



# ODE Professional Learning Opportunities

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Office of Education Innovation and Improvement

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# We're glad to be here!

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Early Indicator and Intervention Systems,  
Every Day Matters



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WHO'S IN THE ROOM?



# Plan for our time together

The aim of this session is to:

- Share a grounding
- Introduce learning options
- Take a peek into the content
- Answer your questions and engage in dialogue

Ana Filipa dos Santos Lopes

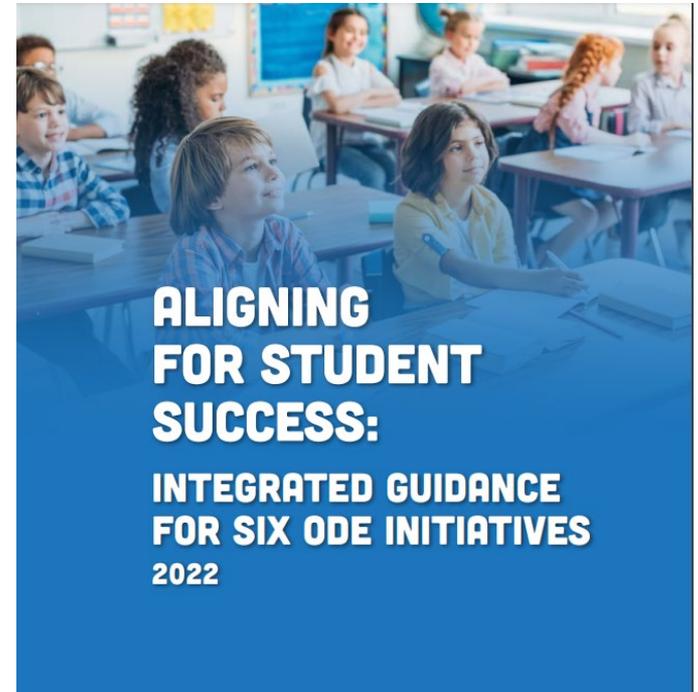


# Integrated Guidance for Six Programs

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ODE (specifically EII) is operationally integrating **six aligned programs and district responsibilities**:

1. High School Success (HSS)
2. Student Investment Account (SIA)
3. Continuous Improvement Planning (CIP)
4. Career and Technical Education - Perkins V (CTE)
5. Every Day Matters (EDM)
6. Early Indicator and Intervention Systems (EIIIS)



# Four Common Goals

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## **Well-Rounded Education**

Student mental and behavioral health, safety, and well-being cannot be separated from academic opportunity and achievement.

## **Engaged Community**

Deepening relationships, partnerships, and engagement with communities is critical to achieve equitable outcomes and build healthy school and district systems.

## **Equity Advanced**

Address the predictable disparity in academic success and student well-being based on poverty, race, language and ability.

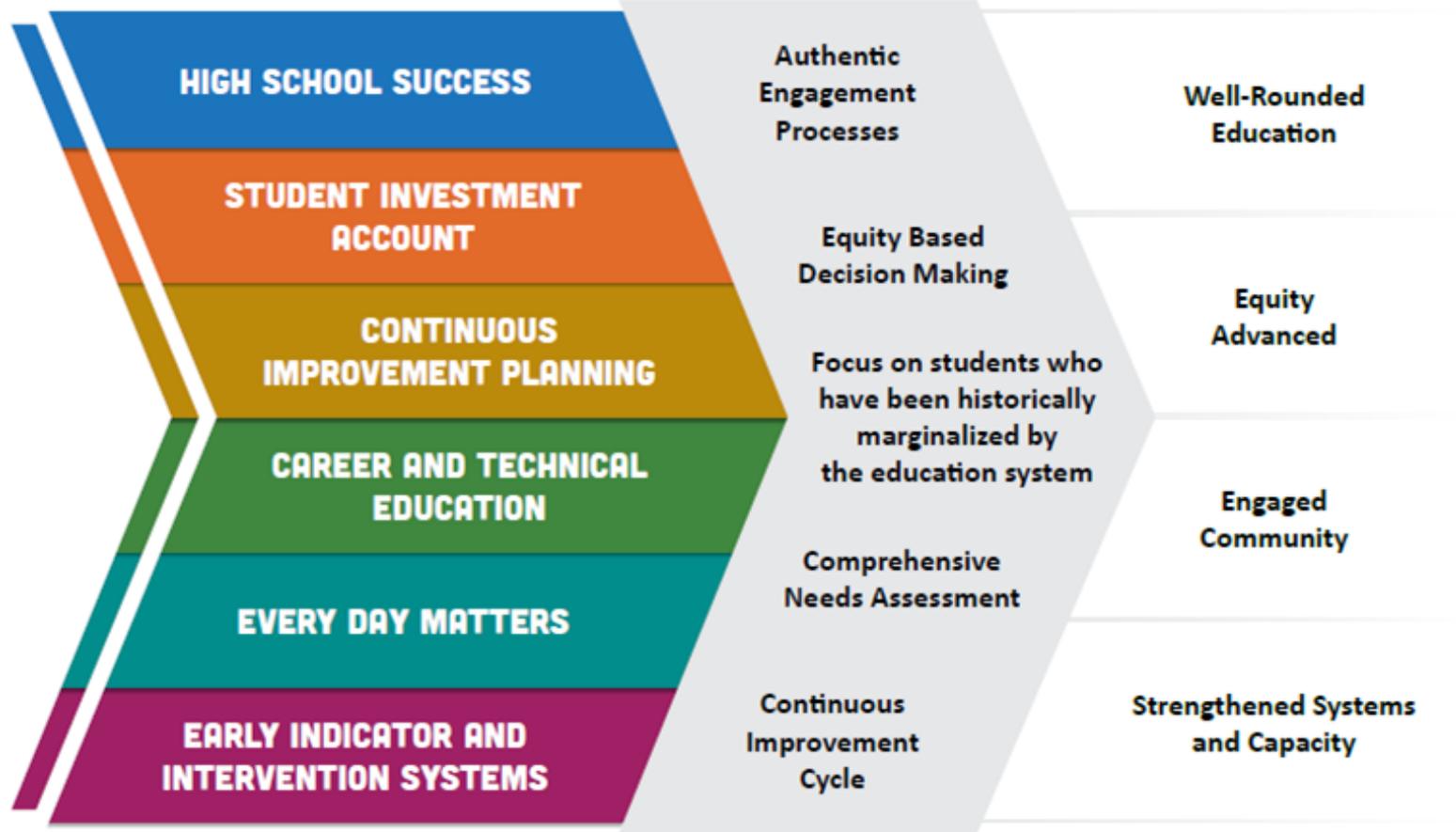
## **Strengthened Systems & Capacity**

Educational systems are made up of people, practices, policies, resources, community assets, and partnerships. Joint determination is needed to strengthen the capacity for whole system success.

**Program**

**Common Elements**

**Common Goals**



*Type of Offering: Cohort Based  
Scheduled Learning Series*



# Early Indicator and Intervention Systems

# Early Indicator and Intervention Systems

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An Early Indicator and Intervention System (EIIS) is a collaboration among K-12 educators, parents, and communities to use data effectively to keep students on the pathway to graduation and transition to postsecondary education and career pathways through the use of a unified system that integrates, extends, and increases the capacity of existing student support efforts, including early warning, on-track, and multi-tiered support systems.



*Everyone Graduates Center*  
*John Hopkins University*  
[every1graduates.org](http://every1graduates.org)

# A Strengths-based Approach to Student Success

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The shift to student success systems supports a more **student-centered, holistic, relationship-based,** and **equity-grounded** approach to effectively support students.

The EIS is a system that puts into practice shifting mindsets that **dismantle inequitable systems** within education.



# How do you know? ... EIS Indicators

## Traditional Indicators

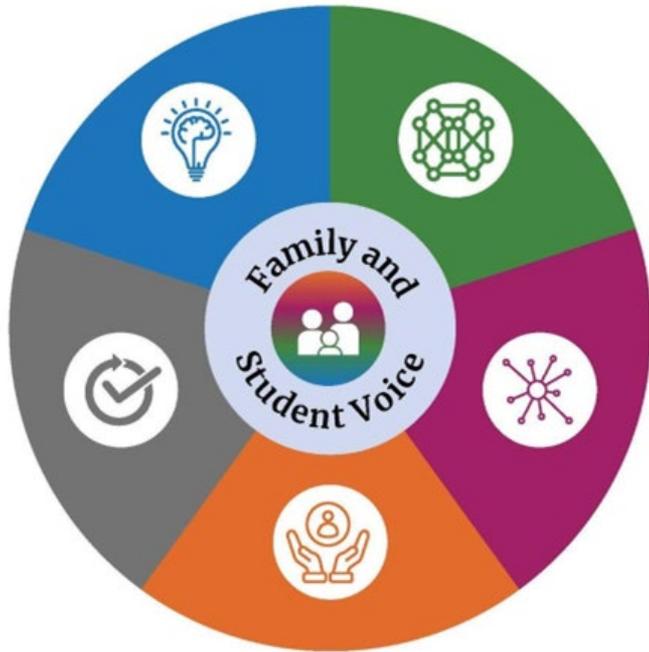
- Attendance
- Behavior
- Course Grades



## Expanded Indicators

- Agency
- Belonging
- Connectedness
- Social-Emotional Well-Being

# When Designing and Enhancing an EIS ...



1. **Develop a common belief that all students deserve support and opportunities**
2. **Create sustainable systems and structures to proactively keep all students on track for success and provide a support plan**
3. **Collect and analyze holistic qualitative and quantitative student data**
4. **Use student data to inform appropriate supports.**
5. Implement processes for monitoring students' progress

# EIS Professional Learning:

A Lever for Student Success and School Improvement

EIS: Foundations for Student Success	Available now
EIS at Middle and High School	Beginning <sup>12</sup> in January 2024
EIS Year Long Cohort	Available in 2024-25

# EIS: Foundations for Student Success

Intended for school and district teams in all stages of EIS implementation.

- Resources and skills to expand and deepen student success systems to
  - understanding students' needs
  - reflect on current system
  - develop plans for improvement and implementation.
- Aligned with Oregon SEL Framework, Oregon Equity Lens, and positive youth development, equity-centered data practices.



# EIS: Foundations for Student Success

<p><b>Five virtual, synchronous group</b> learning sessions facilitated by Education NW and FHI360.</p>	<p>Districts and schools are <b>encouraged to have four to six person teams</b> of teachers and leaders participate in the series to build a common foundation to initiate or enhance EIS.</p>
<p><b>Seven team learning activities</b> that guide reflection on the strengths of your current systems, support planning.</p>	<p>All sessions are virtual over the course of a 12-week session.</p>
<p>Up to <b>six hours of consultation and collaboration</b> with facilitators for team to develop materials to strengthen systems within their school and district.</p>	

# EIS at Middle and High School

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Intended audience for MS/HS school and district team implementation

- Develop equity-centered data literacy skills and culture and to strengthen and enhance teacher teaming and collaboration at the middle and high school level.
- Tailored for middle and high school teachers and leaders
- Aligned with Oregon SEL Framework, Oregon Equity Plan, and student development.

## An Oregon Graduate

How We See Our Students

What beliefs and mindsets must we hold to ensure all students, especially our most vulnerable, receive the support needed to succeed and thrive?

# EIS at Middle and High School

<p><b>Five virtual, synchronous group</b> learning sessions facilitated by Education NW and FHI360.</p>	<p>Districts and schools are <b>encouraged to have four to six person teams</b> of teachers and leaders participate in the series to build a common foundation to initiate or enhance EIS.</p>
<p><b>Five team learning activities</b> that guide reflection on the strengths of your current systems, support planning.</p>	<p>All sessions are virtual over the course of a 10-week session. Does not require participation in Learning Series 1 (EIS: Foundations for Student Success) to join.</p>



**Registration for the Winter Cohort  
closes December 4.**

[Learning Series Registration Link](#)

[Flyer for Both Learning Series](#)

*Type of Offering: Self-Paced  
Online Modules  
In Canvas (Free)*



# Community Engagement & Engaging Equity Modules

# Evidence-based, proactive approach

This professional learning series is comprised of modules that together provide Oregon educators with a comprehensive set of learning experiences to:

- build critical equity skills and competencies
- support culturally responsive & sustaining pedagogy

*This series helps districts respond **proficiently**, and work **proactively** to meet the emerging needs of their school communities while resolving long standing harms that many students and families have experienced.*

# About the Series

*Engaging Equity* is a collaboration between WestEd and the Oregon Department of Education through the **Student Success Act** to build out resources for educators as they strive to meet every students' needs.

The core commitment of the SSA is “**a commitment to improving access and opportunities for students who have been historically underserved in the education system**”.



# Scope & Sequence (total of 18 modules)

Theme	Skills & Competencies	Audience
Cluster 1: Racial Equity Foundations	Personal Mindsets	Everyone
Cluster 2: Culturally Responsive and Sustaining Practice	Social-Emotional & Instructional Strategies	Instructors & Instructional Leaders
Cluster 3: Applying an Equity Mindset to Learner Variability	Community Skills for Distinct Learner Groups	Instructors & Instructional Leaders
Cluster 4: Building Equitable Educational Systems	Systemic Competencies	Educational Leaders

# Engaging with the Modules

- ODE highly recommends that **groups engage in this learning together** as cohorts or Professional Learning Communities (PLCs)
- Facilitation is critical - either from within your organization or, for Oregon Districts, with professional facilitation from WestEd.



# Learning Conditions



## **Cultivating an environment where rich and deep level learning can occur**

- Assessing the learning environment
- Setting conditions for deep equity work
- Building community agreements



## Welcome to Racial Equity Foundations

### How to Access?

[Aligning for Student Success Professional Learning Webpage](#)

### Under Engaging Equity

- Accessing Canvas
- Support for Facilitation
- Facilitator's Guide

In Cluster 1 of this professional learning series, you will develop foundational self-knowledge by examining core tensions educators experience when engaging in racial dialogue, exploring implicit bias & racial identity, the dominant culture, and the intersectionality of these concepts. Your learning journey through Cluster 1 will take place over six weeks and begin with a live launch event with your Professional Learning Community (PLC), after which you'll navigate through four asynchronous modules, followed by another live PLC meeting once you've moved through the four modules. Get started using the links below or the Modules link to the left.

### MODULES

**MODULE 0:** [Getting Started & Launch Event](#)

**MODULE 1:** [Setting the Stage to Discuss Equity](#)

**MODULE 2:** [Introduction to Bias-Based Beliefs & Reflecting on Identity](#)

**MODULE 3:** [Impact of Bias-Based Beliefs](#)

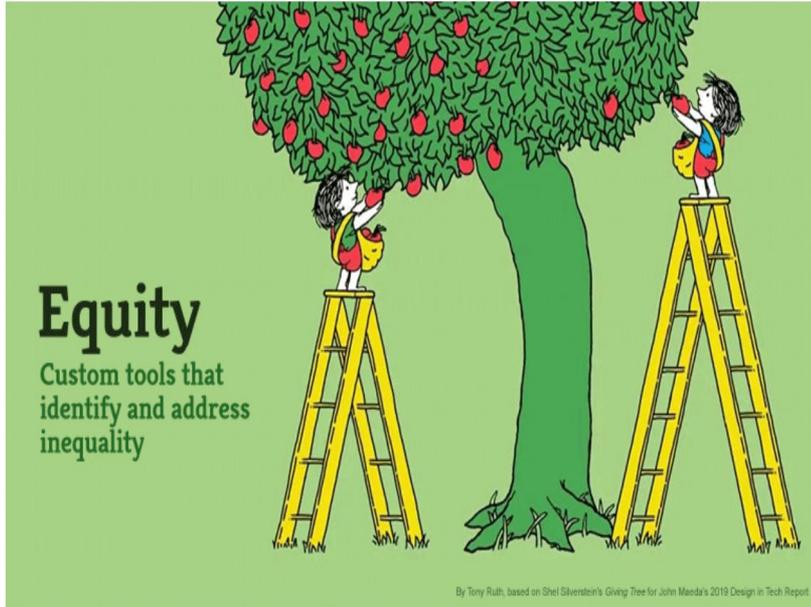
**MODULE 4:** [Bringing it Together: Exploring Ways to Engage in Deep Transformational Conversations](#)

# What do the modules include? Videos & Recordings

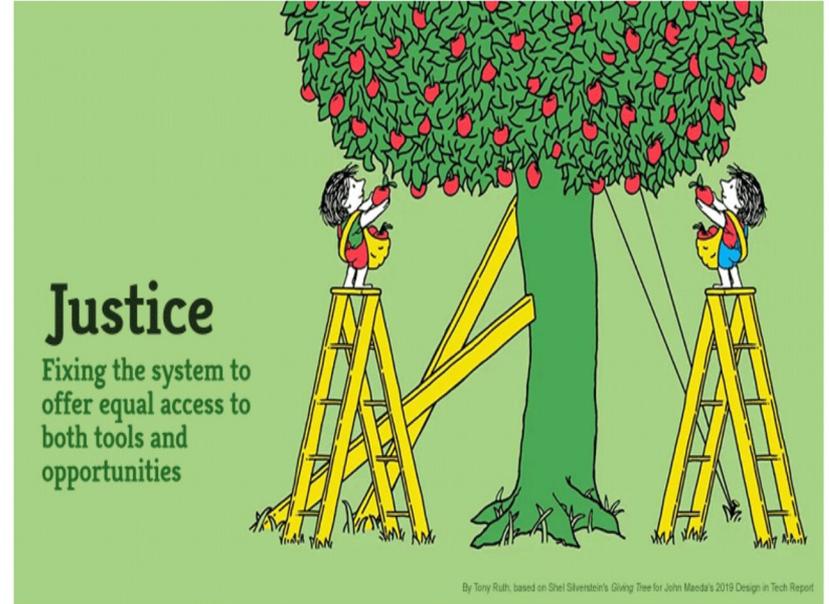
## Videos & Voices of Racialized Experiences of Students



# What do the modules include? Visuals



By Tony Ruth, based on Shel Silverstein's Giving Tree for John Maeda's 2019 Design in Tech Report



By Tony Ruth, based on Shel Silverstein's Giving Tree for John Maeda's 2019 Design in Tech Report

**TOOL**

## Bias-Based Beliefs Reflection Tool

*Instructions: There are two steps to using this tool. Please read each step carefully as you engage in the following activities.*

### Step 1

Review the three bias-based beliefs:

Deficit Thinking	Color-Evasiveness	Poverty Disciplining
<p>An ideology used to explain academic performance and at times cognitive abilities as a result of deficiencies within a cultural group. It additionally minimizes the influence of systemic patterns on abilities and behaviors.</p>	<p>A belief that promotes the idea that the best way to remove racism is to omit race, gender, and other social identities as a descriptor. Instead, it involves treating individuals as individuals and not considering their social identities and focuses on discussing and framing the commonalities between individuals.</p>	<p>A belief that considers changing the behavioral and psychological dispositions of low-income individuals as paramount to fixing their low-income condition.</p>
<p><b>Traits</b></p> <ul style="list-style-type: none"> <li>• Blames cultural group for ability or behavior</li> <li>• Does not acknowledge systemic problems</li> <li>• Creates and/or supports a stereotype of a cultural group</li> </ul>	<p><b>Traits</b></p> <ul style="list-style-type: none"> <li>• Omits social identities that differ from White, male, and/or heterosexual</li> <li>• Insists on utilization of commonalities versus differences language.</li> </ul>	<p><b>Traits</b></p> <ul style="list-style-type: none"> <li>• Insists on changing behavior and psychological dispositions</li> <li>• Disciplining promotes “good citizenship” behaviors</li> </ul>

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# What do the modules include?

## Downloadable Activities

*Type of Offering: Self-Paced  
Online Modules in CANVAS  
(Free)*



*4 Modules Aligned to the  
ODE Community  
Engagement Toolkit -  
Systems Level Point of View*

# Community Engagement Modules

# Community Engagement Modules



Welcome to the ODE Community Engagement Professional Learning Series! This series consists of four online modules. These modules will help you better understand the impacts and potential of community engagement on students and families as well as plan for how to strengthen community engagement in your district, charter school, or program. We want to acknowledge that district leaders, charter school leaders, YCEP/JDEP leaders, and other partner organization leaders may engage in these modules; however, in the interest of brevity, we will usually use the term “district” to refer to any of the entities who may access these modules to enhance their community engagement efforts.

We will use these guiding questions throughout the modules:

- What are your needs in planning for and executing powerful engagement for your local context?
- How can you ensure that your engagement is fully inclusive and representative of the focal student populations you serve?
- How will using an equity lens help create conditions for authentic community engagement?

# Aligned to the ODE Community Engagement Toolkit



## LEVELS OF COMMUNITY ENGAGEMENT

STANCE TOWARDS COMMUNITY					
IGNORE	INFORM	CONSULT	INVOLVE	COLLABORATE	DEFER
INTENTION & UNINTENDED IMPACT TO CONSIDER					
Protecting School, District, Regional Interests <b>Unintended Impact to Consider:</b> Marginalizing Communities	Keeping Communities Updated <b>Unintended Impact to Consider:</b> Placating & Underestimating Community Wisdom	Receiving Community Input <b>Unintended Impact to Consider:</b> Tokenizing & Gatekeeping Community Engagement	Meaningfully Engaging Community Voice <b>Unintended Impact to Consider:</b> Community Voice is Not Heard	Collaborating and Sharing Power with Communities <b>Unintended Impact to Consider:</b> Collaborative Process Derailed by Power Dynamics & Lack of Relational Trust	Communities Drive and Own the Work <b>Unintended Impact to Consider:</b> Sovereignty and Core Agreements are Not Honored

*Type of Offering: In Person  
Coaching & Professional  
Learning*



- District Level
- School Level\*
- Regional or State Level

# Customized Coaching Services

No cost to participants other than time.  
You may need to pay teachers for extra  
time or to bring in subs.

# Current Focal Areas & Contractors

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## **Equitable Mindsets, Practices & Systems**

- WestEd, Community Design Partners

## **Early Literacy**

- WestEd, CORE, The New Teacher Project (TNTP)

## **Middle School Literacy**

- WestEd, TNTP, New Teacher Center

## **Fiscal Stewardship**

- WestEd

## **Community Engagement Practices**

- Community Design Partners, TNTP



# Example Coaching Activities

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- Vendor and district meet to discuss needs and co-develop a customized coaching plan
- Analyzing data
- Leadership support in the focal area
- Classroom walk throughs &/or observation
- Modeling lessons
- Meeting with teams of teachers to plan lessons and instructional strategies
- Deliver professional learning
- Working with focal area coaches to bolster capacity

Year Long Contracts - with  
negotiated number of days  
onsite

# How to express interest?

Email [ODE.EI@ode.oregon.gov](mailto:ODE.EI@ode.oregon.gov)

# Discussion

We've shared 3 resources offered for professional learning:

1. EIS Courses
2. Online Modules
  - a. Community Engagement & Engaging Equity
3. Customized Coaching & Professional Learning

What are the ways you're approaching & planning professional learning?

What additional supports can ODE consider to support you?

# Thank You!



# Contact Us

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