



Oregon

Tina Kotek, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Dr. Charlene Williams

Director of the Department of Education

HB 2656 Advisory Meeting Agenda

March 8, 2024

3:00 - 5:00 pm

Meeting Goals

- Connecting to the heart of the work
- Exploring collective values and vision
- Co-creating a portrait of a graduate to be guiding constellation

Meeting Agenda

- Welcome and Introduction
- Reground in Our Purpose
- Breakout: Values to Inform Accountability Framework
- <<Stretch Break>>
- Draft Collective Portrait of a Graduate
- Housekeeping
- Closing

Meeting Minutes

- Students cannot focus on academics if they're being bullied– student wellbeing is critical
- Current and previous focus on outcomes; need to ALSO focus on inputs
- Growth is just as important as hitting the proficiency mark each year
- Education needs more sustainable funding that builds back what we've lost over the years

- Building trust to build parent engagement is a core component
- Build mentorships, especially for administrators who need support around building community and listening, especially around underserved communities
- Building confidence and high expectations
- High expectations balancing support and boundaries
- Space for rural– currently metro/ urban-focused
- Stronger communication between parents and teachers at the local level; stronger communication from the state in terms of legislative intent on policy
- Centering joy for learning
- Connection to community– with each other and with adults; trusted go-to adults
- Emotional and physical safety– in their building and with their peers as well
- All of the important relationships and how they’re centered on students
- Making sure that we teach students from where they are, not where the teachers say they should be– fill in those gaps
- Feelings of belonging, acceptance, meeting students where they are
- Making sure that our children see that others believe in them, that adults believe in them
- Resources– accountability doesn’t feel very good when it’s not supported
- Wide variety of resources needed, not just during the school day
- Sense of emotional and physical safety– supporting students, families, and staff so they feel safe when they come to school
- Shifting away from outcomes and towards inputs in accountability– developing curious and creative thinkers
- Belonging as part of that, utilizing community partners
- Schools continue to be the centers of a lot of communities
- Finding language supports for all of our language students, for all the different languages that we have
- Safe– making sure everyone feels safe
- Just because we’re starting a new conversation doesn’t mean that we should throw out what we already have
- Great core instructions and systems of support
- Less time doing state assessment and more time doing district assessments
- When you have lots of kids and families opt out of SBACC, it doesn’t create alignment and meaning
- Social emotional work for kids and staff– purpose, meaning, and alignment
- Learning targets– creates motivation, purpose, and relevance for students
- CTE is important, but so is a college-going culture
- Behavior data and actions for improvement; restorative justice approaches

- Values is different than the conversation that we just had; suggestions for improvement