Remote Learning Advisory Committee

Wednesday, January 12, 2022

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Agenda/Flow

- Introduction & Welcome

- Working Agreements

- Address General Feedback

- Round II Feedback on Standards

- Update on Meeting Times

Introductions

- Please update your screen name to include:

    Name, Organization, Title or Role

Today's Objectives

- Create shared understanding about where we are and next steps.

- Provide feedback on second draft of the program standards.

Working Agreements

- Stay **equity- and student-focused**.

- **Listen** deeply with critical curiosity and **ask questions** to clarify and expand on each other's thoughts and ideas.

- **Share space** and airtime.

- **Respect differences** of opinion and have an appreciative inquiry mindset.

- Accept and **expect non-closure.**

- **Extend grace** and **assume positive intent.**

- The work of the **committee** is **public, organization/personal** experiences are **confidential.**

Safe and Brave Space

Safe Space Guideline		Brave Space Reframe
01	Agree to Disagree	Controversy with Civility
02	No Personal Attacks	Distinguish Between Ideas and People
03	Don't Take Things Personally	Take Care of Yourself
04	Assume the Positive Intent	Own Your Intentions AND Your Impact
05	Respect Others	Controversy with Civility

ODE's Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

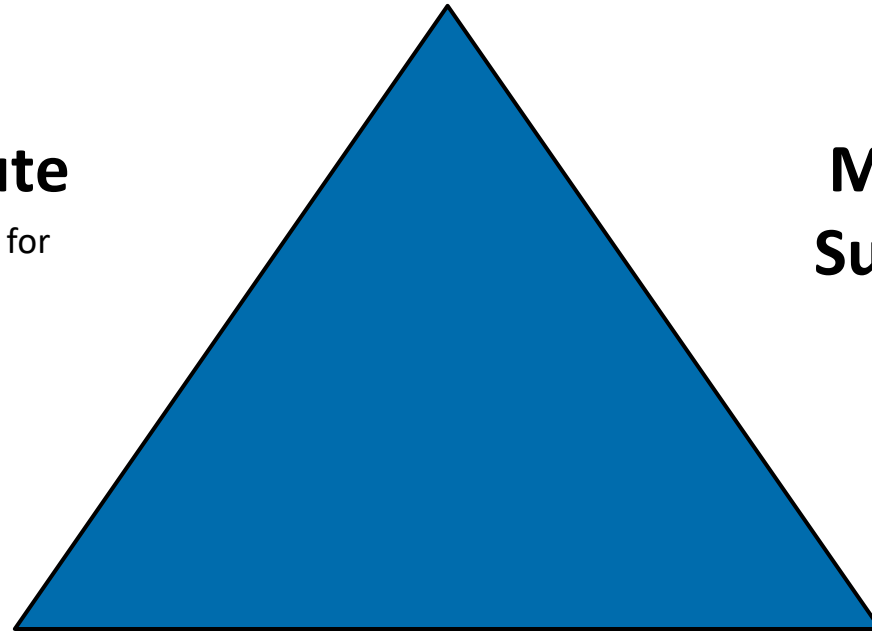# Where we are and next steps

Where Do the Standards Live?

Rules and Statute

What are the requirements for remote/online schools?

Mechanisms for Increased Support and Accountability

To what degree is each remote/online school meeting these requirements and meeting the needs of students?

Remote Learning Program Standards

What is our collective vision of online/remote learning? What is most important to pay attention to (challenges/opportunities)?

Where we are going...

Feb/March 2022

Spring 2022

Fall 2022 & beyond

Publish Remote Learning Report which will include:

- Data on Remote Schools and Programs in Oregon
- Crosswalk Standards with Existing Policy
- Findings from Engagement Sessions
- Policy Recommendations

Develop FAQ Resource on current rule/statute which will include definitions.

Continue engagement on specific areas of rule including, but not limited to:

- Engaging with the State Board of Education on the Remote Learning Program Quality Standards.
- Engaging with the Remote Learning Advisory Committee
- Engaging with students and families through Remote Learning Surveys and focus groups

Update and align existing policy with the Remote Learning Quality Program Standards.

Continue to explore accountability and support structures.

Oregon Department of Education

What we heard from last session…

1. **General** feedback or questions about the standards and/or process.

1. **Specific** feedback or questions on **individual** standards

General Feedback: What is Resonating

- Generally aligned with what schools and programs are currently doing
- A good starting point and movement in the right direction
- A clear focus on equity
- "Pillars" are generally the right ones and strong
- Most respondents (89%) agree, with a few concerns, that the standards would promote high quality remote learning

General Feedback: What is Resonating #1

#1 - The term "remote" can be misinterpreted to mean "rural."
Will we consider changing that?

General Feedback: Questions/Concerns #2

#2 - What is the intent of the standards and who are they intended for? How will they be monitored and accounted for?

"These standards are aspirational, and they are also nuanced. Setting up a 'tuning' and/or 'calibrating' mechanism for our state's online schools would lead to a stronger network of schools that can support one another. We would still need to make sure that schools meet standards, and out of compliance schools would need to change. Working to change things together as a network of schools that are consulting one another with the guidance of ODE, though, would lead to better outcomes and perhaps more buy in."

General Feedback: Questions/Concerns #3

#3 - The standards seem vague, with more clarity needed, including definitions.

Rules and Statute

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General Feedback: Questions/Concerns #4

#4 - The standards don't address equitable access to enrolling in remote programs, nor funding issues.

General Feedback: Questions/Concerns #5

#5 - It would be helpful to have current policies crosswalked to these standards.

Standard	Rule or Statute
2.1 Staff members who meet state and federal requirements pertinent to their roles and responsibilities.	- Online Teacher Certification 584-210-0180 - Teacher of Record 584-210-0020 - Education Assistant (OAR 581-037-0015) - Endorsement/ License Area- Course to endorsement catalogue - Legal to Teach in Oregon ORS 338.135 - Division 22: Personnel 581-022-2400 Specific to charter schools: - Licensing Requirements 50% of the Charter School's FTE Must be Licensed, ORS 338.135, ORS 342.125 - Virtual public charter schools must have 95% of instructional time taught by TSPC licensed teachers, ORS 338.120 - Charter School Teacher Licensing OAR 584-210-0170

General Feedback: Questions/Concerns #6

#6 - A missing step seems to be taking a look at programs that are doing well and what is behind that success.

General Feedback: Questions/Concerns #7

#7 - What is meant by "robust" attendance requirements? Current policy leads to more of a "check-box" rather than thinking about attendance in different ways. Where will that issue be addressed in this work?

General Feedback: Questions/Concerns #8

#8 - Concerns regarding mandates for synchronous/asynchronous instructional time.

General Feedback: Questions/Concerns #9

#9 - The standards for instructional materials seem strong, but how will ODE support this standard?

Pause for Processing and Documenting Questions

Continuing to Refine the DRAFT Remote Learning Program Quality Standards

Based on your experience:

- Which 10 standards require more attention and are more important within a remote setting?

- Are there any characteristics of your school/program that is not captured in these standards?

Remote Learning Quality Program Standards Revisions

Original Standard	What We Heard	How We Responded/ Adjustments We Made	Revised Standard
1.1 A governance and organizational structure and vision that are clearly communicated and support equitable outcomes for all students.	Questions raised: ● What does sound financial management mean? ● What does Governance mean and how will it be measured?	The questions that we heard in regard to this standard will not be answered in the standard itself, rather will be provided by a description of the standard and/or exist in rule.	1.1 The school or program has a governance and organizational structure and vision that is clearly communicated and supports equitable outcomes for all students.
1.2 Structures for program evaluation and continuous improvement.	No feedback specific to this standard.	While there was no feedback, we added the language "that address all student groups and access to learning" to point to the importance of students and learning within program evaluation and continuous improvement.	1.2 The school or program has structures for continuous improvement that address all student groups and access to learning.

Closing

- Our next meeting will be Wednesday, February 9th during which time we will plan to give you time to read through the Remote Learning Report and provide feedback prior to publishing.
- After our February meeting, we will meet on a rhythm that ensures that our meetings are meaningful and we have information/ideas for you to grapple with.
- All materials are available on the Remote Learning Advisory Committee website.
- If you have any questions or want to discuss any aspect of this work with the Remote Learning Team, please do not hesitate to reach out.