

OPAS Succeed Workgroup Meeting #2
Thursday March 22, 2007

Attendees: Jo Oshiro (OPAS/OUS), Eda Davis-Butts (SMILE/OSU), Sue Peters (MESA/PSU), Don Kirkwood (N Salem), Wendy Powless (OIT).

Summary as posted and emailed March 22, 2007

The workgroup welcomed new member Sue Peters of MESA, whose day-to-day work closely aligns with that of OPAS and the workgroup. Due to the last-minute addition of the Funding Analysis exercise to the agenda, several items were tabled.

Funding I: How would the workgroup spend a hypothetical \$1 million? Recommendations centered around establishing teacher learning communities including pre-service teachers, perhaps starting with a conference, and direct opportunities for students, with mentoring as a favored vehicle, perhaps using ASPIRE as a model.

Funding II: How should the goals and criteria for a possible \$400K RFP be framed? Recommendations centered around increasing STEM content and awareness among teachers, students, or families and expanding capacity in the state for STEM education and careers. Framing the RFP should include how the needs which proposed projects address tie to the focal strategies of the OPAS workgroups. Criteria should favor existing programs over new programs, quality over quantity, demonstrated success, extensibility and replicability, and encourage but not require collaboration.

AeA Scholarship: This year, thanks to collaboration with OPAS members, there was a 17% increase in total completed applications, with 4.8% Hispanic Latino(33% increase), and 36.5% female (54% increase).

No Boys Allowed: This year's event was very successful and two of the student organizers will be presenting this program at the OACTE conference in April. Next year's event is planned for a day when high school is not in session but middle school is, with busses provided.

UMSAAT: Eda has asked for a slot on the spring or fall meeting agenda to begin establishing a relationship with this group.

Roadshow draft documents: A powerpoint presentation and two supporting handouts were reviewed. Several of the powerpoint slides represent a menu of audiences to whom to address specific action items. The group lauded Eda's work. Any further edits and comments are to be emailed to Eda by Friday, April 20 and she will circulate the next draft before the next meeting on Thursday, April 26.

Action Items as Emailed March 22, 2007

- (Jo) Detailed notes
- (Jo) Detailed editing of draft documents to Eda
- (Jo) Circulate the Benefits and Practical Guide documents to the Motivate Workgroup sub-group on Volunteers

- (All) Edits and comments – particularly, is there any group we neglected to address? – to Eda by Friday, April 20.
- (Eda) Translate UMSAAT for Jo
- (Don) Get us a report on how the OACTE presentation on NBA went
- (All) Prepare for the next meeting:
 - Review Tom Thompson’s spreadsheet of events – can you add to it?
 - Review the new high school graduation requirements – do they affect our efforts? Do we see opportunities here?
 - Review the new drafts
 - Reflect on workgroup priorities

Additional Points of Information, Discussion, and Resources

Introductions:

- New member Sue Peters, Program Coordinator at MESA, became full-time after working as a graduate student. This workgroup’s work closely aligns with her day job.
- Don Kirkwood noted that there were a bunch of new faces at the Oregon Computer Science Teachers’ Association (CSTA) meeting in early March.
- Wendy Powless been at OIT a little over two years now, after teaching high school in a small rural district. Her day-to-day work also closely aligns with this workgroup.

Funding:

- Eda: some foundations are looking at alternatives to RFP-style funding models; she recently hosted a visitor from a foundation looking for a long-term investment in strategic programs that complement the foundation’s goals.
- Teacher Learning Communities emerged in the late 80’s and have been demonstrated to improve teacher commitment and effectiveness. As documented in “The Impact of a Teacher Learning Community on School Climate” by Pearce, Gusso, Schroeder, Speirs, and Zwaschka. *Journal of School Improvement, Fall 2002* at <http://www.ncacasi.org/jsi/2002v3i2/impact>, features of Teacher Learning Communities include:
 - Support through teacher networks
 - Cooperation among colleagues
 - Expanded professional roles
 - Structured time for cooperative planning of instruction
 - Observation of colleagues’ classrooms
 - Shared feedback
 - Learning how to learn together
 - Sharing innovative thinking patterns
 - Where possible, supporting shared decision making and curriculum planning.
- Implementation of a Teacher Learning Community should include ongoing opportunities, mentor networks (for teachers), underwrite costs for substitute teachers, and include students and perhaps parents in sharing feedback.
- Direct opportunities for students should try to leverage a volunteer base (e.g., ORTOP, ASPIRE), foster connections to industry, and be scalable. Eda thinks mentoring is a

crucial part of developing students' vision around STEM and encouraging them to continue in STEM.

- For an OPAS RFP, because of the projected small total dollars, there should be no pre-allocation of funds amongst strategies or workgroups, so that the best ideas can rise to the top without artificial constraints. Representatives from all groups should be included on the review panel. The workgroup prefers established programs over new programs, and collaborative over solo. For solo projects, replicability and extensibility are even more important.

UMSAAT:

Underrepresented and Minority Student Achievement Advisory Team, implemented by Susan Castillo, Superintendent of Public Instruction and held its first meeting on May 16, 2003.

"The Advisory Team is to create and maintain a voice for minority and traditionally disadvantaged groups in the education system. The Advisory Team will work with the Superintendent on a range of issues and will play a key role in changing and improving public education in Oregon. The scope of this group is to advise the Superintendent of Public Instruction, the State Board of Education; and other policymakers. The main topic area for the group will be minority and underrepresented student achievement. It is also our goal that this group's voice be heard not only inside the department of education but also in the legislature, in the media and in Oregon communities. Over time, it is our hope that this advisory team will play a role in shaping public debate about public education in Oregon." From the ODE website at <http://www.ode.state.or.us/search/page/?id=635>.

Roadshow:

- Editing centered around brainstorming ideas for specific audiences and adjusting the use of education jargon.

Next Meeting: Thursday, April 26, 2007 3:30 – 5:00 via teleconference. (Note: this meeting was rescheduled to May 9, 2007.)