



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Remote Learning Advisory Committee

Tuesday, October 26, 2021

Ken Greenbaum, Director of Digital Learning and Education Technology

Kate Pattison, Charter School Specialist

Allie Ivey, Digital Learning Specialist

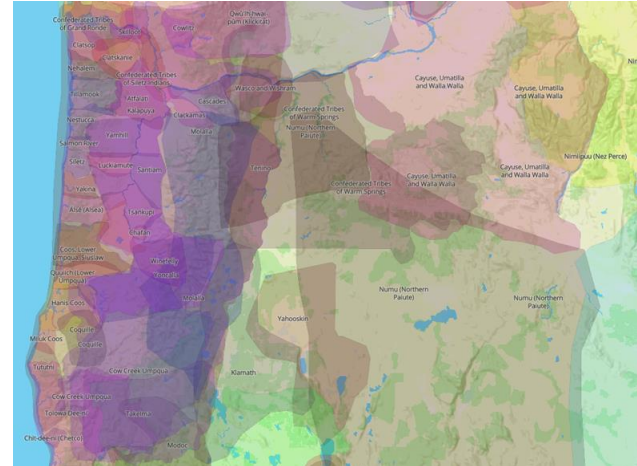
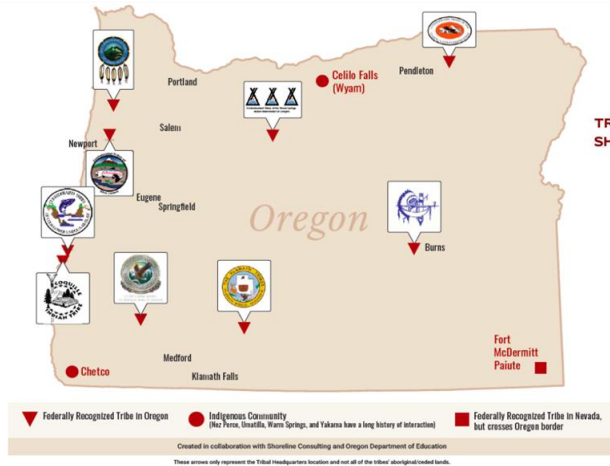
Annie Marges, Alternative Learning Specialist

Vanessa Clark, Digital Learning Program Analyst

Jennifer Patterson, Assistant Superintendent

Welcome and Land Acknowledgement

Thank you for volunteering for this important work!



We meet remotely but live and learn in place.

Today's Objectives

- We know who everyone is and begin to form relationships.
- We have a shared understanding about our role, scope of work, purpose and expectations.
- We know key logistical information (meetings, Trainings, Timeline)
- Ensure a shared understanding of themes coming out of engagement sessions.

We plan to record a section of the meeting for those who cannot come today.

Agenda // Flow

- Introductions (*breakout rooms*)
- Working Agreements
- Purpose and Role
- Administrative Functions
- Understanding Round I Engagement Feedback (*breakout rooms*)
- Next Steps



Introductions

Large Group

- Name, Organization, Title or Role

Breakout Room

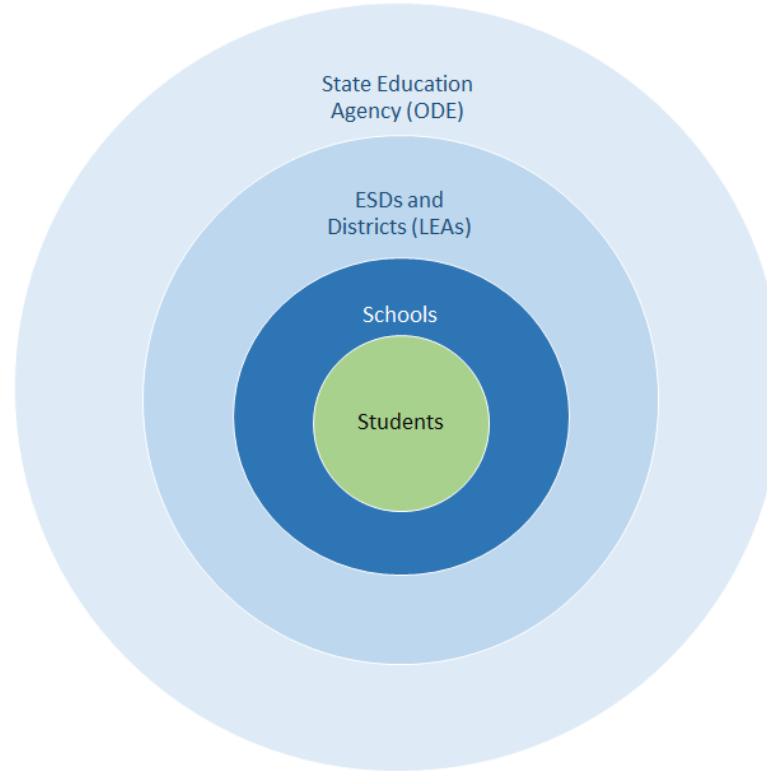
- Share the story of your name. Why you were named your particular name? Family or cultural significance.



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**

ODE's Role in Policy and Accountability



Foundational Assertions

A collective promise to our children and youth:

- Access to high-quality instruction - the **quality of the teacher is the single most important factor** in ensuring student learning outcomes. The quality of the principal is the second most important factor in ensuring student learning outcomes.
- A **sense of belonging and safety** that is inclusive of students of color students of color, including students who are African-American/Black, Alaska Native and American Indian, Asian Pacific Islander, Refugee, Latino/a/x, Compact of Free Association (COFA) citizens, students who are emergent bilingual (English Learners), students of migrant and farmworker families, students receiving services under Section 504 or IDEA, students who are neurodivergent, students experiencing disability, and students who are LGBTQ2SIA+, where students' intersecting identities are honored and affirmed within the classroom and school culture by educators and the whole school community.
- **Culturally appropriate and anti-racist curriculum and quality instructional materials** aligned to Oregon content standards;
- **Access to school- or district-provided devices, digital resources, and connectivity** that are conducive to remote or online learning.
- Accommodations, modifications, differentiated instruction, and research-based strategies **address the strengths and needs of all students** including students experiencing disabilities, and emergent bilingual students.
- Access to a **well-rounded education** including college and career planning, health, arts, CTE, physical education, music, world language, etc.).
- Intentional and consistent opportunities for **peer engagement, social emotional learning, mental health services** and access to support from educators.
- Culmination of learning in our Oregon K-12 system leads to a **diploma and the readiness** and disposition for postsecondary pursuits.

Purpose and Roles

Purpose of the Advisory Committee:

1. Advise Department staff by providing input and feedback on Remote Learning policies
2. Support the engagement process outlined by the Department

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

Administrative Functions

- Required training for state volunteers
Due by November 16th
- Transparency: public meetings &
public records
- Schedule next 6 months of meetings

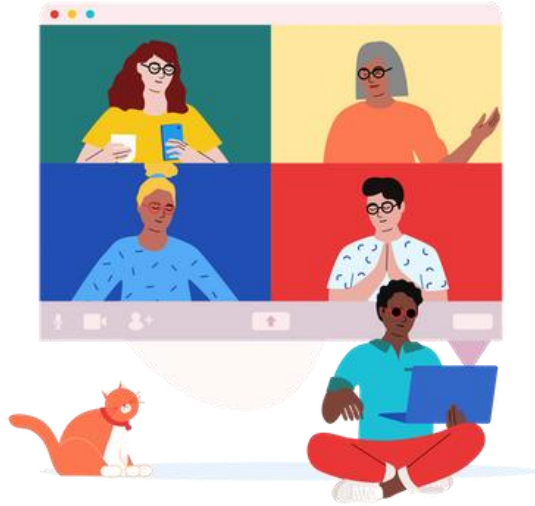


What is “Remote Learning”?

Generally, any educational model of instruction where the student and the teacher are not in the same physical location for more than half of the instructional time.

This likely includes:

- Virtual public charter schools
- Online schools/programs (full virtual and focus virtual)
- Schools/programs that provide non-virtual, home-based instruction
- Asynchronous
- Synchronous
- Hybrid
- And other forms of personalized learning



We are focusing this engagement on more permanent remote learning versus temporary distance learning (i.e. CDL) as part of the pandemic response. And we recognize that each inform the other.

Remote Engagement Round I

Who

A collaborative community engagement process to collect input and shape policies to ensure quality remote and online learning with opportunities to develop a shared understanding of the current landscape and possibilities for remote learning in Oregon.

What

Districts and ESDs, Virtual Charter Schools, Non-Virtual Charter Schools, and Education Partners. The sessions included participants from a variety of people in the field of education including educators teachers, administrators, program directors, technology directors, instructional coaches, and other school staff such as accountants, business managers, and CFOs, as well as education partners including COSA (Coalition of Oregon School Administrators), OASC (Oregon Association of Student Councils), OEA (Oregon Education Association), Oregon PTA (Oregon Parent Teacher Association), and OSBA (Oregon School Boards Association).

When

October of 2021

Why

To ensure that educators from across the state have opportunities to listen, share their perspectives and knowledge and work together towards shaping policy recommendations for remote learning in Oregon.

Remote Engagement Round I - Report



Remote Learning Program Standards

Remote School Engagement

Round 1 Engagement Key Findings

During Round 1 Engagement Sessions, the Oregon Department of Education's internal team met with five groups of external partners with participants from the following: Districts and ESDs, Virtual Charter Schools, Non-Virtual Charter Schools, Education Partners, and a general session for those who were unable to attend that the allotted time for their group. During each session, participants shared promising practices implemented in their schools or programs and challenges or barriers that their schools or programs are currently facing. Subsequently, participants collectively identified top priorities to help ensure the quality of teaching and learning in online and remote programs and named actions focused on policy or system-level change/improvement.

Key findings from across each of the five engagement sessions are highlighted below with specific attention paid to each of the three areas of questions posed during the sessions. The key findings in this initial report highlight a variety of experiences of educators including teachers, administrators, program directors, technology directors and instructional coaches, and other school staff such as accountants, business managers, and CFOs, as well as education partners, lobbyists. The goal of this report is to communicate the common themes that arose across the engagement sessions with attention being paid to all voices, stories, and experiences that were raised as it is the belief of the Oregon Department of Education that each of these voices matter and have an impact on Oregon students' education.

What are promising practices foundational to remote and online programs that have shown promise or improved student outcomes, particularly for students who have been systemically excluded or underserved by the education system?

Throughout the engagement sessions, several practices that positively impact students were identified as both showing improved student outcomes and being foundational to the model of remote and online schools and programs.

Ability to serve students that have been systemically excluded or unsuccessful within traditional brick and mortar schools. *Included here was a focus on the ways in which remote schools and programs have the ability to support students who have experienced difficulty within a traditional brick and mortar school. This came forth in discussions around mental health and the ways in which remote programs can be beneficial to students who struggle with anxiety.*

Access to Network and Devices. *Included here was a discussion around the practice of providing students with the needed technology tools and resources in order to access learning was prominent across groups as external partners discussed the ways in which they worked to provide each student with a computer and internet access as needed. Participants discussed the ways in which this supported equity initiatives as students are all provided the tools they need to access their learning.*

Flexibility stemming from individualized learning and building a system to support families. *Included here was a focus on the development of individualized learning plans for enrolled students, flexible scheduling and learning pathways, and being able to creatively provide individualized support for students.*

The importance of building strong partnerships with students, families, and communities. *Included here was the importance of relationship building with students, families, and communities (which includes local neighborhood schools) and the ways in which teacher and student connections and family engagement are foundational to their programs being able to function successfully. This builds upon the practice of providing individualized instruction as many programs discussed the ways in which families and the school come together prior to enrollment to collaboratively develop an academic plan.*

"It is really important to highlight that one of the universal practices in these schools is that we start every student with an individualized plan- we start with a personalized approach." -Virtual Charter School Participant

1

Structure of the Key Findings Report:

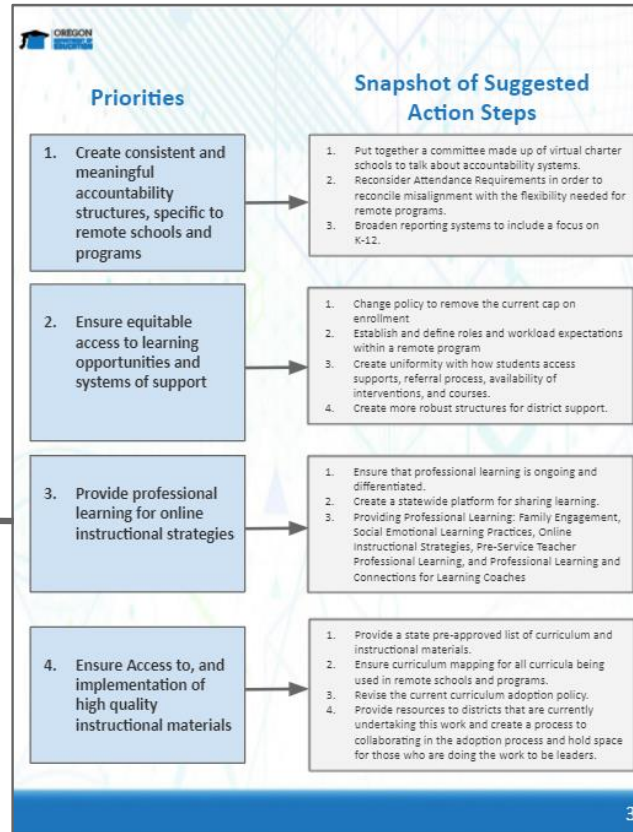
- Overview of Engagement (*p. 1*)
- Promising Practices (*p. 1*)
- Challenges (*p. 2*)
- Priorities and Action Steps (*pp. 2-4*)

→ The large blue boxes represent the questions that participants were asked.

→ The bolded sections are main themes that arose in connection with the questions asked with specific details italicized below.

→ Grey boxes include direct quotes from participants (anonymized).

Remote Engagement Round I – Report part 2



The light blue boxes highlight the most commonly discussed priorities, grouped together by theme. The priorities are ranked in order of how often they were identified by participants throughout the engagement sessions. There are several priorities that have the same number which denotes that they came up an equal amount of times.

The light grey boxes include a snapshot of suggested action steps. These do not represent all action steps identified by participants, rather they provide an overview of key ideas shared.

Remote Engagement Round 1 Task

Spend the next 10 minutes reading through the Remote Engagement Round 1 Key Findings Report with the following questions in mind:

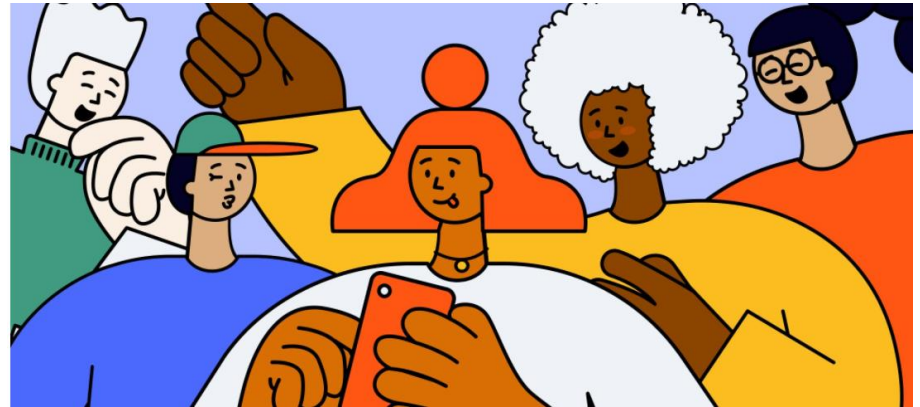
- *What do you notice?*
- *What do you wonder?*
- *What questions are coming up?*



Remote Engagement Round 1 Task – Share Out

Share your insights with your group based on your initial read through of the report.

- *What do you notice?*
- *What do you wonder?*
- *What questions are coming up?*



Next Steps



Actions by November 16th

1. Read full report
2. Complete training and upload certificate
3. Complete scheduling poll

Thank you!

We can't thank you enough for your time.

This is really important work and we appreciate your input.