



# Remote Learning Advisory Committee

Tuesday, November 16, 2021

Ken Greenbaum, Director of Digital Learning and Education Technology

Kate Pattison, Charter School Specialist

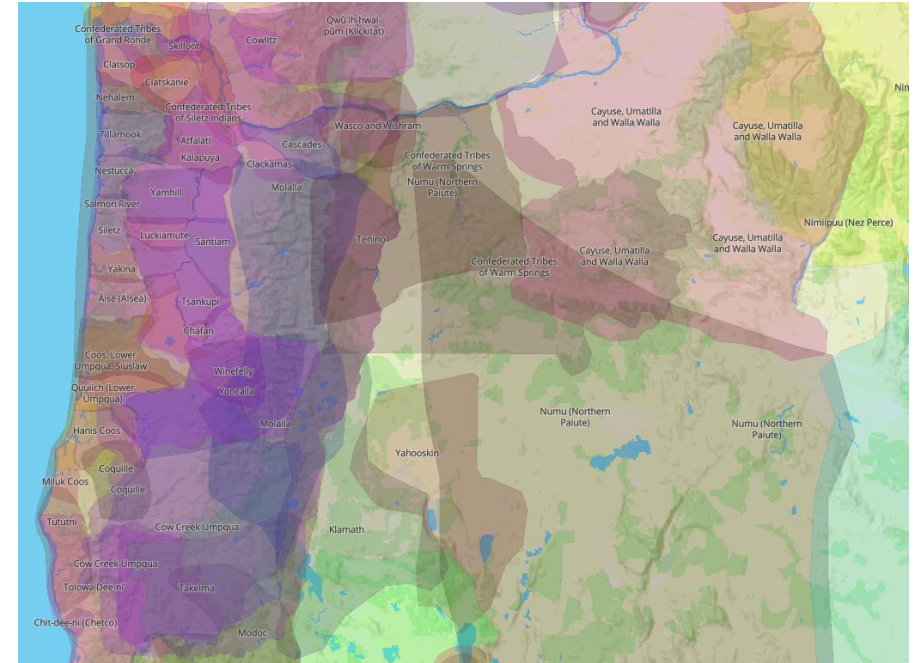
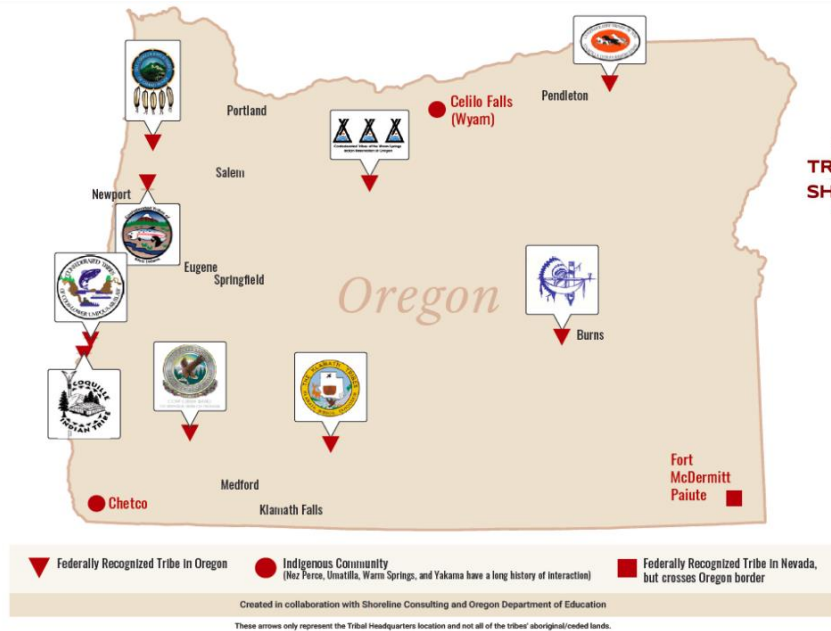
Allie Ivey, Digital Learning Specialist

Vanessa Clark, Program Analyst

Annie Marges, Alternative Learning Specialist

Jennifer Patterson, Assistant Superintendent

# Welcome and Land Acknowledgement



We meet remotely but live and learn in place.

# Agenda/Flow

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- Introductions & Welcome
- Working Agreements
- Remote Learning Program Advisory Committee Information
- Framing the work ahead
- Generate preliminary list of remote learning program standards (*breakout rooms*)
- Next Steps



# Introductions

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- Please update your screen name to include:  
**Name, Organization, Title or Role**
- When you are in your breakout rooms, please take two minutes to introduce yourself.

# Today's Objectives

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- Continue to build relationships across the committee.
- Understand the approach moving forward with remote learning program standards.
- Generate a preliminary list of possible program standards for remote learning.

# Working Agreements

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- 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 Space 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

# Confidentiality

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**Confidentiality:** The work of the committee is public; organization's and people's specific experiences are confidential

*Example:* When talking about high quality instructional materials, someone shares they have had a lot of trouble doing an independent adoption process, and their district or school has made some decisions selecting materials they don't feel comfortable with or great about what was selected. We agree not repeat the specifics of who and which school or district shared this. We agree it is ok to share how challenging the independent adoption process is and that some schools and districts are struggling with it.

*Example:* During an intense, maybe even heated, discussion about the 3% cap on virtual charter school charter school enrollment, two committee members share strong, opposing opinions and experiences with significant differences. We agree it is not appropriate to share who said what. We agree it is appropriate to say this is an area of strong differing opinions.

**Transparency:** We will be very clear when sessions are recorded. Nothing recorded is confidential as it is all public record. All materials prepared for this committee is a public record and will be posted on an ODE webpage.



# Purpose and Role of Committee

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The Remote Learning Advisory Committee advises Department staff by providing input and feedback on remote learning policies. Members may also support the engagement process outlined by the Department. The committee does not have decision-making authority.

**Role of Committee Members:** Participate in meetings, share input and feedback on recommended policies representing your experience and knowledge of remote learning, review reports

**Role of Department:** Staff the committee, provide information and draft policies to the committee for input and feedback, draft reports, make recommendations to Department leaders and State Board

**Advisory committee members do not represent or speak for the Department of Education.**

# Administrative Functions

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☐ Required training for state volunteers Due by November 16th

☐ Schedule next 6 months of meetings

Second Wednesday of the month

3:00 - 5:00PM

12/15\*, 1/12, 2/9, 3/9, 4/13, 5/11

\*third wednesday



# Remote Learning Program Standards Updates

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- Met with education legislative leaders
- Presented to the Rules Advisory Committee
- Engaged with the American Indian/Alaska Native advisory committee and hosted another general engagement session.
- Started conducting school visits (3 complete, 10 scheduled)
- Scheduled to meet with other ODE advisory groups and the Government to Government Education Cluster



# Learn about the approach moving forward with remote learning program standards

# Short-Term Approach

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## **Build Awareness & Capacity for Existing Policy**

- Identify remote learning standards that already exist in current rule and statute.
- Elevate existing policy through communication to increase shared understanding and consistent implementation.
- Create clarity on how to best increase support and accountability.

## **Refine Policy**

- Identify gaps and/or areas for improvement in current policy.
- Continue engagement, including with the RAC and SBE as necessary, to continue understanding the implication of policy change and to continue to drive toward system improvement and equity.

# Short-Term Approach - Timeline

## Generate Program Quality Standards

Standards	
1	.....
2	.....
3	.....
4	.....

## Identify Existing Policy

Standards	Policy
1	ORS - xx.xx.x
2	
3	OAR - xx.xx.x
4	OAR - xx.xx.x

## Clarify Existing Policy

Standards	Policy	District	Charter
1	ORS - xx.xx.x	✓	✓
2			
3	OAR - xx.xx.x		✓
4	OAR - xx.xx.x	✓	

## Refine

Change or create rule if necessary for SY23-24 and beyond.

How do we increase support and accountability for SY22-23 and beyond?

# Short-Term Approach – Today's Work

Communicated in Jan/Feb 2022

Ongoing

## Generate Program Quality Standards

Standards	
1	.....
2	.....
3	.....
4	.....

## Identify Existing Policy

Standards	Policy
1	ORS - xx.xx.x
2	
3	OAR - xx.xx.x
4	OAR - xx.xx.x

## Clarify Existing Policy

Standards	Policy	District	Charter
1	ORS - xx.xx.x	✓	✓
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3	OAR - xx.xx.x		✓
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## Refine

Change or create rule if necessary for SY23-24 and beyond.

Where we need your help today.

How do we increase support and accountability for SY22-23 and beyond?

# An Example

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## Colorado's Quality Standards for Online Schools and Programs.

- (I) An online program's or online school's governance, vision, and organization;
- (II) Standards-based curricula and data-driven instructional practices;
- (III) Technological capacity and support;
- (IV) Internet safety;
- (V) Sound financial and accounting practices and resources;
- (VI) Student academic performance and improvement;
- (VII) Monitoring and assessment of student academic performance and improvement;
- (VIII) Course completion measurements;
- (IX) Attendance tracking procedures;
- (X) Data analysis, management, and reporting;
- (XI) Guidance counseling;
- (XII) Engagement of parents and communities in online programs and online schools;
- (XIII) Provisions for students with special needs, including gifted and talented students and English language learners; and
- (XIV) Program evaluation and improvement.





# Generate a preliminary list of remote learning program standards

## Breakout Room #1:

### Preliminary Vision for Remote Learning Program Standards



Oregon Department of Education

- Artifact Analysis and Independent Reflection:  
*“High quality remote learning in Oregon requires that every school must ensure...”*
- Discussion, Ideation, and Categorization

## Breakout Room #2:

### Next steps



- **Independent Reflection:**  
*What do you think is most important for ODE to consider as we synthesize and generate a preliminary list of program standards?*
- **Discussion and Ideation**

# Closing

**Thank you all for joining us today.**

The next meeting will be on Tuesday, November 30th from 3-5pm

We will register you all for the meetings after that.

Information and materials will be shared on our webpage.