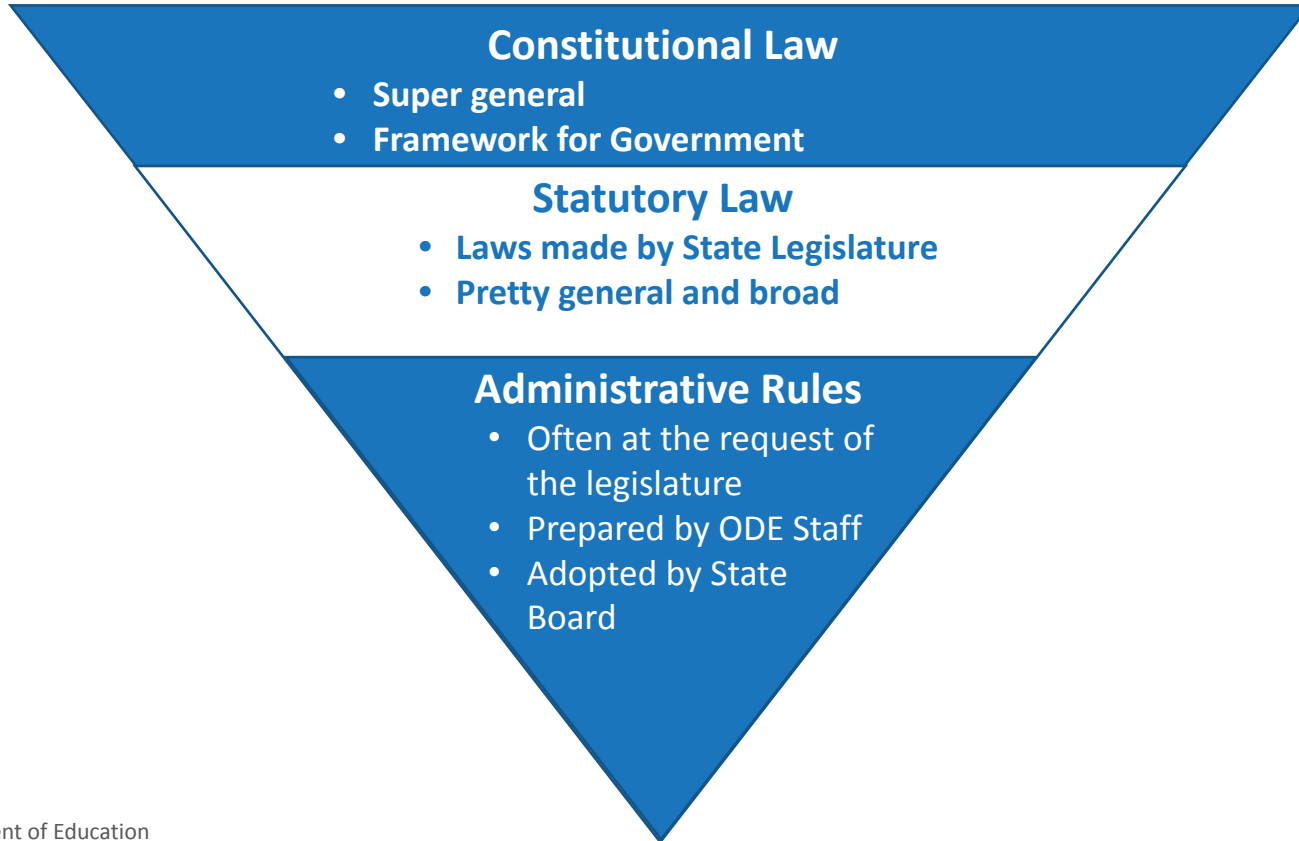


Statutory Roles and Responsibilities

- Establish state standards for public kindergartens and public elementary and secondary schools consistent with the policies stated in ORS 326.011.
- Prescribe required or minimum courses of study.
- Adopt education rules for the general governance of public kindergartens and public elementary and secondary schools, consistent with the policy stated in ORS 342.437.

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Oregon's General Government Structure



Oregon Administrative Rules (OARs)

- Administrative rules implement, interpret or prescribe law or policy, or describe the procedure or practice requirements of any agency.
- The Oregon State Board of Education is responsible for adopting education-related administrative rules.
- The Oregon Department of Education develops these rules for the Board.

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Mission and Vision

Mission

The Oregon State Board of Education works on providing equitable policies and practices that lead to the educational and life success of every Oregon public school student.

Vision

An aspirational public education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. ¹⁰

Values

Value Statements

The Oregon State Board of Education dedicates itself to centering **diversity, equity, and inclusion** in the work, decisions, and actions that we take, in the service of every student in the state, their academic advancement and their lifelong success.

The Oregon State Board of Education dedicates itself to challenging the status quo and rendering an **innovative, creative, adaptable, and culturally responsive** curriculum that reflects the history and evolving demographics of our state's landscape. We value and commit to an equally dignified, holistic, and inclusive student experience. 11

The Oregon State Board of Education dedicates itself to sharing responsibility, aiming for every student's individual academic excellence, and providing life skills that allow students to develop **self-agency**. We value engaging historically excluded **community voice** and student experience. We value and distinguish the **sovereignty of tribal nations** and the responsibility to engage in consultation on key matters of policy.

The Oregon State Board of Education dedicates itself to conducting business with **integrity, transparency, and adaptability** as the basis for equitable student access and success in public education.

ODE Equity Strategic Plan

STRATEGIC PLAN VISION

The Oregon Department of Education will set a foundation for agency-wide culture change by building awareness, skill and capacity throughout the agency to more consistently and effectively interrupt historical and current patterns of neglect and oppression in order to create and ensure educational equity in Oregon's school systems.

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Pause for Questions

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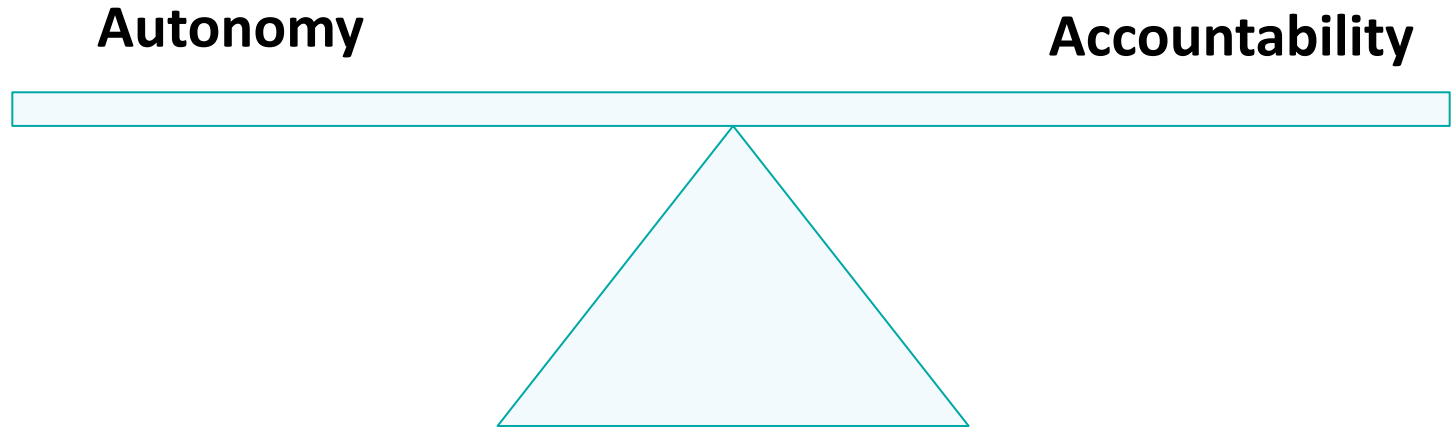
State Board of Education & Public Charter Schools

14

State Board Retreat
August 23, 2023
Kate Pattison, Charter School Specialist
kate.pattison@ode.oregon.gov

What are Public Charter Schools?

Semi-autonomous public schools that operate by contract with a sponsor



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ORS 338.015 Legislative Intent and Goals

It is the intent of this chapter that **new types of schools, called public charter schools, be created as a legitimate avenue for parents, educators and community members to take responsible risks to create new, innovative and more flexible ways of educating children within the public school system.** The Legislative Assembly seeks to create an atmosphere in Oregon's public school system where research and development of new learning opportunities are actively pursued. The provisions of this chapter should be interpreted liberally to support the goals of this section and to advance a renewed commitment by this state to the mission, goals and diversity of public education. **It is the intent that public charter schools may serve as models and catalysts for the improvement of other public schools and the public school system.** The goals of public charter schools shall be to:

- (1) Increase student learning and achievement;
- (2) Increase choices of learning opportunities for students;
- (3) Better meet individual student academic needs and interests;
- (4) Build stronger working relationships among educators, parents and other community members;
- (5) Encourage the use of different and innovative learning methods;
- (6) Provide opportunities in small learning environments for flexibility and innovation, which may be applied, if proven effective, to other public schools;
- (7) Create new professional opportunities for teachers;
- (8) Establish additional forms of accountability for schools; and
- (9) Create innovative measurement tools.

Overview of Oregon's Public Charter Schools

133 Public Charter Schools in the State 2023-24 SY

25 Single-School District Charter Schools

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20 Virtual Public Charter Schools

6 Operated by an Education Management Organization (For-profit Corporation)

4 Sponsored by the State Board of Education

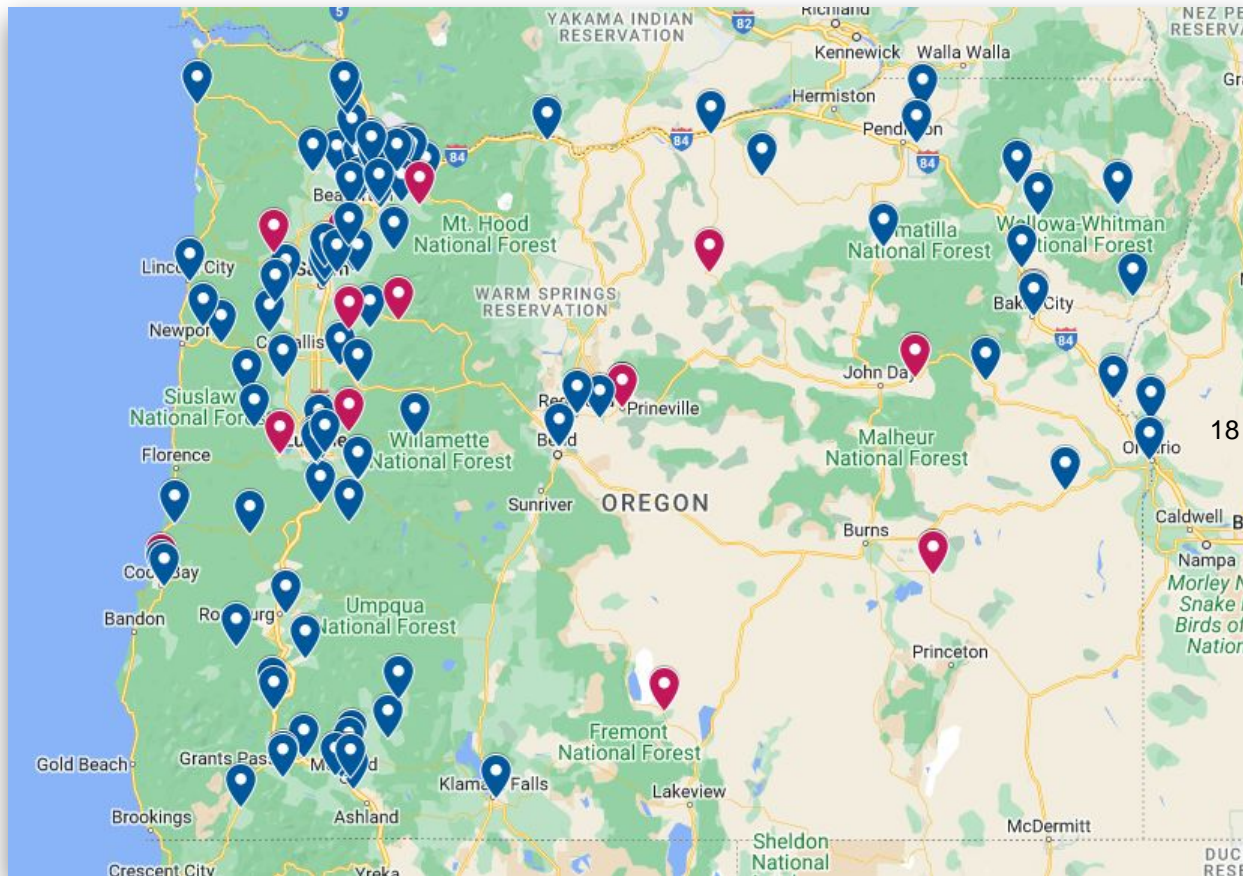
2023-24

Charter Schools

Blue = Nonvirtual

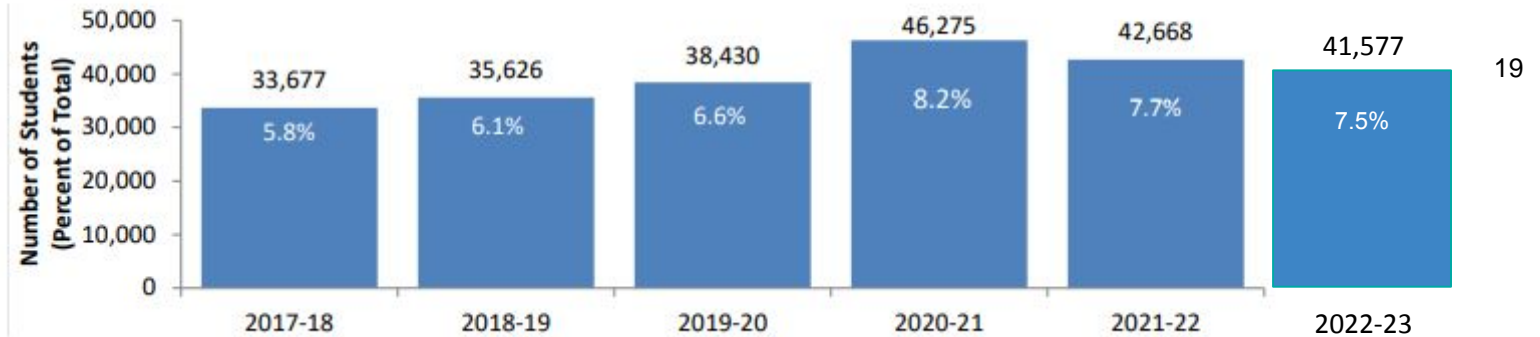
Red = Virtual

**Click on Map to
Explore!**

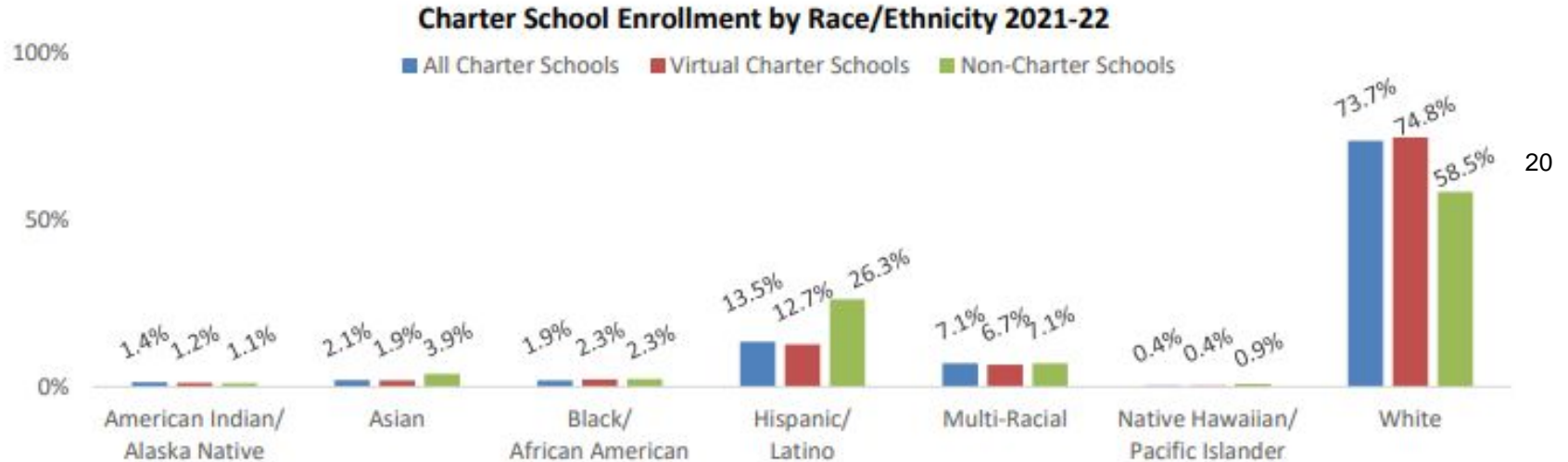


Charter School Enrollment

Charter School Enrollment
Counts and Percent of Total Public School Enrollment
Fall Membership Data Collection

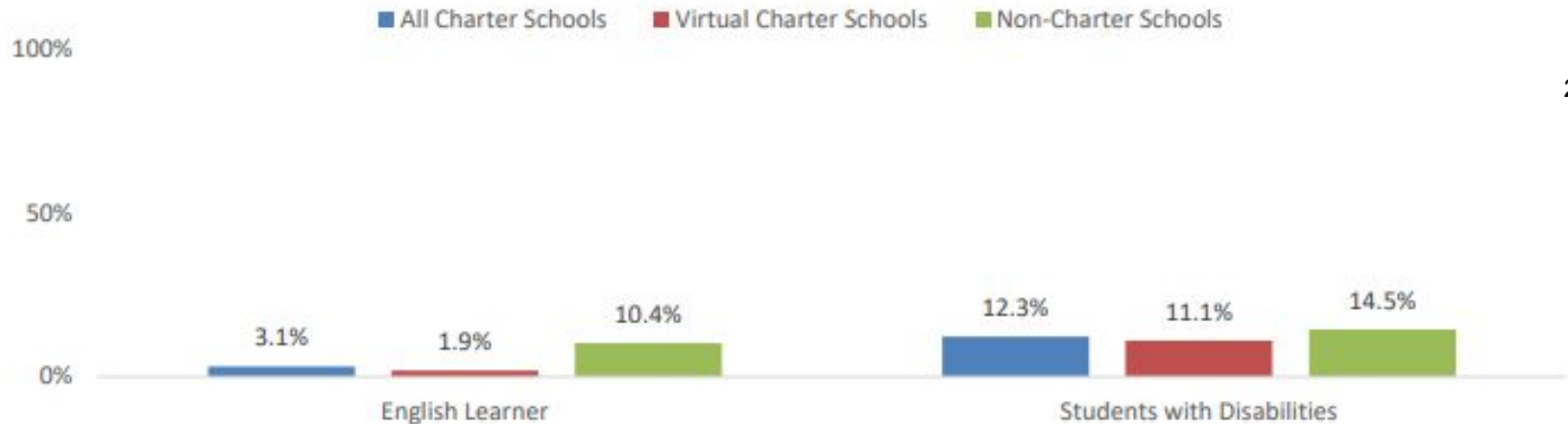


Enrollment by Race/Ethnicity 2021-22



Enrollment by Student Group 2021-22

Charter School Enrollment by Student Group 2021-22



Source: Spring Membership 2021-22



State Sponsored Charter Schools

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The Cottonwood School of Science and Civics



Opened in 2007

Grades K-8

Portland School District

Charter Contract: 7/1/2023-6/3/2033

Place-based school located in the southwest waterfront neighborhood in Portland.

23

Mission: To provide a creative learning environment where students develop a sense of place and become stewards of the natural world and active citizens within our community.

<https://thecottonwoodschoool.org/>

2022-23 Enrollment & Race/Ethnicity

205 Students in grades K-8

American Indian/Alaska Native	Asian	Native Hawaiian/ Pacific Islander	Black/African American	Hispanic/Latino	White	Multi-Racial
0.0%	4.4%	0.0%	4.9%	12.7%	66.8%	11.2%

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Eagle Charter School



Opened in 2011

Grades K-5

Salem-Keizer School District

Charter Contract: 7/1/2022-6/3/2027

Microsociety model offering a small school experience

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Mission: Each student embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

<https://www.eaglecharter.org/>

2022-23 Enrollment & Race/Ethnicity

143 Students in grades K-5

American Indian/Alaska Native	Asian	Native Hawaiian/Pacific Islander	Black/African American	Hispanic/Latino	White	Multi-Racial
1.4%	1.4%	0.0%	3.5%	17.5%	65.7%	10.5%

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Four Rivers Community School



Opened in 2003

Grades K-12

Ontario School District

Charter Contract: 7/1/2016-6/3/2026

Bilingual immersion school

Mission: Four Rivers Community School is dedicated to providing progressive dual-language instruction²⁷ and whole family education. Our students and staff demonstrate pride, purpose and performance through everyday classroom activities and community involvement. We embrace diversity and cultural appreciation through instruction and practice.

<https://www.4riverscs.org/>

2022-23 Enrollment & Race/Ethnicity

361 Students in grades K-12

American Indian/Alaska Native	Asian	Native Hawaiian/Pacific Islander	Black/African American	Hispanic/Latino	White	Multi-Racial
0.0%	0.0%	0.0%	0.8%	80.1%	17.7%	1.4%

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The Ivy School



Opened in 2009

Grades K-8

Portland School District

Charter Contract: 7/1/2020-6/3/2025

Montessori method school

Mission: Our mission is to provide quality, Montessori education to children who would otherwise not be able to afford this 100-year-old, scientifically researched educational model.

<https://www.theivyschool.org/>

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2022-23 Enrollment & Race/Ethnicity

271 Students in grades K-8

American Indian/Alaska Native	Asian	Native Hawaiian/Pacific Islander	Black/African American	Hispanic/Latino	White	Multi-Racial
0.7%	2.6%	0.0%	8.1%	11.1%	70.8%	6.6%

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State Board Role

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Annual Evaluation and Site Visits

ODE conducts annual evaluations

- Academic - state assessment system results
- Financial - based on municipal audit
- Operational - statute and contract requirements

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Annual Site Visits

- Informal fall visits
- Formal spring visits with a team - State Board directors are invited

Renewal and Termination

ODE provides the State Board with a summative evaluation and recommendation on whether to renew the charter school. The Board must make decisions based on the terms of the contract and statutory criteria.

In the event of noncompliance or issues with health and safety, the Board may be presented with the recommendation to terminate and close a charter school.

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Discussion

Annual presentation of written evaluation reports.

Annual participation in school site visits.

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Renewal cycle presentations and evaluations.

Would the Board like any other engagement with the schools?

thank you

kate.pattison@ode.oregon.gov

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State Board Strategic Plan

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The story so far...

- In January 2023, the State Board approved a 2023-2025 Strategic Plan.
- The plan calls for both the Department and Board to actively pursue shared goals.
- Plan language was therefore developed in close collaboration with ODE staff.

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2023-2025 Strategic Plan Goals

Goal 1: Ensure Student Safety, Belonging, and Holistic Wellness

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Goal 2: Promote Responsive, High-Quality, and Equitable Educational Environments, Access, and Opportunities

Goal 3: Incorporate Authentic and Equitable Student & Community Engagement

Goal 1: Student Safety, Belonging, and Holistic Wellness

Strategy 1: The State Board of Education fully supports Department initiatives that promote student safety, belonging, and holistic wellness, and seeks additional opportunities to advance these efforts.

Strategy 2: The State Board of Education seeks opportunities to promote and uplift stories that center students' identity, agency, belonging, collaborative-problem solving, and curiosity.

Strategy 3: The State Board of Education commits to cooperation on joint priorities that promote student safety, belonging, and holistic wellness in Oregon's school systems.

Goal 1: Student Safety, Belonging, and Holistic Wellness

Activities and Updates:

- Release of ODE's [Supporting Gender Expansive Students: Guidance for Schools](#).
- Adoption of [Oregon's Transformative SEL Framework and Standards](#).
- Ongoing review of Division 22 standards, with a particular focus on clarity, enforceability, and equity.
- Continuing advocacy for increased coordination and alignment amongst entities that serve the health and wellbeing of students.
- Exploration of SBE policy (Uplifting Student Experiences/Tomorrow Lab) to amplify examples of well-rounded student success during State Board of Education meetings.

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Goal 2: Responsive, High-Quality, and Equitable Educational Environments, Access, & Opportunities

Strategy 1: The State Board of Education seeks opportunities to advance Department initiatives that promote responsive, high-quality, and equitable educational environments, access, and opportunities in Oregon's school systems.

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Strategy 2: The State Board of Education commits to cooperation on joint priorities that ensure adequate representation in Oregon's school systems

Strategy 3: The State Board of Education commits to cooperation on joint priorities that promote responsive, high-quality, dual language integration in Oregon's school systems.

Goal 2: Responsive, High-Quality, and Equitable Educational Environments, Access, & Opportunities

Activities and Updates:

- Reviewing the Board's role and hopes in the development and approval of standards and instructional materials .
- Pursuing systemic improvements for multilingual and migrant students, families, and communities. 42
- Received an informational presentation on the Department's [Integrated Guidance](#), including Longitudinal Performance Growth Targets.
- Potential for additional informational presentations and partnership on the Departments Rehumanizing Assessment efforts.

Goal 3: Authentic and Equitable Student & Community Engagement

Strategy 1: The State Board of Education fully supports Department initiatives that promote authentic and equitable student and community engagement in Oregon's school systems, and seeks additional opportunities to advance these efforts.

Strategy 2: The State Board of Education commits to cooperation on joint priorities that incorporate authentic and equitable student and community engagement in Oregon's school systems.

Strategy 3: The State Board of Education honors and respects tribal sovereignty, the perspectives of Oregon's First Nations and listens to Indigenous voices.

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Goal 3: Authentic and Equitable Student & Community Engagement

Activities and Updates:

- Deepening the Board's understanding of the Department's Student Success Plans and Advisory Groups.
- Passage of [House Bill 3144 \(2023\)](#), establishing the Native Hawaiian/Pacific Islander Student Success Plan. 44
- Deepening the Board's knowledge of Oregon's 9 federally recognized tribes, and the tribal consultation process.
- Ongoing implementation of the [Community-Informed Recommendations for Equitable Graduation Outcomes](#) (Senate Bill 744).
- SBE Resolution Protecting Schools from Gun Violence and Prioritizing Student Health



Questions?

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Standards Revision & Instructional Materials Adoption

Alexa Pearson, Director of Standards and Instructional Support
Aujalee Moore, Instructional Materials Coordinator

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Goals for today



By the end of this session, you should be able to...

- summarize the standards revision and instructional materials adoption processes
- summarize the statutory requirements and administrative regulations around standards and instructional materials.
- describe the Board's role in the standards revision process and the instructional materials adoption process.
- Explain how equity is centered in the standards and instructional materials processes

Why this matters

“What counts as knowledge, how we come to “know” things, and who is privileged in the process are all part and parcel of issues of power . . . Without an explicit focus on issues of identity and power, we are unlikely to do more than tinker with the arrangements in school that contribute to the production of inequities in the lived experiences of learners and educators.”

Rochelle Gutiérrez

[Annual Perspectives in Mathematics Education 2018](#)



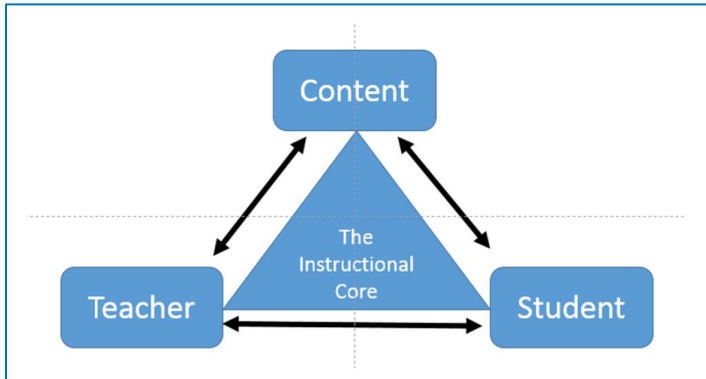
Think about an experience where you were engaged as a learner in school.

Describe the factors that influenced your engagement in the lesson.

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Instructional Core

Richard Elmore



Oregon Department of Education

The Instructional Core, as defined by [Richard Elmore](#), is composed of a **teacher** and **student** in the presence of **content**. The ***relationship*** between these three⁵⁰ elements, and **not the the qualities of any one element**, determines the nature of instructional practice.

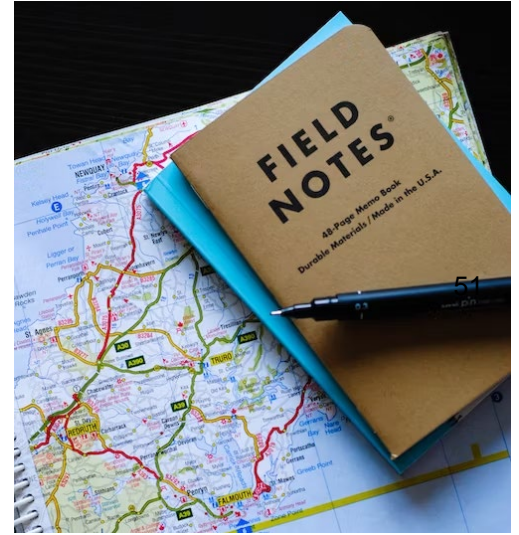
Academic Content Standards

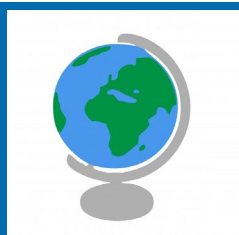


Instructional Materials



Curriculum





Standards

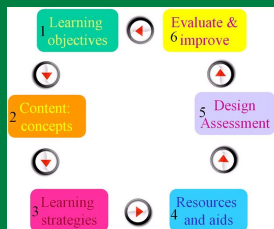


Instructional Materials

&



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Curriculum



Example - 2nd Grade Mathematics

2.NBT.B.5 Fluently add & subtract within 100 using accurate, efficient, & flexible strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.



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Example - 2nd Grade Mathematics

LESSON 7

Subtract Two Digits

PREPARATION

LESSON

Lesson Purpose

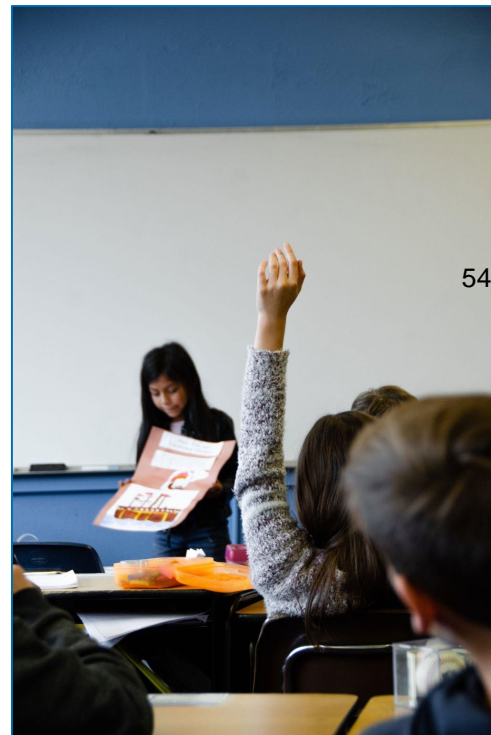
The purpose of this lesson is for students to subtract a two-digit number from a two-digit number when a ten is decomposed when subtracting by place.

Lesson Narrative

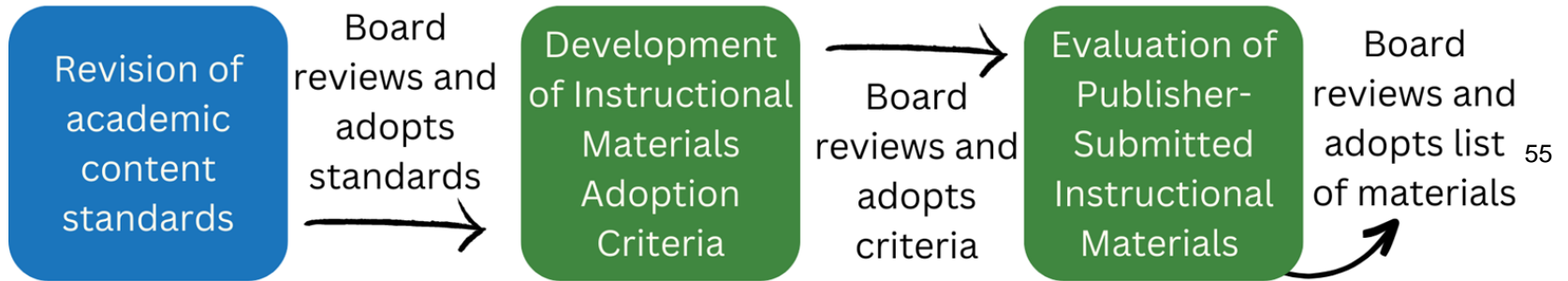
In previous lessons, students learned that decomposing a ten is sometimes necessary when subtracting two numbers. Students used connecting cubes and base-ten blocks to represent their methods when subtracting a one-digit number from a two-digit number.

In the first activity, students use methods that make sense to them to subtract and compare their methods with a partner. In the activity synthesis, students make connections across different methods and representations and consider which tools and representations work best for them. In the second activity, students use base-ten blocks to represent expressions and decompose a ten when subtracting by place.

Students should have access to connecting cubes and base-ten blocks throughout the lesson and the cool-down.



ODE Responsibility & Board Authority



The graphic above represents a three-year process.

Standards Review Policy Authority

Oregon State
Legislature



Oregon Revised
Statute
Chapters 326 & 329

OAR Division 2:
Accountability Reporting
Advisory Committee

Oregon State Board
of Education

OAR Division 22:
Standards for Public
Elementary and
Secondary Schools

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Test Development:
requires alignment
to Oregon's
academic content
standards

District Curriculum:
requirement for
districts to
implement
academic content
standards

Educational Equity and Content Standards



Oregon Department of Education

- Process starts with research
- Panel selection
- Training of advisory panel
- Internal and external focal groups (includes students)
- Public feedback
- [Transformative SEL standards](#)
- Ethnic Studies standards
- Inclusive Health standards

Pause & Reflect



Standards Adoption Timeline - Based on IM Cycle

2023 - Health and Social Emotional Learning*

2024 - Social Sciences, Physical Education**, Personal Financial Education***, Higher Education and Career Path Skills***

2025 - World Language and The Arts

2026 - English Language Arts

2027 - English Language Proficiency

2028 - Mathematics

2029 - Science

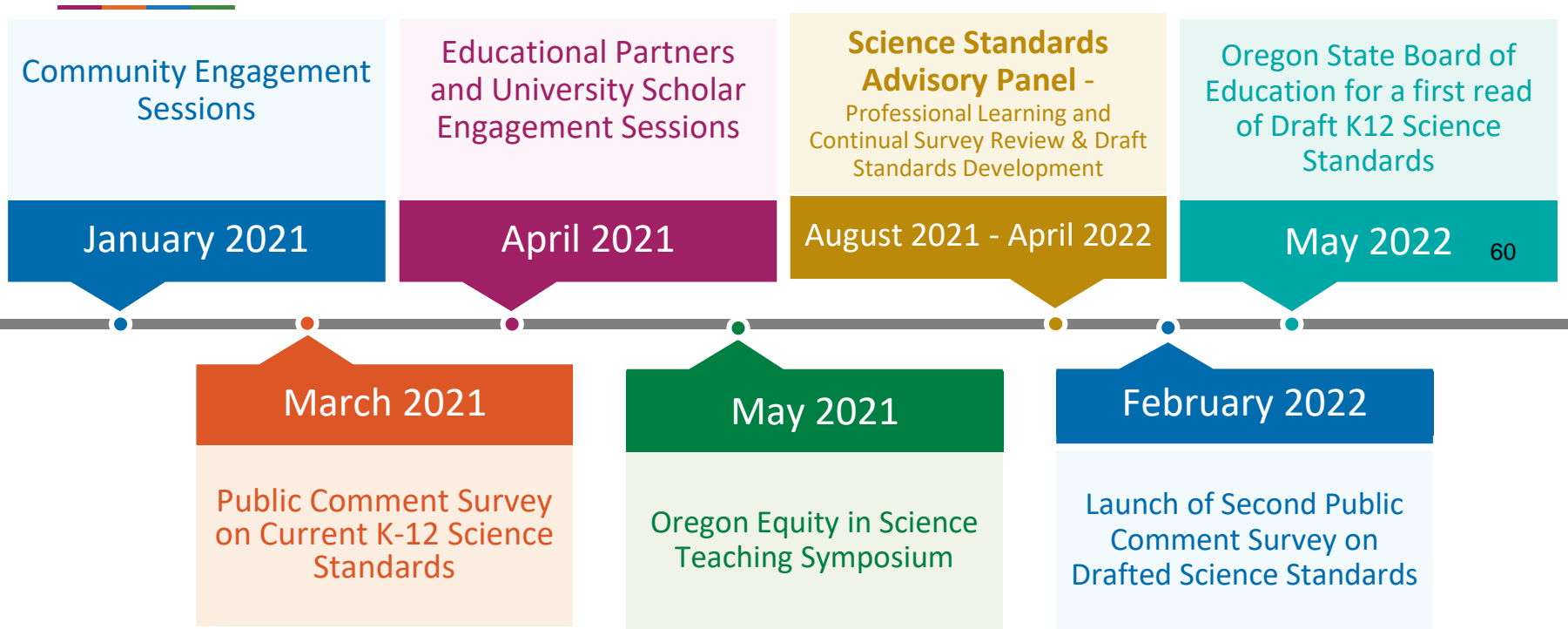
*SEL - new content area

**PE - Postponed from 2023

***SB 3



Example Timeline. Science Standards Revision



Connection to State Assessments

Target Sampling Mathematics Grade 3						
Claim	Content Category	Assessment Targets	DOK ^{1,2}	Items		Total Items
				CAT	PT	
1. Concepts and Procedures	Priority Cluster	B. Understand properties of multiplication and the relationship between multiplication and division.	1	3	0	10
		C. Multiply and divide within 100.	1			
		I. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	1, 2			
		G. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	1, 2			
		D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.	2			
		F. Develop understanding of fractions as numbers.	1, 2			
	A. Represent and solve problems involving multiplication and division.	1, 2	1			
	Supporting Cluster	E. Use place value understanding and properties of operations to perform multi-digit arithmetic.	1	2		
		J. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	1			
		K. Reason with shapes and their attributes.	1, 2			
H. Represent and interpret data.		2, 3	1			

Oregon Statewide Assessment items in Math, Science, ⁶¹ Language Arts, and English Language Proficiency are based on Oregon's adopted standards.

Pause & Reflect





Overview of Instructional Materials Process

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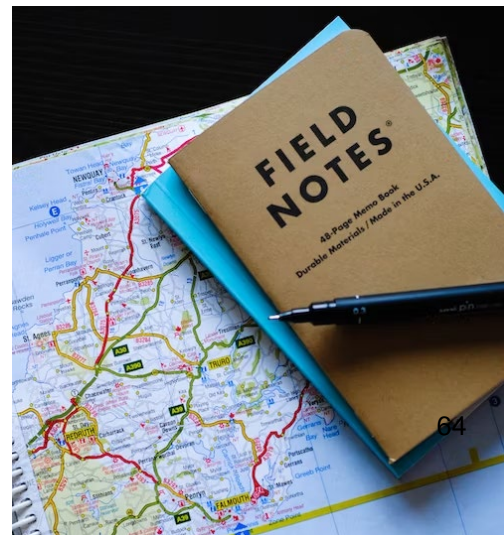
Academic Content Standards



Instructional Materials



Curriculum



High-quality instructional materials **provide a shared foundation for teachers** that can help create **equitable access to the content students need to succeed after high school.**

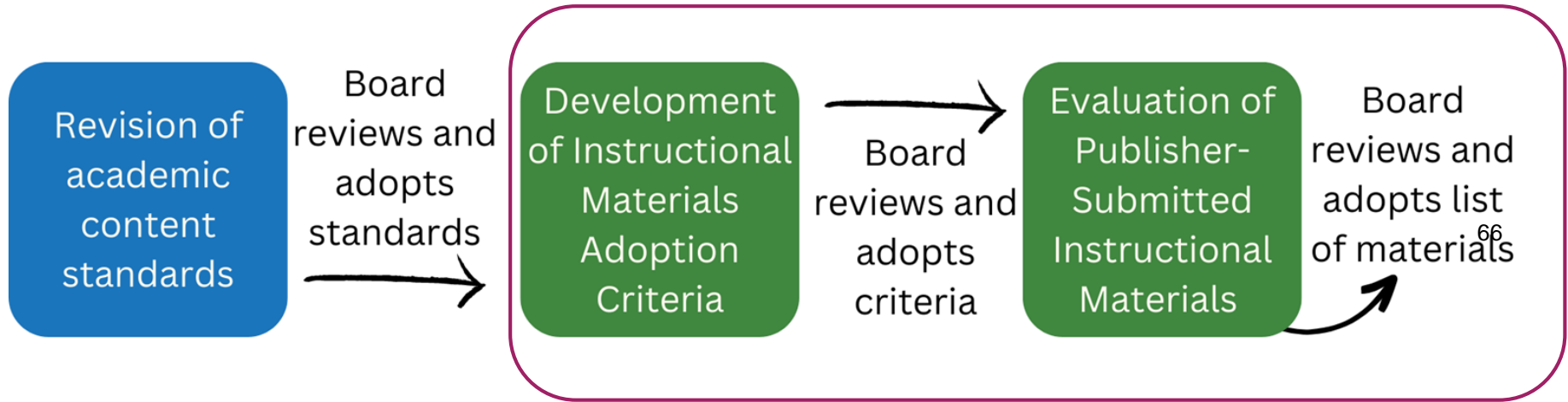
High-quality instructional materials offer units and courses that are integrated, coherent, and sequenced. They include **specific learning goals** and lessons **aligned to content standards, student-centered approaches to learning, research-based teaching strategies, teacher support materials, embedded formative assessments, and teacher guidance to support implementation.**

"High-quality curriculum is one step in helping to assure that **all students have access to the same rigorous content.** Instructional materials that help build teacher content knowledge and pedagogy also **increase the equity in classrooms and across schools throughout the district.**"

High-quality curriculum means **high-quality expectations regardless of the teacher.** It reduces the 'educational lottery' where student success is dependent upon which teacher they get."

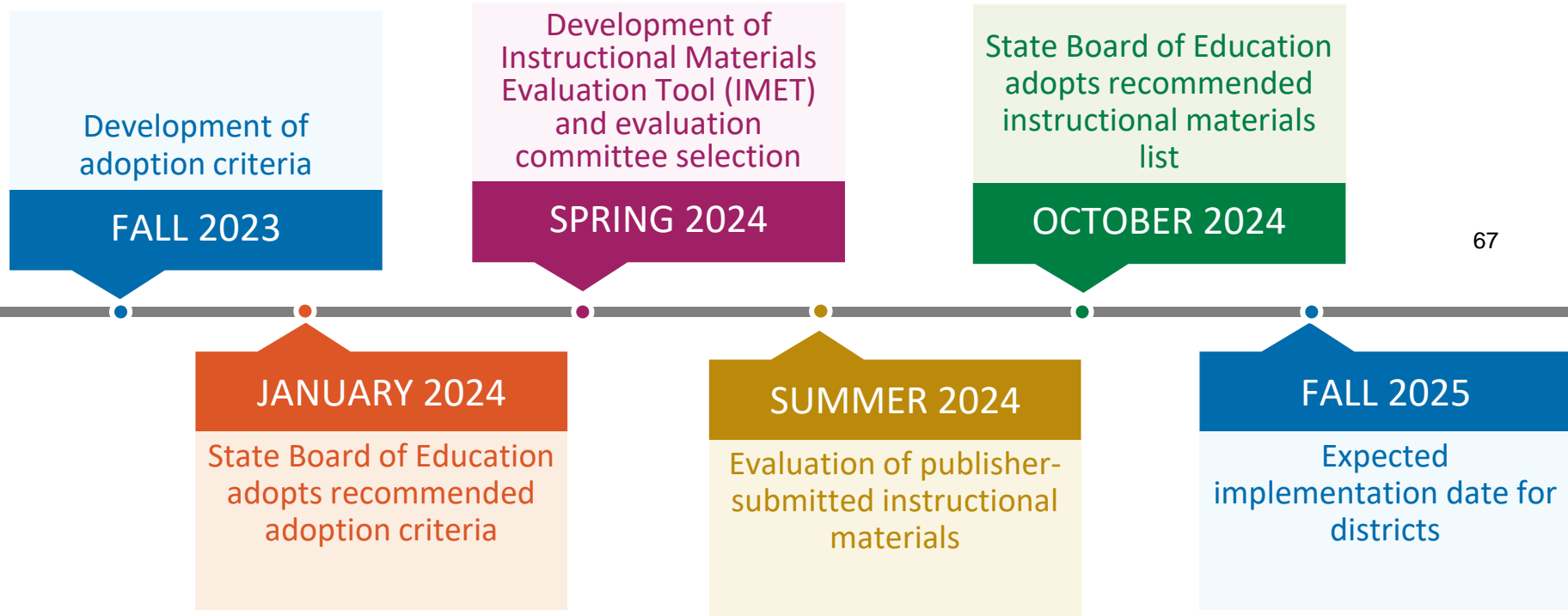
A new vision of curriculum as both a lever and a guide, **helping link teachers' actions and ideas to new standards in a concrete, focused way.**

ODE Responsibility & Board Authority



The section above represents an eighteen month process.

Example Instructional Materials Timeline



Materials Adoption Cycle by Subject

October 2023 - Science

October 2024 - Health

October 2025 - Social Sciences

October 2026 - World Language, The Arts, and Physical Education*

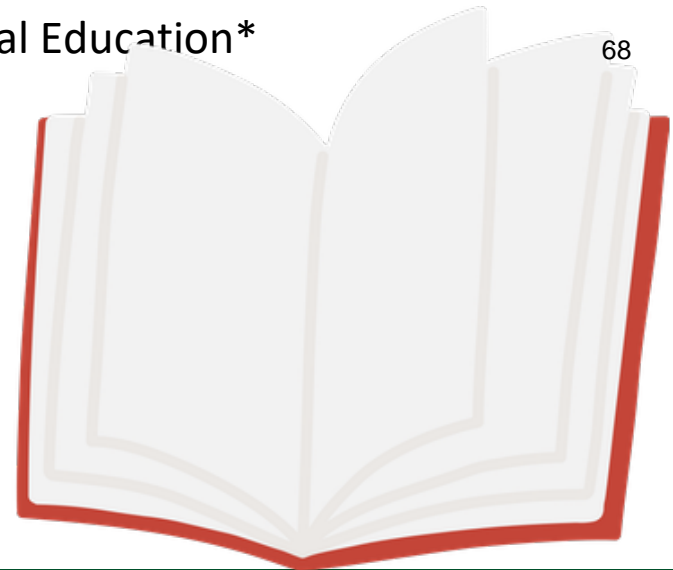
October 2027 - English Language Arts

October 2028 - English Language Proficiency

October 2029 - Mathematics

October 2030 - Science

*PE Postponed due to national standards revision



True or False?



1. ODE collects an instructional materials list from each school district.
2. Districts must adopt off of the State Board adopted instructional materials list.
3. Districts are required to use the State Board adopted criteria.
4. ODE list includes supplemental materials.

A district has two options* to be compliant with OAR 581-022-2355

**Purchase from ODE's list of
approved materials**



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**Conduct an independent
adoption**

*If additional time is needed to complete an adoption, a two-year “postponement” is available

Independent Adoption

Prior to purchasing material, must provide school board with:

- Subject, Category, Grade
- Title
- Publisher
- Copyright date
- Date of installation of materials
- Assurance statements:
 - Checklist showing degree to which proposed materials **meet criteria established by State Board of Education**; checklist on file in the district office
 - Comply with current National Instructional Materials Accessibility Standard (NIMAS) specifications for accessible materials



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Instructional Materials Adoption Criteria

- Includes Oregon's legal requirements for instructional materials.
- Developed by teams of Oregon educators and content specialists.
- Approved by the State Board of Education in January of each adoption year.
- Creating coherence between content areas by developing a similar format for each subject-area adoption criteria.
 - Part 1: Oregon Baseline [Content Area] Criteria*
 - Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria*
 - Part 3: Technical Usability Criteria
 - Part 4: Assessment Criteria

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National Partners Focused on High- Quality Instructional Materials (HQIM)



Oregon Department of Education

- [EdReports](#)
- [Council of Chief State School Officers' Instructional Materials Professional Development Network](#)
- [State Instructional Materials Review Association \(SIMRA\)](#)
- [Bill & Melinda Gates Foundation](#)
- [National Center on Accessible Educational Materials](#)

Basal or supplemental?

[OAR 581-011-0050](#): For purposes of rules adopted by the State Board of Education and for policies established by the Oregon Department of Education, **“instructional material” means any organized system, which constitutes the major instructional vehicle for a given course of study**, or any part thereof.

Only basal instructional programs may be adopted by the State Board of Education. A major instructional vehicle may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, **including electronic and internet or web-based materials or media.**

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Basal or supplemental?

Basal - (core or comprehensive instruction)	Supplemental
<p>Basal materials are intended to be a substantial and ongoing component of instruction. Districts are required to adopt basal instructional materials in order to teach to the academic content standards.</p> <p>Adopted instructional materials should include opportunities to teach the academic content standards for a content area.</p> <p>Basal instructional materials may include:</p> <ul style="list-style-type: none">● Adaptive or personalized programs● Digital textbooks● Print textbooks	<p>Supplemental Materials are used in conjunction with the basal instructional materials of a course. They contain resources to enhance and/or differentiate core instruction.</p> <p>Supplemental materials may include:</p> <ul style="list-style-type: none">● Articles● Audio Clips● Films● Novels● Intervention Materials

True or False?



ODE collects an instructional materials list from each school district.



Districts must adopt off of the State Board adopted instructional materials list.



Districts are required to use the State Board adopted criteria to conduct an independent adoption. ⁷⁶



ODE list includes supplemental materials.

SB 1045

- Governor's bill to increase accountability in K-12 schools.
- Likely to be reintroduced in the next legislative session (short session)
- Related to instructional materials, the bill removed the fee-system (funding mechanism) and required ODE to
 - assure that all adopted instructional materials were available in more than one language
 - evaluate all independently adopted instructional materials and report a rating to the district
- Related to instructional materials, the bill required districts that independently adopt materials to publish the rating from ODE on it's public-facing website.

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How is educational equity reflected in the IM process?

Criteria Development

- Training
- Development of Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria
- Development of metrics related to linguistic access, student differentiation, home connection, etc.

Evaluation & Adoption

- Training
- Evaluation
- Panel composition
- Adopted programs are assured to meet accessibility requirements
- Adoption list provides information about:
 - programs that are available in multiple languages
 - programs that have a corresponding edition for dual-language instruction

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Vision for Instructional Materials

- All students, in every grade band, have **access to high-quality, accessible instructional materials**, for every subject area on the State Board of Education's adoption schedule.
- Students see **positive, liberatory representations** of themselves in the materials they engage with in the classroom. ⁷⁹
- **Accessible materials are provided in a timely manner** for students who require alternate formats of materials (E.g braille, large-text, audio description, etc.)
- Through the inclusion of **open educational resources**, district **funding can be targeted towards implementation** and supplemental materials.
- ODE has an evaluation process, or best practice guide, for **evaluating comprehensive digital instructional materials**.

Instructional Materials Policy Authority

Oregon State
Legislature



Oregon Revised
Statute
Chapter 337

OAR Division 11:
Textbook Adoption

Oregon State Board
of Education



OAR Division 22:
Standards for Public
Elementary and Secondary
Schools

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Criteria
Development and
Instructional
Materials
Evaluation Policies

Adoption Policies
and Contracting
Requirements

Instructional
Materials Adoption

Independent
Adoption
Standards

Postponement of
Instructional
Materials Adoption

Authority: Instructional Materials

State Board of Education

- Set the adoption cycle
- Review and adopt instructional materials criteria annually in January.
- Review and adopt recommended instructional materials adoption list annually in October.
- Approve or deny substitution requests from publishers of approved materials.

Department of Education

- Coordinate and facilitate the criteria development process including convening the criteria development committee.
- Announce and coordinate the annual instructional materials adoption including the assessment of submission fees. ⁸¹
- Coordinate and facilitate the evaluation of publisher-submitted materials including convening the evaluation committee.
- Present draft criteria and recommended adoption list to State Board
- Review and provide information about substitution requests from publishers of approved materials.



Review

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Stages of ODE's Process

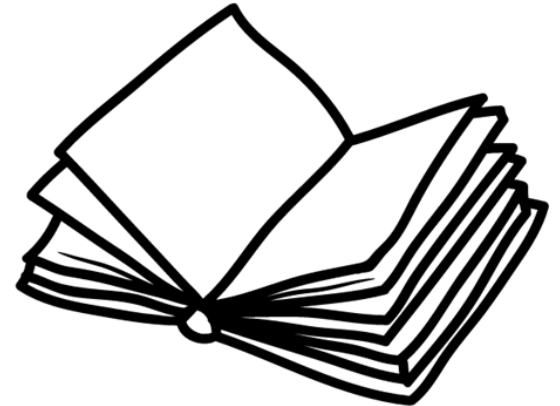


**Standards
Development
or Revision**

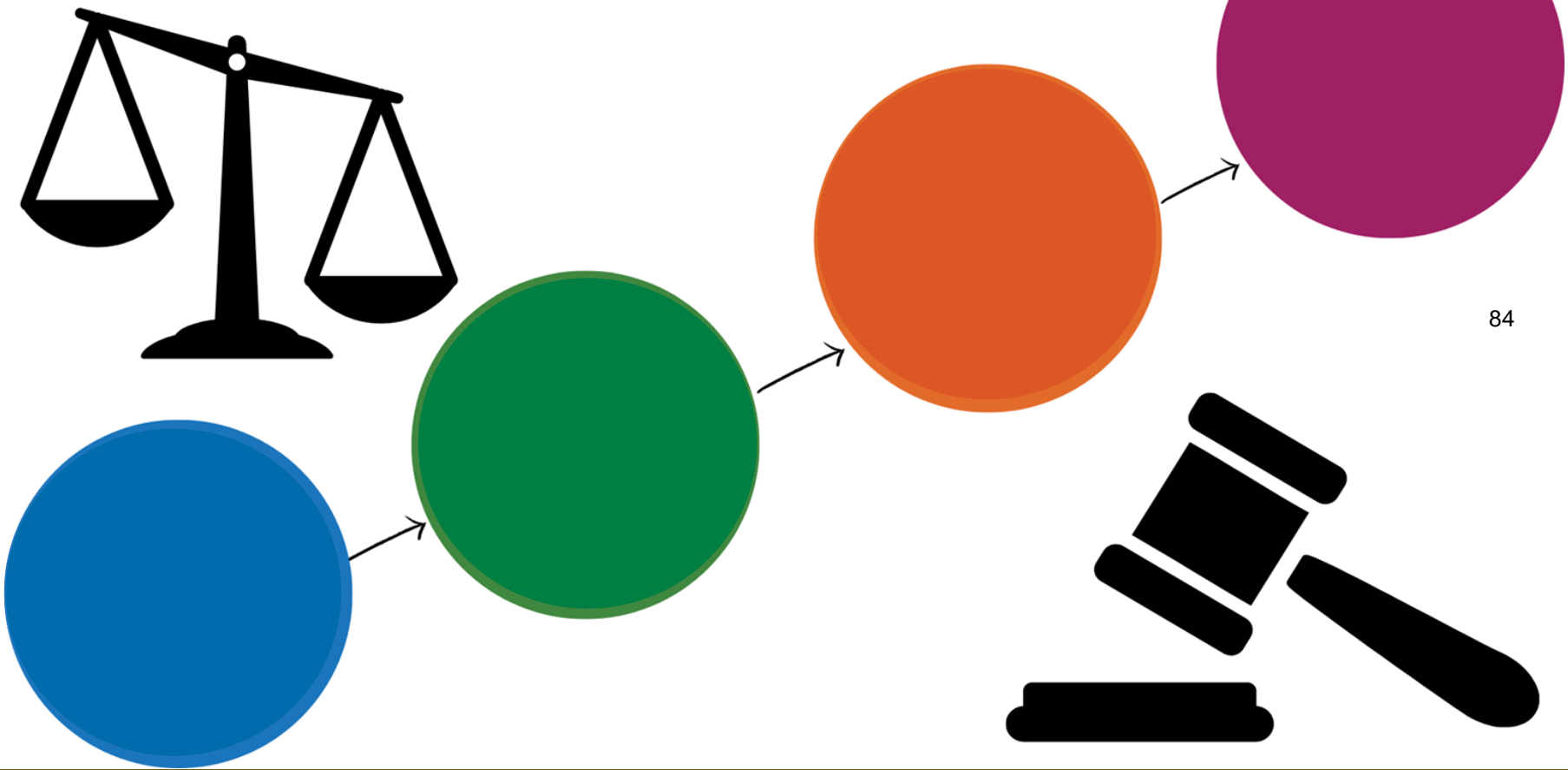
**Criteria
Development**

**Instructional
Materials
Evaluation**

**Contracting and
Technical
Assistance around
Instructional
Materials**



Stages of State Board's Process





Points of Inquiry

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Seven-year adoption cycle

- Oregon adopts materials on a seven-year, content area based cycle. The cycle is determined by the State Board of Education.
- Each content area is **only evaluated once every seven years**.
- **Standards revision** schedule is set by the instructional materials adoption cycle.
- The seven-year cycle can be a **barrier for districts** who adopt off-cycle.
- The seven-year cycle can be a **barrier to providing the most up-to-date materials**.
- The content-area based nature of the seven-year cycle has **presented barriers for districts who are creating online schools**. ODE does not conduct an evaluation of online/digital programs that encompass all content areas in one program.

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Fee-based evaluation system

- ODE only evaluates and adopts **publisher submitted** instructional materials.
- Publishers must **pay a fee to be evaluated** in Oregon.
- Publisher fees are **used to fund criteria development and the evaluation** of submitted materials.
- Districts and publishers commonly refer to this model as Oregon’s “**pay-to-play**” system.
- **Barrier for small publishing companies and open educational resource (OER) providers** who may have high-quality materials.
- **Shifts responsibility of evaluating and adopting materials to districts** who choose to materials from publishing companies who cannot afford Oregon’s evaluation fees.

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What's Next?

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Upcoming Standards Adoptions

Health

- Includes Comprehensive Sexuality Education standards
 - The national market may not have basal Health materials that adequately cover the SexEd standards.
- Standards adoption: Fall 2023
- Criteria adoption: January 2024
- Adoption of recommended list: October 2024

Social Sciences

- Includes Ethnic Studies standards
 - The national market may not have basal Social Sciences materials that adequately cover the Ethnic Studies standards.
- Standards adoption: June 2024
- Criteria adoption: January 2025
- Adoption of recommended list: October 2025

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Public Comment: Health Standards

II. Oregon Health Education Grade Level Standards

Kindergarten

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Grade Level Skill Focus	Choose at least one of the following: <ul style="list-style-type: none">→ Students demonstrate effective interpersonal communication skills to enhance health. <i>(Skill 4)</i>→ Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors. <i>(Skill 2)</i>→ Students demonstrate observable health and safety practices. <i>(Skill 7)</i>
--------------------------------	---

K.WHP.1

Wellness and Health Promotion (WHP)

Define what a value is and name values that different people and families care about.

Requesting an additional ELA adoption



The State Board of Education is responsible for setting the adoption cycle and amending it as necessary.

The following variables may be reasons to re-open the ELA adoption:

- There is a renewed interest in literacy and instructional materials.
 - HB 3198
- Many districts have postponed their ELA adoption to 2024.
- Allows ODE to develop revised adoption criteria for ELA that are aligned to current best practices and follow the updated format
- Allows ODE to review materials that have been developed since January 2021.



To love all children, we must struggle together to create the schools we are taught to believe are impossible: Schools built on justice, love, joy, and anti-racism.

BETTINA LOVE



Multilingual & Migrant Education Team

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State Board of Education Retreat, August 2023



Presentation Outline

- **Background**
- **Development and structure of MME team**
- **Current and future focus areas**
- **Update on Multilingual Learner Strategic Plan**
- **Questions and Discussion**

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Presentation Outline

- **Background**
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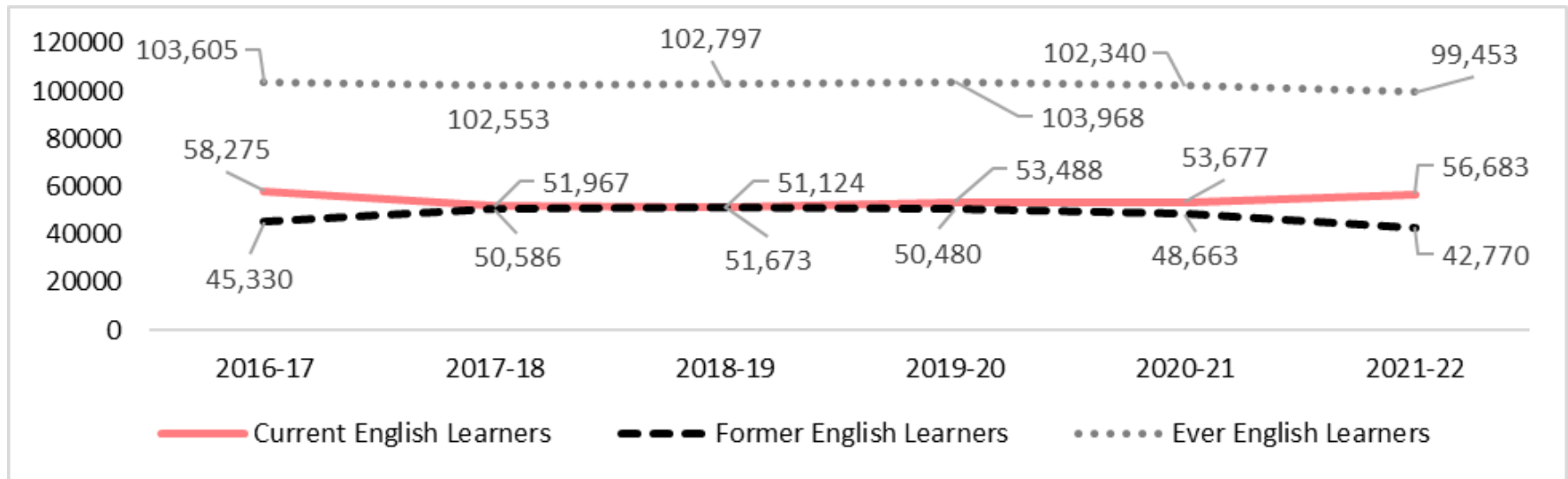
Our priority is to affirm the identities and experiences of our multilingual learners

Every student, whether they communicate in one language or multiple languages, is a language learner. From this lens, the inherent commonality around language learning helps to ensure that students who are navigating the world through more than one language are affirmed in the additional cognitive and socio-linguistic lift they navigate daily. When children are honored as multilingual learners and provided opportunities to build from their linguistic assets, it contributes to literacy growth, motivation, and efficacy.

Oregon Early Literacy Framework, Section 8: Reading All Learners, p. 62

Oregon schools serve nearly 100,000 multilingual learners

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There is incredible language diversity among our students

- Spanish is most prevalent (77% among multilingual learners)
- Also prevalent: Russian, Vietnamese, Chinese, Arabic, Chuukese, Somali
- The full extent of language diversity is not known:
 - 1,348 students have "Other language" listed as their home language
 - 467 students have an unspecified home language

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Our Multilingual learners participate in a variety of English language development programs

- Two-way immersion
- Co-teaching and integrated ELD
- Sheltered instruction
- Developmental, transitional and other bilingual programs

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Approximately 33 districts across the state have dual immersion programs

These districts have almost half or more of their English learners participating in two-way immersion ¹⁰⁰

DISTRICT	# of MLs	# in TWI	% in TWI
Woodburn	2308	1928	84 %
Corvallis	588	316	54 %
Canby	629	298	47 %
Phoenix-Talent	324	141	44 %
Newberg	352	152	43 %
Hillsboro	4000	1639	41 %

Understanding multilingual and migrant achievement is complex

- Former ELs
 - Graduate at higher rates than students who were never¹⁰¹ ELs
 - Outperform never ELs in elementary school on ELA assessments
- Current ELs
 - Have much lower proficiency levels in math and ELA than their peers (whether former or never ELs)
 - May be long-term ELs (21%) and/or receiving special education services (20%)
- Migrant students are largely not meeting state proficiency targets, but are graduating high school at higher rates than other student groups

Presentation Outline

- Background
- **Development and structure of MME team**
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Supporting multilingual and migrant students a shared responsibility

Teaching and Learning

Equity, Diversity & Inclusion

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Enhancing Student Opportunities

Education, Innovation & Improvement

Finance & Information Technology

Indian Education

Research, Assessment, Data, Accountability & Reporting

Many years of advocacy laid the groundwork for the creation of the Multilingual and Migrant Education Team

- 2015 passage of HB 3499 created statewide English learner school & district improvement program
- 2019/20 emergent bilingual visioning efforts created momentum for change, but was stalled because of the pandemic
- 2021 passage of HB 2056 resulted in more linguistically inclusive high school diploma requirements
- ODE leadership has consistently supported and advocated for multilingual students
- District, university, and community partners lobbied for permanent funding for the team in 2023

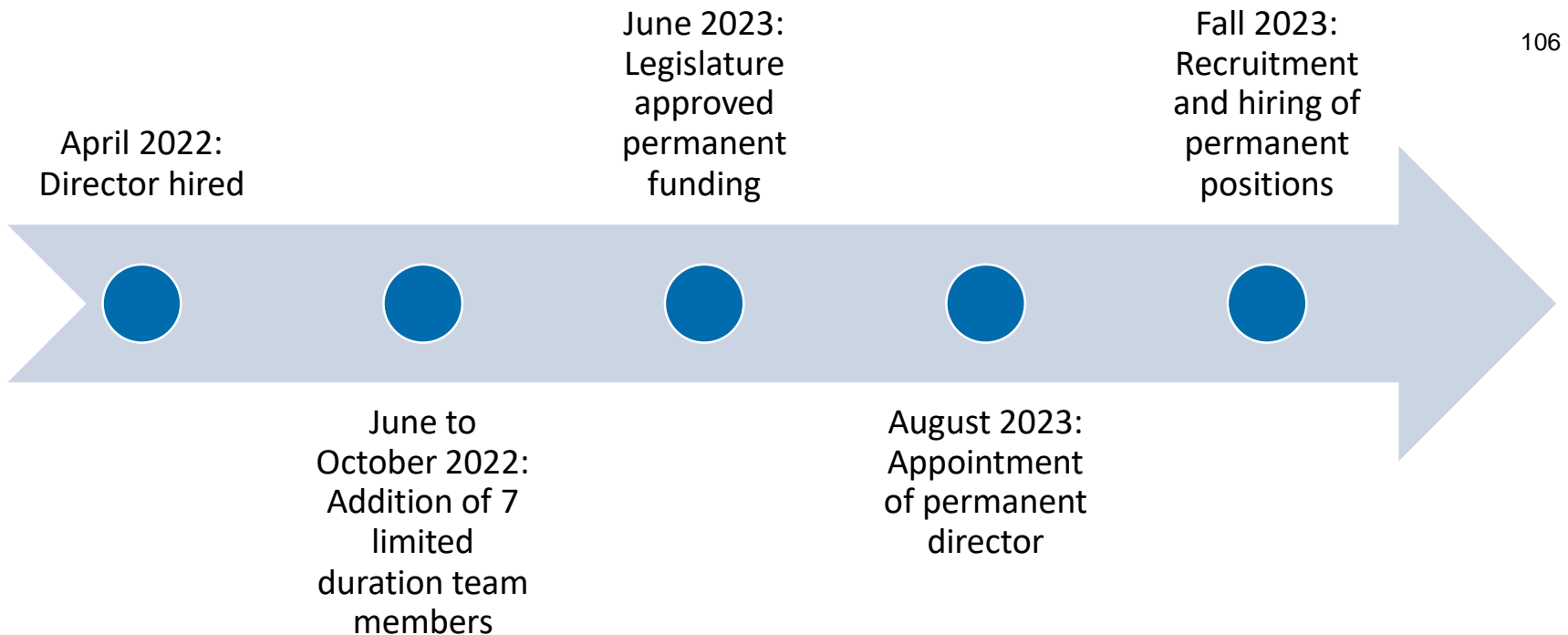
ODE's Multilingual and Migrant Education team represents a culmination of agency efforts

- Key challenges

- Title III and Title 1-C funding for administrative costs (staffing) provides primarily grant management and monitoring support
- Dual language support at the state level has been limited
- Multiple offices at ODE came together to identify possible options with the ESSER funds to provide targeted supports for English learners, migrant students, and dual language opportunities

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The Multilingual and Migrant Education Team was established in 2022, and significantly expanded our capacity



Multilingual & Migrant Education Team



Dr. Mary Martinez-Wenzl
Director



Dr. Diego Contreras-Medrano
Senior Researcher
Migrant Education



Dr. Reza Norouzian
Senior Researcher
Multilingual Education



Dr. Mariana Zaragoza
Multilingual and
Migrant Education
Specialist



Carla Martinez
Administrative
Specialist



Myrna Muñoz
Migrant Education
Specialist (temporary)



Jennifer Fontana
Multilingual Education
Specialist



Kim Miller
Education Specialist
Title III English Learners



Natalia Piar
Multilingual and Migrant
Education Coordinator



Dr. Yuliana Kenfield
Migrant Education
Specialist



Leslie Casebeer
Office Support
Specialist

Our current team includes 11 staff members

- 1 director
- 5 education specialists
- 2 research analysts
- 2 support staff members
- 1 program coordinator
- **Multilingual:** 9 Spanish speakers and fluent in 7 additional languages
- Decades of professional and lived experience with multilingual and migrant education programs

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Presentation Outline

- Background
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Our team oversees two federal programs and multilingual initiatives



Title III English learner programs

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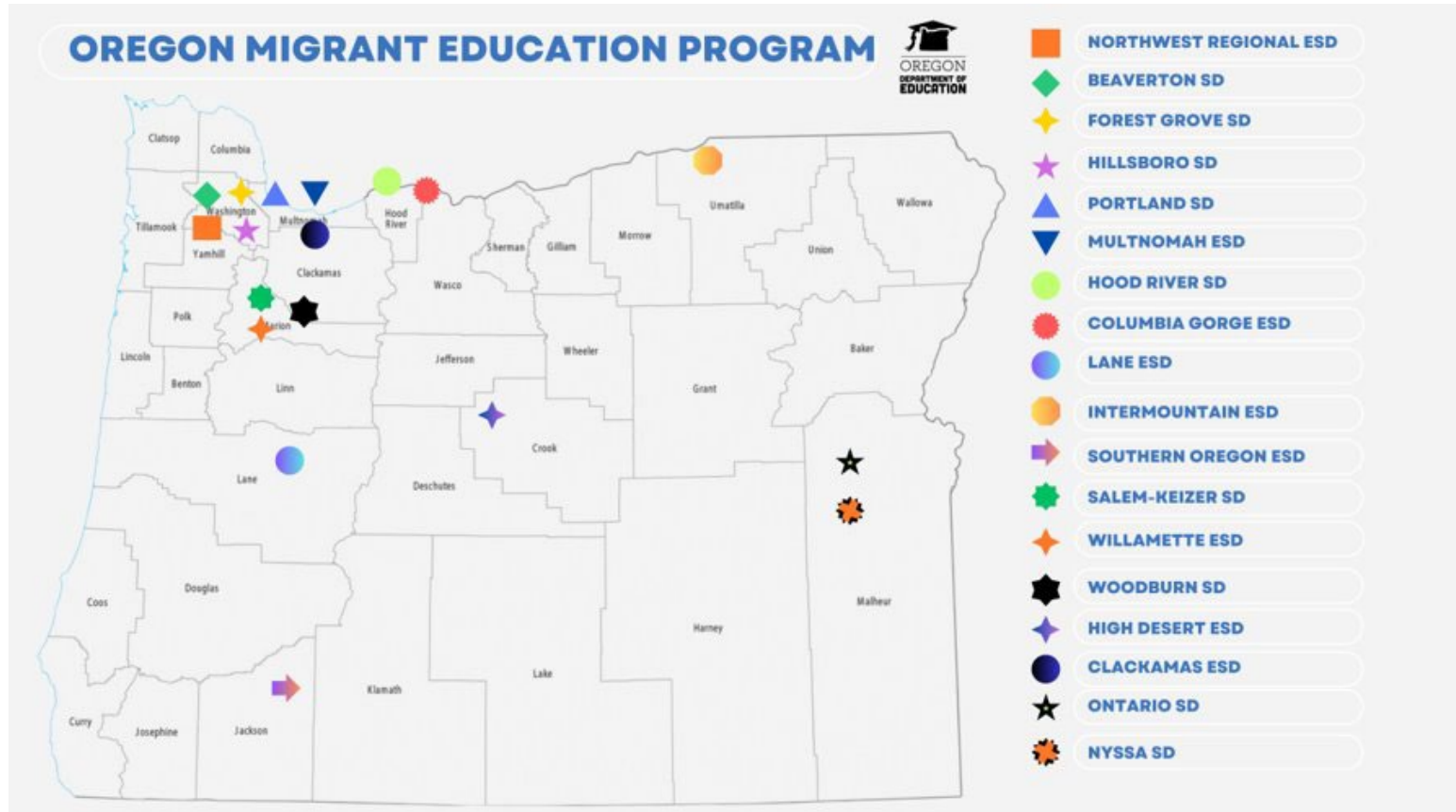


Title 1-C Migrant education programs





Multilingual initiatives

The Title 1-C Migrant Education Program serves students across the state through 18 regional programs





Leveraging strong binational partnerships to support multilingual students and dual language programs



Oregon
Migrant Education Program

Binational Teacher Exchange Program Summer 2023



OREGON
DEPARTMENT OF
EDUCATION
Oregon achieves... together!



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OREGON
DEPARTMENT OF
EDUCATION
Oregon achieves... together!



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EDUCATION
Oregon achieves... together!



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DEPARTMENT OF
EDUCATION
Oregon achieves... together!



Title III Multilingual/English Learner program supports are ongoing and increasing



Developing internal capacity to support more inclusive ELD models, such as integrated and co-teaching models



Updated Language Use Survey in 2023



Preparing to update District English Learner Program Guide



Monitoring of Title III programs, ~50 annually



Administered a statewide district survey for input on technical assistance and training needs/priorities



New Alt ELPA Assessment in 2022-23, with proficiency levels in 23-24



Coordinating and facilitating ODE English Learner Advisory Group



Oregon Early Literacy Framework

Several key initiatives are on the horizon for our team



OREGON MULTILINGUAL
LEARNERS STRATEGIC
PLANNING



DISTRICT ESSER GRANTS FOR
RECRUITMENT AND
RETENTION OF BILINGUAL
EDUCATORS



SUPPORT FOR
MESOAMERICAN LANGUAGES



BINATIONAL TEACHER
EXCHANGE PROGRAM

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INCREASED ACCESS TO DUAL
LANGUAGE PROGRAMS



EXPANSION OF ENGLISH
LEARNER ADVISORY GROUP

MME Team
supports
districts with
ESSER funds for
bilingual
educator
pathways

Recruitment: Tuition
remission, stipends

Retention: Mentorship

Development: Professional
development

State-wide collaborative
projects

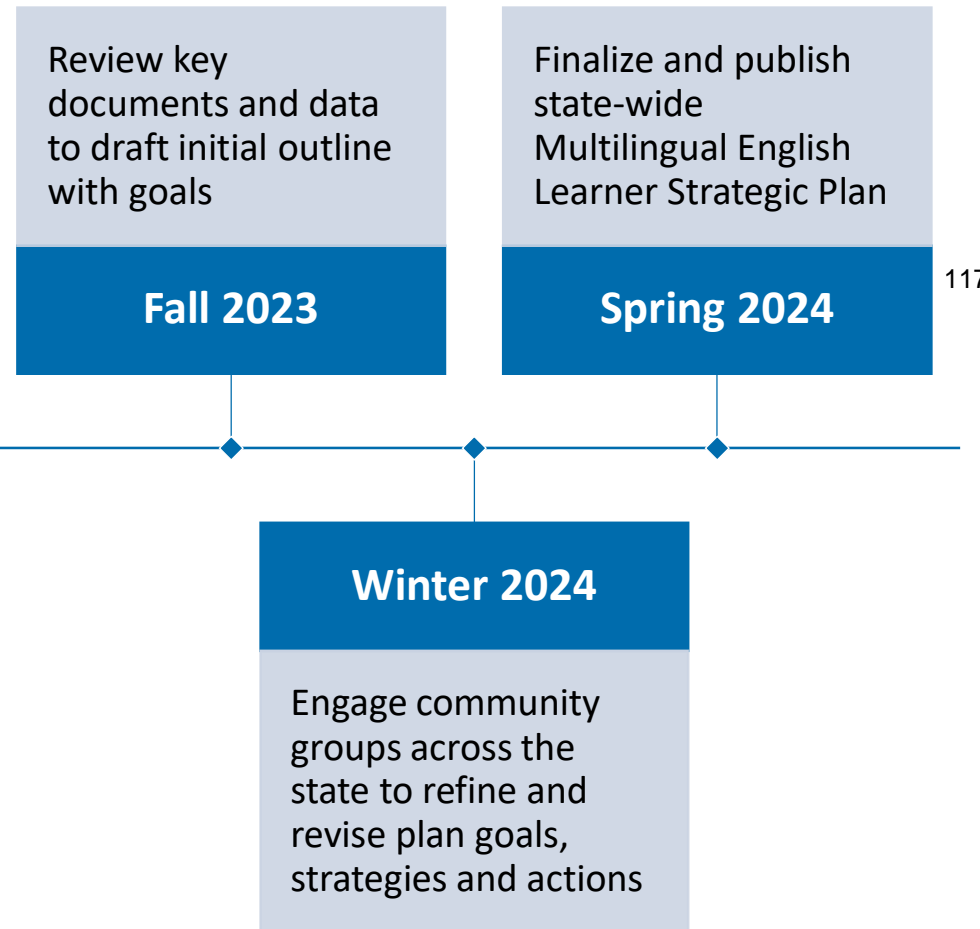
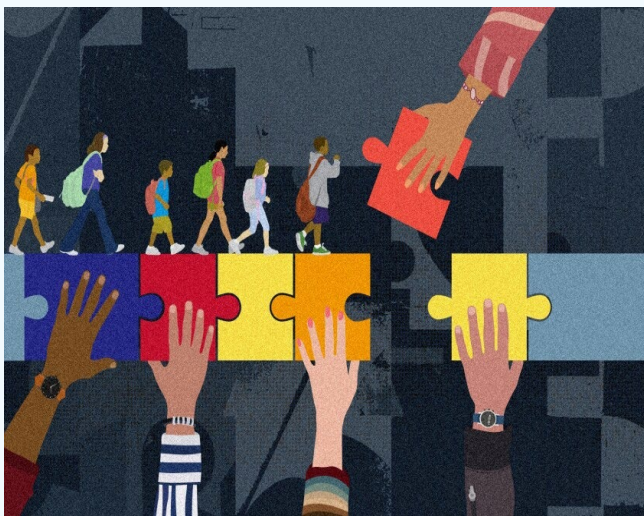
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Multilingual learner state strategic planning process has begun



The Multilingual learner state strategic plan will provide clear direction and action



Closing message



“To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.” - bell hooks ¹¹⁹

Questions and/or Discussion

