BOARD OF EDUCATION
Portland Public Schools
STUDY SESSION
April 16, 2014

Board Auditorium
Blanchard Education Service Center
501 N. Dixon Street
Portland, Oregon 97227

Note: *Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.*

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time.

This meeting may be taped and televised by the media.

AGENDA

1.	**PUBLIC COMMENT**	6:00 pm
2.	**EMPLOYEE SERVICE AWARDS**	6:20 pm
3.	**FAUBION MASTER PLAN** *(action item)*	6:40 pm
4.	**DISCUSSION: IMPLEMENTATION AND TIMELINE FOR COMMON CORE STATE STANDARDS**	7:10 pm
5.	**CONTRACT AMENDMENTS**	8:30 pm
6.	**BUSINESS AGENDA**	9:00 pm
7.	**ADJOURN**	9:15 pm

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

2013-2014 PPS Employee Service Awards

The Portland Public Schools Board of Education would like to recognize, congratulate and extend appreciation to all of the following employees for their devoted service to the students, families and staff of Portland Public Schools. Your dedication and service to the Portland community are not taken for granted. In 2013-2014, years of service are honored in five-year increments, ranging from five years to forty years. All service award recipients will receive a pin signifying their years of service.

Forty-Five Years

David Bailey	Lincoln High School	Teacher-HS

Forty Years

Deborah Berry	Sacajawea Site	Principal-Special Programs
Suzanne Callan	Wilcox	Teacher-CRP
Eleanor Jensen	Boise-Eliot PK-8	Teacher-K8
Barbara Mutnick	Jackson Middle School	Counselor

Thirty-Five Years

Robert Carron	Franklin High School	Custodian
Jill Carter-Baker	Richmond PK-5	Educational Assistant
Donald Dixon	Jefferson HS-Mid Coll Adv Stud	Counselor
Ann Eschweiler	Marshall HS Campus	Custodian
Mary Fahrer	Wilcox	Teacher-CRP
Roger Hastings	Jackson Middle School	Custodian
Christopher Lamp	Sabin PK-8	Teacher-K8
Rodney Mathiesen	Jackson Middle School	Custodian
Hazel O'Connor	Stephenson K-5	Educational Assistant
Cheryl Otos-Tompkins	Wilcox	Paraeducator
Lynn Staley	Llewellyn K-5	Teacher-ES

Thirty Years

Israel Annoh	Jefferson HS-Mid Coll Adv Stud	Hourly Performing Arts
Annette Balestreri-Culbertson	Kelly K-5	Teacher-ES
John Bigelow	Buckman K-5	Teacher-ES
John Bryant	Lincoln High School	Custodian
Parlor Campbell	Madison High School	Custodian
Gail Cloutier	Itinerant @ BESC	Speech Language Pathologist
Paul Colvin	Lewis K-5	Teacher-ES
Wayne Curtin	Grant High School	Custodian
Carl Edwards	Beaumont Middle School	Paraeducator

Thirty Years con't.

Dayna Hasart	Ockley Green 4-8	Teacher-ES
Jan Hicks	Gray Middle School	Teacher-MS
Stetson James	Facility Services Center	Manager
Mary-Lynne Monroe	SPED Community Transition Pgm	Vocational Transition Special
Bach-Tuyet Nguyen	Instructional Resource Center	Library Assistant
Gary Parr	Gray Middle School	Teacher-MS
Kathleen Rynevich	Itinerant @ BESC	Physical Therapy Assistant
Todd Shird	Maintenance Services	Steamfitter
Thomas Streckert	Beverly Cleary @ Fernwood 2-8	Teacher-K8
Laura Thompson	Vestal K-8	Teacher-K8
Chai Vang	Roosevelt HS Campus	Community Agent
Douglas Walters	Astor K-8	Teacher-K8
Sydney York	Lincoln High School	Teacher-HS

Twenty-Five Years

Allen Beebe	Bridlemile K-5	Teacher-ES
Chuck Billedeaux	Creston K-8	Teacher-K8
Donald Bivens	Arleta K-8	Assistant Principal-K8
Joseph Blowers	East Sylvan Middle School	Teacher-MS
Philomena Bode	George Middle School	Teacher-MS
Frederick Boggan	Enrollment & Transfer Center	Student Placement Coordinator
Shelley Cockburn	Itinerant @ BESC	Speech Language Pathologist
Patricia Cooke	Winterhaven K-8	Teacher-K8
Therese Cooper	Grant High School	Teacher-HS
Alan Damon	Hayhurst K-5/K-8	Teacher-K8
Michele Dobos	Beverly Cleary @ Hollyrood K-1	Teacher-SPED
Matthew Dutton	Alameda K-5	Custodian
Richard Ehrhart	Beaumont Middle School	Custodian
Laura Feltz	Beaumont Middle School	Teacher-MS
Tina Flowers	Applegate	Educational Assistant
Colleen Forbes	SPED Early Childhood Eval Team	TOSA
Andrew Fridley	FAM Management	Data Analyst
Deanne Froehlich	Hayhurst K-5/K-8	Principal-K8
Karrin Garrison	District Athletics-Building C	Senior Administrative Secretary
Debra Greene	Wilcox	Autism Specialist
Marcelle Hammel	Wilcox	Autism Specialist
Bernie Hansen	Beaumont Middle School	Teacher-MS
Carol Hart	Laurelhurst K-8	Teacher-K8
Elisabeth Hass	Harrison Park K-8	Teacher-K8
Elizabeth Hawes	Maplewood K-5	Teacher-ES
Tracy Heinrich	Laurelhurst K-8	Teacher-K8
James Hendrickson	Chapman K-5	Teacher-ES
John Holenstein	Woodlawn PK-8	Teacher-K8
Katherine Huffman	Itinerant @ BESC	School Psychologist

Twenty-Five Years con't.

Angel Humphrey	César Chávez K-8	Teacher-K8
Joni Huntley	Forest Park K-5	Teacher- Gr K
Tina Jacky	Wilson High School	Custodian
Julie Jayne	Grant High School	Lead Food Service Assistant
Terry Keller	Warehousing	General Foreman
Virginia Kenaston	Lent K-8	Food Service Assistant
Richard Klee	George Middle School	Student Management Specialist
Darcy Kriska	Sellwood Middle School	Teacher-MS
Penelope Larsen	Chief Joseph K-3	Teacher- Gr K
Timothy Lauer	Lewis K-5	Principal--Elementary School
Tamara Lindemann	Creston K-8	Teacher-K8
Gwen Loomis	Wilcox Year Round	Autism Specialist
Carol Lowry	Applegate	Social Worker
Jolynn Maleah	Chapman K-5	Teacher-ES
Robyn Mann	Ainsworth K-5	Teacher-ES
Kathleen McGraw	Arleta K-8	Principal's Secretary
Terry McKelvey	Curriculum & Instruction	TOSA
Arla Melum	Wilcox Year Round	Audiologist
Cathy Nichols	Lewis K-5	Paraeducator
Briggette Niebergall	Alameda K-5	Teacher-ES
Grace O'Hanlon	Buckman K-5	Teacher-SPED
Patricia O'Shea-Betker	Duniway K-5	Teacher-ES
Cara Pettit	Alameda K-5	Teacher-ES
Thomas Posey	Metropolitan Learning Ctr K-12	Custodian
Julenne Qualls	Madison High School	Teacher-HS
Judith Ramsey	Wilcox	Sign Language Interpreter
Charles Rinehart	Grant High School	Custodian
Rodney Robert	Stephenson K-5	Teacher-ES
Agaryvette Rojas	Gray Middle School	Teacher-MS
Kathryn Rosson	Lent K-8	Teacher-K8
Greg Salkield	Duniway K-5	Custodian
Karen Scherlie	Maplewood K-5	Teacher-ES
Vincynthia Shepard	Madison High School	Custodian
Vickie Sumner	Bridlemile K-5	Teacher-ES
Jackie Tellis	Beverly Cleary @ Fernwood 2-8	Teacher-K8
Herbert Wagner	Health & Safety	Hazmat Safety Coordinator
Charisse Wall	Student Transportation	Bus Driver
Steven Walmer	Wilson High School	Teacher-HS
Lisa Weatheroy	Wilcox	Counselor
Tammy West	Roseway Heights K-8	Teacher-K8
Mary Williams	Itinerant @ BESC	Occupational Therapist
Jon Wilson	Sitton K-5	Teacher-ES
Kenneth Woods	Beverly Cleary @ Fernwood 2-8	Teacher-K8

Twenty Years

Rana Akhavein	Beaumont Middle School	Teacher-MS
Kathy Anderson	Wilson High School	Teacher-HS
Julie Barbour	Kelly K-5	Teacher-ES
Timothy Biamont	Franklin High School	Teacher-HS
Gail Brown	Woodlawn PK-8	Teacher-K8
David Cahill	Wilcox	Teacher-CRP
Michael Callahan	Kelly K-5	Teacher-ES
Nancy Cameron	Lincoln High School	Teacher-HS
Lauren Capek	Roseway Heights K-8	Principal's Secretary
Barth Clooten	Benson High School	Teacher-HS
Kevin Crotchett	Jackson Middle School	Principal--Middle School
Teri Danielson	Buckman K-5	Teacher-ES
Robbin Deweese	West Sylvan Middle School	Teacher-MS
David Donachie	Maintenance Services	Plumber
Rebecca Eastman	Itinerant @ BESC	School Psychologist
Claudia Egan	King PK-8	Principal's Secretary
Debra Elliott	Sacajawea Site	Educational Assistant
Georgia Ellis	Arleta K-8	Teacher-K8
Elizabeth Essex	Atkinson K-5	Teacher-ES
Bryn Gillem	Creston K-8	Teacher-K8
Chisao Hata	Buckman K-5	Teacher-ES
Susan Henry	Roseway Heights K-8	Teacher-K8
Elizabeth Jacobsen	Sacajawea Site	Community Agent
Kelli Jones	Lent K-8	Teacher-K8
Mary Jurisons	Grout K-5	Teacher-ES
Therese Kamoshita	Roosevelt HS Campus	Teacher-HS
Michelle Lacaden	West Sylvan Middle School	Teacher-MS
Paul Lambert	Metropolitan Learning Ctr K-12	Custodian
John Lansing	Jefferson HS-Mid Coll Adv Stud	Audio Technology Specialist
John Lasley	Mt. Tabor Middle School	Teacher-MS
Jodene Lepley	Woodmere K-5	Teacher-ES
Joyce Letcher	FAM Management	Senior Clerk II
Janice Marsh	Madison High School	Head Custodian
Jeanetta Mashia	Vernon PK-8	Teacher-K8
Phyllis Menicosy	Nutrition Services	Central Commissary Manager
Kristi Mowe	Itinerant @ BESC	Speech Language Pathologist
Avril Munro	Metropolitan Learning Ctr K-12	Teacher-ES
David Nally	Hosford Middle School	Teacher-MS
Karla Nelson	Woodstock K-5	Principal's Secretary
Anthony Nitz	Harrison Park K-8	School Secretary
Robi Osborn	Mt. Tabor Middle School	Principal--Middle School
Shannon Palaniuk	Holladay Center	Paraeducator
Julie Palmer	DART @ Benson	Program Chairperson--SPED
Karen Polis	Franklin High School	Teacher-HS
Erin Quinton	Chief Joseph K-3	Teacher-ES

Twenty Years con't.

Alexander Rabchuk Jr	Wilson High School	Teacher-HS
Julie Rierson	Curriculum & Instruction	TOSA
Pamela Sesar	Buckman K-5	Teacher-ESL
Beth Shelby	James John K-5	Principal--Elementary School
Gail Swanson-Wright	Bridger K-8	Teacher-ESL
Tracy Temple	Beaumont Middle School	Teacher-MS
Thomas Ustach	Benson High School	Teacher-HS
Janet Whitley	Enrollment & Transfer Center	Chief Clerk
Takiyah Williams	Faubion PK-8	Teacher- Gr K
Stephanie Windham	Rosa Parks PK-5	Teacher-ES

Fifteen Years

Ramzi Abu-Adas	Information Technology	Program Manager
Jerry Allen	Astor K-8	Teacher-K8
Amy Ambrosio	Roosevelt HS Campus	Teacher-HS
Kent Anderson	Roseway Heights K-8	Teacher-K8
Megan Annen	Grant High School	Counselor
Tye Ball	Student Transportation	Bus Mechanic
Paul Barkett	SPED Community Transition Pgm	Teacher-SPED
Dereck Barnes	Irvington K-8	Teacher-K8
Liska Bates	Lewis K-5	Educational Assistant
Jennifer Batsch	Alameda K-5	Teacher-ES
Michelle Batten	Portland Federation of School Prof	Union Representative (PFSP)
Carla Bickett	Marysville K-8	Teacher-K8
Tim Black	Bridlemile K-5	Teacher-ES
Karen Brooks	King PK-8	School Secretary
Jennifer Buchanan	Capitol Hill K-5	Teacher-ES
Lisa Burgess	Human Resources	HRIS Data Specialist
Benjamin Caldwell	King PK-8	Teacher-K8
Petra Callin	Madison High School	Principal-High School
Patricia Calvillo	Duniway K-5	Teacher-ES
Linda Campillo	Wilson High School	Media Specialist
Kate Cappella	Markham K-5	Teacher-ES
Alicia Casas	Laurelhurst K-8	Lead Food Service Assistant
Cecily Chen	Harrison Park K-8	Bilingual Educational Assistant
Melissa Chenoweth	Itinerant @ BESC	Speech Language Pathologist
Alfred Clark II	Chapman K-5	Teacher-ES
Susan Costa	George Middle School	Teacher-MS
Julie Crouser	Grout K-5	Teacher-ES
Victor Cummings	Comm Trans Ctr on MLK - Campus	Vocational Transition Special
Brenda Davis	Applegate	Community Agent
Victoria Davisson	Cleveland High School	Vice Principal's Secretary
Stephanie D'Cruz	Grant High School	Teacher-HS
Terry Decamp	Wilcox	Paraeducator

Fifteen Years con't.

Kevin Denney	Franklin High School	Teacher-HS
Karlyn Doht-Barron	Glencoe K-5	Teacher-ES
Lilia Doni	Rigler K-5	Teacher-ESL
Nancy Drentlaw	Rose City Park	Teacher-K8
Marie Dunn	Harrison Park K-8	Teacher-K8
Tamara Edwards	Harrison Park K-8	Teacher- Gr K
Heather Egan	Rice Site	Senior Administrative Secretary
Evelyn Ellis	Lee K-8	Paraeducator
Donald Elwell Jr	Madison High School	Teacher-HS
Rebecca Fernandez	Vernon PK-8	Teacher-K8
Nancy Fiorante	Madison High School	Teacher-HS
Ganeen Fischer	Winterhaven K-8	Lead Food Service Assistant
Theresa Fisher	Cleveland High School	Media Specialist
Eric Flagel	Whitman K-5	Teacher-ES
Chadrick Flowerday	Woodstock K-5	Teacher-ES
Emma Ford	Rosa Parks PK-5	Media Specialist
Steven Fradkin	Special Education Services	Teacher-SPED
Brian Fraught	Markham K-5	Teacher-ES
Patricia French	Multiple Pathways to Graduation	Senior Administrative Secretary
Michael Fried	Cleveland High School	Paraeducator
Kathleen Gaitan	Curriculum & Instruction	TOSA
Brian Gardes	Skyline K-8	Teacher-K8
N Lynne Gardner-Allers	Cleveland High School	Teacher-HS
Jeff Gentile	Roseway Heights K-8	Teacher-K8
Amber Gerber	Chief Joseph K-3	Assistant Principal-Elementary
Kanjana Gnongbanhthom	Sacajawea Site	Educational Assistant
Timothy Goldhammer	Lincoln High School	Teacher-HS
Angela Gonci	Sunnyside Environmental K-8	Paraeducator
Sally Grant	Arleta K-8	Teacher-K8
Daniel Green	Education Television Services	TV Production Assistant
Mary Green	Peninsula K-8	Teacher-SPED
Amy Griffith	Kelly K-5	Teacher-ES
Mei Guan	Atkinson K-5	Lead Food Service Assistant
Susanna Hale	Itinerant @ BESC	School Psychologist
Sheila Hallinan	Lee K-8	Teacher-K8
Paula Halverson	Multiple Pathways to Graduation	Senior Administrative Secretary
Christine Hamilton	Grout K-5	Library Assistant
Emi Hanawa	Itinerant @ BESC	School Psychologist
Mary Harbolt	Faubion PK-8	Teacher-K8
Marshall Haskins	District Athletics-Building C	Program Director-Athletics
Patricia Herrington	Grant High School	Teacher-HS
Leeanne Heuberger	Hosford Middle School	Teacher-MS
John Hopp	Nutrition Services	Food Service Assistant
Dave Huckaba	Winterhaven K-8	Teacher-K8
Ronald Huff II	Harrison Park K-8	Teacher-K8

Fifteen Years con't.

Mari Hufford	James John K-5	Teacher-ES
Dawn Jackson	Scott K-8	Instructional Specialist
Gina Johnson	Cleveland High School	Teacher-HS
Irma Johnson	Benson High School	Library Assistant
Katharine Johnson	Irvington K-8	Teacher-K8
Tyrone Johnson	Boise-Eliot PK-8	Custodian
David Kaplan	Maplewood K-5	Teacher-ES
Laurie Kellar	Beach PK-8	Library Assistant
Nancy Kelly	Alameda K-5	Teacher-ES
Christine Ketel	Kelly K-5	Teacher-ESL
Mark Klassen	Wilcox	SPED Assistant Trainer
Timothy Kniser	Benson High School	Teacher-HS
Markeeta Koch	Alliance HS@Port Night/Benson	Teacher-HS
Stephen Lambert	Metropolitan Learning Ctr K-12	Teacher-HS
Gail LaMontagne	Llewellyn K-5	Teacher-SPED
Jeannie Langston	Accounting Services	Accounts Payable Accountant
Christina LeBlanc	Grout K-5	Teacher-ES
Heidi Leineweber	Franklin High School	Teacher-HS
Patricia Leroy	Hayhurst K-5/K-8	Teacher- Gr K
Deborah Lesher	Wilcox	Speech Language Pathologist
Karen Lettner	Gray Middle School	Teacher-SPED
Eric Levine	Cleveland High School	Teacher-HS
Sarah Lewins	Roseway Heights K-8	Principal-K8
Kiva Liljequist	Metropolitan Learning Ctr K-12	Media Specialist
Edmund Lipscomb	Harrison Park K-8	Teacher-K8
Karl Logan	BESC	Regional Program Administrator
Liberty Looney	Maplewood K-5	Teacher-ES
Kathleen Loughran	Woodmere K-5	Educational Assistant
Iris Love	Beaumont Middle School	Paraeducator
Mary Luthy	Itinerant @ BESC	School Psychologist
Christine Maier	Jackson Middle School	Media Specialist
Rosanne Malmstrom	Beverly Cleary @ Fernwood 2-8	Principal's Secretary
Dawn Martin	Special Education Services	Teacher-SPED
Kimberly Matier	Curriculum & Instruction	Director
Jennifer McCalley	Faubion PK-8	Assistant Principal-K8
Scott McCarty	Benson High School	Teacher-HS
Linda McKinney	Cleveland High School	Principal's Secretary
Shannon McLaughlin	Chapman K-5	Teacher-ES
Alain Millar	DART @ Benson	Teacher-DART
Marieke Miller	SPED Early Childhood Eval Team	Occupational Therapist
Jenifer Mittelstadt	Beaumont Middle School	Library Assistant
Iyabo Moore	Sitton K-5	Paraeducator
Melissa Morgan	Hayhurst K-5/K-8	Teacher-K8
Robin Morrison	Woodlawn PK-8	Principal-K8
Deborah Morse	Franklin High School	Food Service Assistant

Fifteen Years con't.

Julie Moyle	Rosa Parks PK-5	Educational Assistant
Rose Murdock	Beach PK-8	Teacher-K8
Keisuke Musashino	Mt. Tabor Middle School	Teacher-MS
Steve Naganuma	Benson High School	Teacher-HS
Benton Needham	Creative Science K-8	Teacher-K8
Margrit Neff	Benson High School	Teacher-ESL
Suzanne Neff	Duniway K-5	Teacher-ES
Heather Nelson	Lane Middle School	Teacher-MS
Rose Nguyen	Creston Annex	Community Agent
Deborah Nicholson	James John K-5	Teacher-ES
Stephen Nims	Cleveland High School	Teacher-HS
Aaron Olsen	Wilson High School	Teacher-HS
Maricruz Oneill	ESL	Community Agent
Tammy O'Neill	Madison High School	Vice Principal
Steven Orndorff	Holladay Annex	Teacher-SPED
Andrew Oshea	Holladay Annex	Teacher-SPED
Linda Owen-Cooper	Cleveland High School	Teacher-HS
Roberta Packer	Nutrition Services	Food Service Assistant
Josie Page	Alameda K-5	Paraeducator
Kazuko Page	Grant High School	Teacher-HS
Yelena Pankratova-Kniep	Capitol Hill K-5	Teacher-ESL
Diane Parker	Faubion PK-8	Lead Food Service Assistant
Christopher Parks	Comm Trans Ctr on MLK - Campus	Paraeducator
Colleen Pattiani	Atkinson K-5	Teacher-ESL
Katherine Paxton-Williams	Markham K-5	Teacher-ESL
Cheri Pedersen	Lent K-8	Educational Assistant
Tamara Penkert	Wilcox	Senior Administrative Secretary
Richard Pettiford	Jefferson HS-Mid Coll Adv Stud	Campus Monitor
Natalya Polishchuk	Nutrition Services	Specialist-Senior
Vickie Posvar	Woodlawn PK-8	Paraeducator
Michael Potestio	James John K-5	Teacher-ES
Stephanie Pringle	Wilson High School	Teacher-HS
Jeffrey Ramsey	Whitman K-5	Teacher-ES
April Reda	Boise-Eliot PK-8	Principal's Secretary
Nichole Riscol	Peninsula K-8	Teacher-K8
Bonnie Robb	Duniway K-5	Teacher-ES
Gretta Robert	Accounting Services	Specialist
Marisol Rodriguez	Madison High School	Teacher-HS
Thomas Rollins	César Chávez K-8	Teacher-K8
Magaly Ruiz	Woodmere K-5	Educational Asst - Biling
Teresa Rule	Grants & Compliance	Community Agent
Douglas Sammons	James John K-5	Teacher-ES
Catherine Sanders	Woodlawn PK-8	Educational Assistant
Amy Sands	Ockley Green 4-8	Teacher-ES
Nina Senaga-Freauff	Itinerant @ BESC	Speech Language Pathologist

Fifteen Years con't.

Gwendolyn Sharp	Marysville K-8	Teacher-K8
Yin Shen	Woodstock K-5	Teacher- Gr K
Lori Shumway	da Vinci Arts Middle School	Teacher-MS
Candie Sparks	Marysville K-8	Lead Food Service Assistant
Sarah Spella	Itinerant @ BESC	Teacher-SPED
Amy Spunaugle	Woodlawn PK-8	Instructional Specialist
Matthew Staab	Cleveland High School	Teacher-HS
Jonathan Steinhoff	Scott K-8	Assistant Principal-K8
Laura Struble	Franklin High School	Teacher-HS
Roberta Stubbs	Cleveland High School	Teacher-HS
Amanda Summerhalder	Glencoe K-5	Paraeducator
Lynn Terhaar	Duniway K-5	Principal's Secretary
Daniel Tibbetts	Glencoe K-5	Teacher-SPED
Trisha Todd	Grant High School	Teacher-HS
Tearale Triplett	Grant High School	Counselor
Maryanne Turner	Beach PK-8	Teacher-K8
Pamela Van Der Wolf	Alameda K-5	Assistant Principal-Elementary
Vonda Van Farowe	Alliance HS @ Meek	Teacher-HS
Madonna Vancleve	Breakthrough	Teacher-DART
Danette Voytko	Kelly K-5	Lead Food Service Assistant
Scott Wall	Wilcox	Teacher-CRP
Janet Watkins	Creston K-8	Lead Food Service Assistant
Sheila Wilcox	Alameda K-5	Teacher-ES
Laurel Wilkins	Creston K-8	Teacher-SPED
Kathlyn Wilson	Irvington K-8	Paraeducator
Kijana Winchester	Jefferson HS-Mid Coll Adv Stud	Paraeducator
Lilly F Windle	Lincoln High School	Teacher-HS
Barbara Wolfsong	Grout K-5	Instr Technology Asst
Yvonne Woods	Boise-Eliot PK-8	Paraeducator
Sarah Zimmer	Laurelhurst K-8	Teacher-K8

Ten Years

Roda Abdirahman	Markham K-5	Bilingual Educational Assistant
Ann Anderson-Higdon	Student Transportation	Bus Driver
Barbara Andrews	Chapman K-5	Teacher- Gr K
Susan Anglada Bartley	Franklin High School	Teacher-HS
Patricia Appelgren	Bridlemile K-5	Educational Assistant
Matthew Bacon-Brenes	Mt. Tabor Middle School	Teacher-MS
Colleen Bailey	Peninsula K-8	Paraeducator
Susan Becic	Laurelhurst K-8	Teacher-K8
Thomas Beckett	Cleveland High School	Teacher-HS
Maria Belgrave	Beverly Cleary @ Fernwood 2-8	Educational Assistant
Christine Bemrose	Itinerant @ BESC	Speech Language Pathologist
Greta Bergren-Dizon	Creston K-8	Teacher-K8

Ten Years con't.

Anne Berten	Grant High School	Teacher-HS
Michael Best	Beaumont Middle School	Paraeducator
Marika Bilter	Grout K-5	Teacher-ES
Patrick Binder	da Vinci Arts Middle School	Teacher-MS
Patricia Blanchard	Human Resources	Senior Human Resources Manager
Sandra Blank	Beach PK-8	Teacher-SPED
Elizabeth Bolger	Boise-Eliot PK-8	Teacher-K8
Andrea Brown	Lee K-8	Library Assistant
ReShawn Brown	Faubion PK-8	Teacher-K8
Nicholas Budge	Grant High School	Teacher-HS
Terri Burton	Human Resources	Director of Benefits
Lori Butler	Cleveland High School	Counselor
Stanley Caples	Lincoln High School	Campus Monitor
Jonathan Carr	Lincoln High School	Teacher-HS
Maricruz Carrera-Padilla	Lent K-8	Teacher-ESL
Brian Chatard	Wilson High School	Principal-High School
Kristin Chrisman	Student Services	Senior Administrative Secretary
JoAnna Coleman	Wilson High School	Teacher-HS
Sharie Conrad	Nutrition Services	Lead Food Service Assistant
Kimberly Crowell	Cleveland High School	Teacher-HS
Amy Davidson	Roseway Heights K-8	Teacher-K8
Jil Delanty	Stephenson K-5	Paraeducator
William Delmatoff	da Vinci Arts Middle School	Paraeducator
Ashley DeSanno	Rosa Parks PK-5	Instructional Specialist
Paul Donkers	Beaumont Middle School	Teacher-SPED
Rachel Draper	Benson High School	Teacher-HS
Amy Durham	Wilson High School	Teacher-HS
Monica Eckrich	Sunnyside Environmental K-8	Teacher-K8
Ingela Ekelof	Buckman K-5	Teacher-ES
Andrew Ellis	Grant High School	Paraeducator
Amy Estep	Holladay Center	Social Worker
Joseph Evers	George Middle School	Teacher-MS
Thomas Finch	Bridlemile K-5	Teacher- Gr K
Kathleen Fleming	Chief Joseph K-3	Library Assistant
Donna Fletcher	Comm Trans Ctr on MLK - Campus	Teacher-SPED
Mary Foidel	Grant High School	School Secretary
Jaclyn Ford	Forest Park K-5	Teacher- Gr K
Garth Fossen	Madison High School	Teacher-HS
Marguerite Furfey-Crothers	Itinerant @ BESC	Occupational Therapist
Alfonso Garcia Arriola	Rose City Park	Teacher-K8
Rachel Gardner	Roosevelt HS Campus	Teacher-HS
Jocelyn Gary	Peninsula K-8	Teacher-K8
Nancy Gilkey	Llewellyn K-5	Teacher-ES
Kathryn Golden	Stephenson K-5	Teacher-ES
Kelly Gomes	Madison High School	Teacher-HS

Ten Years con't.

Eva Gonzalez	Bridger K-8	Bilingual Educational Assistant
Gloria Gonzalez	Kelly Center	Bilingual Educational Assistant
Paul Gouveia	Ockley Green 4-8	Teacher-ES
Timothy Graham	Cleveland High School	Teacher-HS
Annie Graves	King PK-8	Paraeducator
Christine Grenfell	FAM Management	Project Coordinator
Gitta Grether-Sweeney	Nutrition Services	Director
Erin Hale	Madison High School	Counselor
Tammy Hansen	Bridlemile K-5	Teacher-ES
Amy Hargrave	Jefferson HS-Mid Coll Adv Stud	Teacher-HS
Kimberly Harmier	Markham K-5	Paraeducator
Nancy Hauth	Early Childhood Programs	Program Manager
Alice Headley	Franklin High School	Counselor
Shawn Helm	Data & Policy Analysis	Senior Manager - MIS
Kristi Henry	Facility Services Center	Chief Clerk
Janet Hernandez	Chapman K-5	Lead Food Service Assistant
Laura Hibbert	Forest Park K-5	Educational Assistant
James Hilgart	Maintenance Services	Electrician
Barbara Hoffer	Student Transportation	Bus Driver
Melinda Holben	Roseway Heights K-8	Teacher-K8
Burnetta Holder	Sacajawea Site	School Secretary
Judith Holmes	Roseway Heights K-8	Library Assistant
Melissa Immesoete	SPED Early Childhood Eval Team	Teacher-SPED
Jessica Jacobsen	Sitton K-5	Teacher-ES
Jonathan Jeans	Gray Middle School	Assistant Principal-Middle
Marylyn John	Sellwood Middle School	Assistant Principal-Middle
Jennifer Joyalle	Mt. Tabor Middle School	Teacher-MS
Benjamin Keefer	George Middle School	Principal--Middle School
Teresa Keller	Marysville K-8	Paraeducator
Janiece Kenison	Jefferson HS-Mid Coll Adv Stud	Lead Food Service Assistant
Karey Kirk	Grout K-5	Teacher-ES
Sarah Kohn	Lewis K-5	Teacher-ES
Melinda Kralicek	Woodmere K-5	School Secretary
Steven Lancaster	Lincoln High School	Teacher-HS
Cassandre Lanzas	Grant High School	Teacher-HS
Leslie Lauretti	ESL	TOSA
Kelley Lauritzon	Grant High School	Vice Principal's Secretary
Katherine Lee	Hayhurst K-5/K-8	Principal's Secretary
Dylan Leeman	Grant High School	Teacher-HS
Nina Levine	Duniway K-5	Teacher-ES
Craig Lewis	Wilcox	Senior Technology Specialist
Anne Licurse	Bridger K-8	Media Specialist
Amy Lindahl	Grant High School	Teacher-HS
Antonio Lopez	BESC	Regional Program Administrator
Jennifer Loveland	Richmond PK-5	Teacher-ES

Ten Years con't.

Timothy Loveless	Wilson High School	Teacher-HS
Rosie Lovings	Rosa Parks PK-5	Specialist
Melissa MacDonald	Glencoe K-5	Lead Food Service Assistant
William Macklin	Itinerant @ BESC	Teacher-SPED
Elizabeth Madison	Gray Middle School	Principal--Middle School
Jamie Makara	Faubion PK-8	Teacher-K8
Becky Marrs	Hosford Middle School	Principal's Secretary
Elisabeth Martin	Richmond PK-5	Teacher-ES
Kara Marx	Ainsworth K-5	Teacher-ES
Jamie Maynard	Chief Joseph K-3	Teacher-ES
Brandan McClain	Creative Science K-8	Teacher-K8
Jill McMahon	Sellwood Middle School	Teacher-SPED
Rachel McMorris	Itinerant @ BESC	Speech Language Pathologist
Dana Miller	Franklin High School	Teacher-HS
Denise Miller	Beach PK-8	Food Service Assistant
Jamie Miller	Wilson High School	Teacher-HS
Daureen Morris	Rieke K-5	Lead Food Service Assistant
Timothy Moss	Holladay Annex	Paraeducator
Andrea Nahurski	James John K-5	Counselor
Jeannette Nelson	Atkinson K-5	Teacher-SPED
Susan Nelson	Harrison Park K-8	Teacher-K8
Marie Oleary Mohr	Nutrition Services	Food Service Assistant
Elizabeth Ordaz	Enrollment & Transfer Center	Senior Student Placement Specialist
Mijail Otero	Ainsworth K-5	Teacher-ES
Terese O'Toole	Grant High School	Paraeducator
Ingrid Petersen	West Sylvan Middle School	Teacher-MS
Newton Phillips	Maintenance Services	Steamfitter
Rachel Porter	Jackson Middle School	Teacher-MS
Peter Puhvel	Bridlemile K-5	Teacher-ESL
Amy Ransom	Woodlawn PK-8	Paraeducator
Mark Robb	George Middle School	Principal's Secretary
Melody Rockwell	Grant High School	Teacher-HS
Mary Rodeback	Grant High School	Teacher-HS
Joanne Romanaggi	Skyline K-8	Teacher-K8
Carmel Ross	Grant High School	Teacher-HS
Laurie Ross	Alameda K-5	Teacher-ES
Yoon Saechao	Sacajawea Site	Educational Assistant
Leanne Sander	Parry Center	Teacher-DART
Shannon Sandri	Wilcox Year Round	Teacher-CRP
Erin Savage	da Vinci Arts Middle School	Teacher-MS
Susan Scanlon	West Sylvan Middle School	Library Assistant
Kylea Schmidt	Markham K-5	Counselor
Elisa Schorr	Roosevelt HS Campus	Vice Principal
Steven Scoville	Lincoln High School	Teacher-HS
Adam Seitz	Information Technology	Systems Administrator

Ten Years con't.

Katherine Shelton	Madison High School	Counselor
Teresa Sing	Madison High School	Vice Principal
Caroline Siu	Woodstock K-5	Teacher- Gr K
Charles Slusher	Lincoln High School	Teacher-HS
Amy Smith	Forest Park K-5	Teacher-ES
Andrew Sorensen	Cleveland High School	Teacher-HS
Lisa Souther	Sellwood Middle School	Teacher-MS
Lesley Spector	Emerson Charter School	Teacher-SPED
David Spencer-Mylet	Benson High School	Teacher-HS
Liza Springgate	Woodstock K-5	Teacher-ES
Heather Stevens	da Vinci Arts Middle School	Teacher-MS
Kathleen Tabor	Abernethy K-5	Teacher-ES
Gabrielle Tanner	Beverly Cleary @ Fernwood 2-8	Teacher-K8
Kristin Thaler	Holladay Center	Social Worker
Elizabeth Thiel	Madison High School	Teacher-HS
Nadine Trinchero	Chapman K-5	Teacher-ES
Jennifer Van Kopp	Cleveland High School	Counselor
Mary Ventura	Parry Day Center 2-12 @Edwards	Teacher-DART
David Wade	Forest Park K-5	Teacher-ES
Molly Walker	Woodmere K-5	Teacher-ES
Debra Wasserman	Franklin High School	Teacher-HS
Mary Watkins	Lee K-8	Teacher-SPED
Randall Webster	Glencoe K-5	Teacher-ES
Kenneth Weinberg	Lincoln High School	Teacher-HS
Cory Wellington	Holladay Center	Teacher-SPED
Michael Werres	Information Technology	Technical Support Advocate
Anna Wessinger	West Sylvan Middle School	Teacher-MS
Anne Williams	Chapman K-5	Teacher-ES
Kimberlee Wilson	Scott K-8	Teacher-K8
Benjamin Wixon	Mt. Tabor Middle School	Teacher-ESL
Stephanie Yoder-Corvi	Wilcox	Teacher-CRP
Lilletty Zegarra	Creston K-8	Bilingual Educational Assistant
Joshua Zeller	Professional Development Teaching	Instructional Specialist
Joshua Ziady	Roosevelt HS Campus	Teacher-HS

Five Years

Iftu Abuna	Ockley Green 4-8	Food Service Assistant
Allison Adams	Special Education Services	TOSA
Daniel Adkisson	Sellwood Middle School	Teacher-MS
Rodrigo Aguirre	Beach PK-8	Teacher-K8
Erika Alabarca	Lee K-8	Teacher-K8
Bradi Al-Aridh	Chapman K-5	Teacher-ES
Deborah Angle	Itinerant @ BESC	Occupational Therapist
Donald Archer	Whitman K-5	Custodian

Five Years con't.

Erin Arias	Faubion PK-8	Teacher-K8
William Aubrecht	Richmond PK-5	Teacher-ES
Sarah Bacus	Sunnyside Environmental K-8	Teacher-K8
Rick Bailey	Maintenance Services	Rover
Joseph Ballman	Jefferson HS-Mid Coll Adv Stud	Teacher-HS
Kori Bass	Llewellyn K-5	Teacher-ES
Nicole Bassen	FAM Management	Senior Analyst
Suzanne Bauer	Sellwood Middle School	Teacher-MS
Ellen Baumgartner	Itinerant @ BESC	Speech Language Pathologist
Lucinda Beck	The Ivy School	Teacher-SPED
Erik Bengtson	Roseway Heights K-8	Paraeducator
Marta Berg	Metropolitan Learning Ctr K-12	Teacher-HS
Kelly Bergstrom	Kelly K-5	Teacher-SPED
Serene Bertram	Wilcox	Teacher-CRP
Beverly Bingham	Roseway Heights K-8	Food Service Assistant
Julia Blattner	Cleveland High School	Teacher-HS
Emily Boldman	Lane Middle School	Media Specialist
Sandra Boon	Faubion PK-8	Teacher-K8
Olessia Bordioug	Kelly K-5	Teacher-ES
Cynthia Bowie	Llewellyn K-5	Teacher-ES
Christine Boyd	da Vinci Arts Middle School	Teacher-MS
Elise Bradley	Lent K-8	Teacher-SPED
Christina Braun	Creative Science K-8	Teacher-K8
Leslie Burgoine	Lane Middle School	Teacher-MS
Charles Burke	Buckman K-5	Food Service Assistant
Nathan Burks	Rosemont	Teacher-DART
Dale Campbell	Student Transportation	Bus Driver
Kristy Carlson	Arleta K-8	Educational Assistant
Jaimie Carr	Beaumont Middle School	Teacher-MS
Lawrence Carter	Lane Middle School	Custodian
Jean Caso	Applegate	Educational Assistant
Pauline Celino	Property Management	Senior Administrative Secretary
Jessica Chace	Itinerant @ BESC	Speech Language Pathologist
Cheryl Champlain	Parry Center	Teacher-DART
Monica Chanocua	Madison High School	Vice Principal's Secretary
Nancy Contreras	Sacajawea Site	Educational Assistant
Kenneth Cook	Holladay Annex	Paraeducator
Leslie Cowley	Ockley Green 4-8	Teacher-K8
Lynne Cox	Lee K-8	Educational Assistant
Stephanie Cox	Chapman K-5	Counselor
Jennifer Coyne	Beaumont Middle School	Teacher-MS
Carly Cusack	Sellwood Middle School	Teacher-MS
Sharon Dailey	Wilson High School	Vice Principal's Secretary
Dominic Damiani	Rigler K-5	Custodian
Andrew Dauch	Sabin PK-8	Principal-K8

Five Years con't.

Lorelle Day	Hand in Hand	Teacher-DART
Carolyn DeSantis	Laurelhurst K-8	Teacher-K8
Richard Draper	Nutrition Services	Leadman
Liza Duilio	Beaumont Middle School	Teacher-SPED
Carlyn Eames	Special Education Services	Autism Specialist
Keith Early	Special Education Services	Autism Specialist
Mehera-Rosa Edgar	Sitton K-5	Teacher-ES
Jennifer Edler	Beverly Cleary @ Fernwood 2-8	Teacher-K8
Mila Edwards	Beach PK-8	Teacher-K8
Benjamin Ellenwood	Roseway Heights K-8	Teacher-K8
Tatsuya Emoto	Maintenance Services	Maintenance Repair Person
Donald Enfield	West Sylvan Middle School	Teacher-MS
Kelly Epley	Beverly Cleary @ Fernwood 2-8	School Secretary
Eric Fair-Layman	da Vinci Arts Middle School	Teacher-MS
Miki Farrell	Richmond PK-5	Teacher-ES
Joshua Faulk	Wilson High School	Custodian
Lynn Faulkenberry	Purchasing & Contracting	Contracts Analyst
Matthew Feitelberg	Creative Science K-8	Teacher-K8
Jonah Ferber	Holladay Center	Teacher-SPED
Krista Foley	Woodmere K-5	Teacher-SPED
Rebecca Frazier	Creative Science K-8	Community Agent
Jeanine Fukuda	Equity & Partnerships	Assistant Director
Kathryn Fuller	Maplewood K-5	Teacher- Gr K
Angeline Gardner	West Sylvan Middle School	Lead Food Service Assistant
Erik Geske	Hosford Middle School	Paraeducator
Stefanie Getchius	Holladay Center	Paraeducator
Diane Goff	Ainsworth K-5	Teacher-ES
Laura Grimes	Applegate	Teacher-PK
Deena Grossman	Whitman K-5	Teacher-ES
Alexandra Guerra-Sundberg	Itinerant @ BESC	Speech Language Pathologist
Ronda Hall	Sellwood Middle School	Teacher-MS
Allison Halvorsen	Creative Science K-8	Teacher-K8
Tyrone Hammick	Holladay Center	Therapeutic Intervention Coach
April Haskell	Roseway Heights K-8	Teacher-K8
Brandon Haughton	Holladay Annex	Therapeutic Intervention Coach
Jennifer Heaton	Harrison Park K-8	Teacher-K8
Nicole Helms	Holladay Center	Paraeducator
Kathryn Henderson	George Middle School	Teacher-MS
Jennifer Herbst	Lincoln High School	Vice Principal's Secretary
Emillio Hernandez	Bridger K-8	School Secretary
Kathleen Hiigel	Accounting Services	Financial Systems Analyst
Christine Hochstatter	Astor K-8	Principal's Secretary
Andrea Hoffelt	Itinerant @ BESC	School Psychologist
Caitlin Holdren	Irvington K-8	Teacher-K8
David Holm	Rose City Park	Teacher-K8

Five Years con't.

Jamie Homberg	Astor K-8	Teacher-K8
Erin Hoover Barnett	Community Involvement	Senior Communications Manager
Ann Hudson	Lincoln High School	Paraeducator
Jesse Hunter	Lent K-8	Teacher-K8
Jess Hutchison	Abernethy K-5	Teacher-ES
Elizabeth Israel-Davis	George Middle School	Teacher-MS
Douglas Jenkins	Franklin High School	Teacher-HS
Martha Jensen	Boise-Eliot PK-8	Teacher-ESL
Bradley Johnson	Vernon PK-8	Teacher-K8
Meghan Kahn	King PK-8	Teacher-K8
Anna Kapranos	Richmond PK-5	Teacher-ES
Dana Karki	Lee K-8	Teacher-K8
Christopher Keander	Information Technology	Systems Administrator
Edward Keating	Reconnection Center @ Benson	Social Worker
Kathleen Kerr	Research, Evaluation, Assessment	Functional Lead
Tim Killduff	Capitol Hill K-5	Custodian
Lauren Kimlinger	Boise-Eliot PK-8	Teacher- Gr K
Chantelle King	Special Education Services	SPED Assistant Trainer
Shara Klein	Rosa Parks PK-5	Teacher-SPED
Britt Kuether	Chapman K-5	Teacher-ES
Carrie Kuhlman	Chapman K-5	Teacher-ES
Martha Leggatt	Rice Site	Senior Administrative Secretary
Laura Lemma	Laurelhurst K-8	Teacher-K8
Emily Lethlean	Woodstock K-5	Teacher-ES
Kimberly Levine	Itinerant @ BESC	Occupational Therapist
Nicole Levine	Student Services	Counselor
Jeffrey Lewis	Facility Services Center	Senior Maintenance Manager
Qun Lin	Creston Annex	Educational Assistant
Michael Lively	Information Technology	Manager
Megan Looney	Itinerant @ BESC	Speech Language Pathologist
Luis Lopez	Bridger K-8	Teacher-K8
Gail Luchesi	Student Transportation	Bus Driver
Heidi Lunde	Itinerant @ BESC	School Psychologist
Keith Lyles	Roosevelt HS Campus	Paraeducator
Samuel Magliano	Operations	Executive Director
Patrick Mangan	Hosford Middle School	Student Management Specialist
Emily Martine	Richmond PK-5	Teacher-SPED
Susan McAuley	Itinerant @ BESC	Physical Therapy Assistant
Lisa McCall	Irvington K-8	Principal-K8
Andrea McCarter	Creative Science K-8	Teacher-SPED
Layne McCartney	Chief Joseph K-3	Teacher-ES
Maraia McGary	Wilcox	Paraeducator
Maureen McGuinness	Hayhurst K-5/K-8	Teacher-SPED
Palmyra McLellarn	Cleveland High School	Teacher-HS
Daniel Menche	Duniway K-5	Library Assistant

Five Years con't.

Shannon Misner	Lane Middle School	Principal's Secretary
Linda Monaco	Holladay Annex	Qualified Mental Health Provider
Jessica Montas-Mendoza	Madison High School	Family & Community Resource Specia
Kathanne Moore	Itinerant @ BESC	Speech Language Pathologist
Michael Moren	Beverly Cleary @ Fernwood 2-8	Teacher-K8
Peter Moss	Student Transportation	Bus Driver
Adriana Moyola	Rigler K-5	Teacher-K8
Diane Mulch	Woodlawn PK-8	Paraeducator
Jessica Murchison	Benson High School	Teacher-HS
Peter Myzak	Hayhurst K-5/K-8	Custodian
Bethany Nelson	Jackson Middle School	Teacher-MS
Cheryl Nelson	Kelly K-5	Teacher- Gr K
Diane Ness	Whitman K-5	Teacher-ES
Alicia Nicholl	Harrison Park K-8	Student Management Specialist
Kianne Noakes	Lincoln High School	Teacher-HS
LaVada Nudo	Woodmere K-5	Paraeducator
Mary O'Hara	Creative Science K-8	Teacher-K8
Matthew Oleson	Lent K-8	Teacher-K8
Marjorie Orr	Madison High School	Food Service Assistant
Melvina Orr	Sabin PK-8	Lead Food Service Assistant
Jan Osborn	Office of School Modernization	Senior OSM Support Specialist
Hariza Osmanovic	Beach PK-8	Custodian
Sara Outcalt	Wilcox	Teacher-CRP
Christine Owens	Creston K-8	Principal's Secretary
Mayra Pacheco	Mt. Tabor Middle School	Principal's Secretary
Mary Painter	Itinerant @ BESC	Physical Therapist
Brooke Palmer	Jefferson HS-Mid Coll Adv Stud	Teacher-HS
Chrysiis Pappas	Itinerant @ BESC	School Psychologist
Darthea Park	Wilcox	Senior Administrative Secretary
Dessie Parker	Grout K-5	Principal's Secretary
Ryan Pederson	Sunnyside Environmental K-8	Counselor
Jeanette Pelster	Benson High School	Teacher-HS
Lana Penley	Marysville K-8	Principal-K8
Sascha Perrins	BESC	Regional Program Administrator
Caroline Peters	Buckman K-5	Library Assistant
Irene Petersen	Woodlawn PK-8	Teacher-K8
Ann Pinzelik	Sellwood Middle School	Principal's Secretary
Brandy Plaschka	James John K-5	Educational Assistant
Joshua Porter	Lee K-8	Teacher-K8
Rosanne Powell	Dual Language Programs	Administrative Secretary
Kenneth Powell-Wilson	Roosevelt HS Campus	Paraeducator
Jennifer Prakken	Lane Middle School	Teacher-MS
Timothy Prosser	Information Technology	Specialist
Adonica Purkapile	Sacajawea Site	Educational Assistant
Frank Ransonet	Cleveland High School	Custodian

Five Years con't.

Terry Reigle	Maintenance Services	Rover
GeorgeAnne Ries	Winterhaven K-8	Library Assistant
Lisa Ritchie-Martinez	Sitton K-5	Principal's Secretary
Blake Robertson	Astor K-8	Teacher-K8
Drew Robinson	Curriculum & Instruction	TOSA
Kerry Rose	Woodstock K-5	Lead Food Service Assistant
Mary Rose	Hosford Middle School	Food Service Assistant
Jane Roska	Woodlawn PK-8	Teacher-SPED
Gretchen Rowland-Horrigan	Vestal K-8	Teacher-K8
Margaret Ruhlman	Beaumont Middle School	Teacher-MS
Nancy Ruiz	Tubman	Senior Clerk II
Michelle Schardt	Bridger K-8	Teacher-K8
Mona Schraer	Grant High School	Teacher-HS
Stacee Scott	Grant High School	Paraeducator
Teresa Seidel	Gray Middle School	Teacher-MS
Clifford Shaw	Winterhaven K-8	Counselor
Lukas Sherman	Wilson High School	Teacher Hourly
Jan Slenning	Jackson Middle School	Principal's Secretary
Heather Smith	Woodmere K-5	Teacher-ES
Jayne Smith	Rieke K-5	Library Assistant
Timothy Smith	Abernethy K-5	Custodian
Jennifer Sohm	Office of School Modernization	Design Quality Manager
Kelly Sorg	Metropolitan Learning Ctr K-12	Teacher-K8
Julia Speicher	Lincoln High School	Teacher-HS
Chris Spry	Jefferson HS-Mid Coll Adv Stud	Clerk
Katherine Steinhebel	Creative Science K-8	Paraeducator
Susan Sullivan	Capitol Hill K-5	School Secretary
Jason Sutherland	Holladay Center	Therapeutic Intervention Coach
Christian Swain	Roosevelt HS Campus	Campus Monitor
Lisa Sweeney	Vestal K-8	Teacher-K8
Anthony Swerdlik	Harrison Park K-8	Teacher-SPED
Timothy Swinehart	Lincoln High School	Teacher-HS
C. J. Sylvester	Operations	Chief Officer
Yuki Tanaka	Special Education Services	Teacher-SPED
Stephanie Taylor	Arleta K-8	Qualified Mental Health Provider
Nicole Tews	Jefferson HS-Mid Coll Adv Stud	Teacher-HS
Mary Tillery	Madison High School	Teacher-HS
Luretta Tinnon	Woodlawn PK-8	Educational Assistant
Kristin Trad	Jefferson HS-Mid Coll Adv Stud	Teacher-HS
Thu Truong	Stephenson K-5	Principal--Elementary School
Gaye Updike	George Middle School	Paraeducator
Lisa Van Clock	Grout K-5	Teacher-ES
Peggy VanDuyne	Itinerant @ BESC	SPED Coordinator
Nicole Vanek	Chapman K-5	Food Service Assistant
Jonquil Vann-Tessmer	Itinerant @ BESC	School Psychologist

Five Years con't.

Paul Vezzani	Warehousing	Truck Driver/Warehouseman
Brian Vo	Beaumont Middle School	Custodian
Clifton Vogl	Roseway Heights K-8	Teacher-SPED
Scott Vondrak	Payroll Services	Senior Payroll Specialist
Michael Vossen	Alliance HS @ Meek	Teacher-HS
Kathryn Wagner-West	Gray Middle School	Teacher-MS
Kali Wahl	Holladay Center	Qualified Mental Health Provider
Helen Wahl-Stephens	Arleta K-8	Teacher-ESL
Gregory Wall	Mt. Tabor Middle School	Teacher-MS
Helen Wall	Astor K-8	Teacher-SPED
Jacquelyn Wallace Sosa	Kelly K-5	Teacher-ES
Jenna Warden	Harrison Park K-8	Teacher-K8
Gerald Ware	James John K-5	Custodian
David Wedge	Franklin High School	Custodian
Tina Weitman	Forest Park K-5	Teacher-SPED
Melodie Welch	Alliance HS @ Meek	Custodian
Jessica Wheeland	Vestal K-8	Food Service Assistant
Steven White	Alliance HS @ Meek	Campus Monitor
Tarehna Wicker	Vernon PK-8	Teacher-K8
Taiya Wiers	Holladay Center	Therapeutic Intervention Coach
Edward Williams	Jefferson HS-Mid Coll Adv Stud	Custodian
Lori Williams	Winterhaven K-8	Teacher-SPED
Shawnan Williams	Jefferson HS-Mid Coll Adv Stud	Custodian
Amanda Wilson	Itinerant @ BESC	Speech Language Pathologist
Holly Wilson	Lee K-8	Teacher-K8
Michelle Wilson	Wilcox	Sign Language Interpreter
Spencer Wilson	Mt. Tabor Middle School	Paraeducator
Elaine Winn	Creston K-8	Teacher-K8
Jennifer Wishart	FAM Management	Project Coordinator
Korinna Wolfe	Multiple Pathways to Graduation	Executive Director
Tanan Woods	Abernethy K-5	Teacher-ES
Chiung-Chen Yu	Hosford Middle School	Teacher-MS
Brianne Zogas	Alameda K-5	Teacher-ES

Board of Education
Staff Report to the Board

Board Meeting Date:
April 16, 2014

Executive Committee Lead:
C.J. Sylvester, Chief, School Modernization

Department:
Office of School Modernization

Presenter/Staff Lead:
Jim Owens, Executive Director, OSM
Erik Gerding, Project Manager, OSM

SUBJECT: Staff Recommendation for Faubion Pre-K-8 Master Plan

BRIEF SUMMARY AND RECOMMENDATION

In accordance with the BOE Information Report – Bond Program 101 Presentation on 25, February 2013, staff is proposing the Board accept the preferred Master Plan for Faubion PK-8 School as the initial design-related action for the Faubion Replacement Project.

Staff is proposing the district:

- Approve this Master Plan to replace the existing Faubion Pre-K-8 school and construct a new Pre-K-8 school on the same site. In addition, in partnership with Concordia University, construct a new Concordia University College of Education facility and various associated wrap-around services including an Early Childhood Education Center. A portion of the combined building and access will be on contiguous Concordia property.

- Utilize the current Draft P-K-8 Area Program as a guide to construct the new Faubion PK-8 School to an approximate size of 83,300 square feet, which is funded by the 2012 Bond, and an additional approximate area of 47,400 square feet for partner spaces funded by Concordia University for a total of 130,700 square feet.

BACKGROUND

Portland Public Schools (PPS) and Concordia University (Concordia) have an ongoing partnership that brings the resources of Concordia and its Student Service Corps to Faubion students. The partnership enhances the academic success of Faubion students and provides an opportunity for in-classroom experience for Concordia's College of Education students and volunteers. Additionally, the partnership provides assistance with the Schools Uniting Neighborhoods (SUN) program, nursing students support school nurse services, volunteers for the SMART program, and a shared use of facilities including the recently completed library at Concordia.

PPS and Concordia entered into a Pre-development agreement in September 2013 that created the framework for a joint master planning process. The Faubion Design Advisory Group (DAG), District & Concordia staff, Faubion families, potential wrap around service providers, neighboring St. Michael's church, and community members were involved in developing the plan.

Reviewed and Approved by Carole Smith

RELATED POLICIES / BOARD GOALS AND PRIORITIES

1. Resolution No. 4608 (May 29, 2012) Resolution to Adopt the Superintendent's Recommended Update of the PPS Long Range Facilities Plan

2. Resolution No. 4800 (September 9, 2013) Resolution to Adopt the Educational Facility Vision as part of the District-wide Educational Specifications.

3. BOE Informational Report (February 25, 2013) – Bond Program 101 – Engagement

4. Resolution No. 4650 – Memorandum of Understanding with Concordia University for Master Planning and replacement of Faubion K-8 School

5. Resolution No. 4807 – Authorizing the Superintendent to Enter into a Predevelopment Agreement with Concordia University for Master Planning and Replacement of Faubion K-8 School

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PROCESS / COMMUNITY ENGAGEMENT

The Master Planning process was a community centered effort that helped define the vision and goals of the project. A number of possibilities were explored in a series of public meetings, stakeholder engagement sessions, and design workshops. The Master Plan has defined an exciting opportunity for innovation in a new kind of partnership. The combination of a college of education and an elementary school has created opportunities for enriched flexible learning environments and community support services.

The DAG held a number of public meetings over a six month period to provide input and discussion about various issues and priorities related to the school, the project site, and the community. Two Public Design Workshops were held with extensive community attendance and thoughtful input from students, teachers, families and neighbors.

Students and their families were engaged in various meetings and presentations at the school. The work culminated in an Open House presentation of the preferred master plan option in February 2014.

The design team leader, BOORA Architects, have volunteered at Faubion this spring as part of the Architects in Schools program, administered by the Architecture Foundation of Oregon. At the end of the 6-week curriculum, student projects will be on display showcasing their thoughts about building spaces and a new school.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Policy Goal A: "The District shall provide every student with equitable access to high quality and culturally relevant facilities even when this means differentiating resources to accomplish this goal."

Policy Goal F: “The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally specific expertise—including governmental agencies, non-profit organizations, businesses, and the community in general—in meeting our educational outcomes.”

The preferred Master Plan offers flexibility in programming and provides opportunity for individuality in student learning styles and recognizes the ethnic, cultural and social diversity of our students.

BUDGET / RESOURCE IMPLICATIONS

As set forth in the Pre-development Agreement between PPS and Concordia, the overall project budget is $27,500,000 (PPS’s 2012 School Building Bond Program) combined with funding from Concordia University between $7,000,000 and $15,000,000.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

Following approval of the preferred Master Plan, the Design Team will commence the Schematic Design phase of the work. Public meetings with the DAG, PPS and Concordia staff will continue to develop project details.

Board of Education

Staff Report to the Board

Board Meeting Date: April 16, 2014 **Executive Committee Lead**: Sue Ann Higgens

Department: Office of Teaching and Learning **Presenter/Staff Lead**: Melissa Goff

SUBJECT: Common Core State Standards implementation update; introduction to the Next Generation Science Standards; update on pilot for Smarter Balanced assessments.

BACKGROUND

Adopted by over 44 states in the U.S., the **Common Core State Standards** are a set of shared K-12 learning expectations for students in English-language arts and mathematics. These two new sets of content standards replaced Oregon's former standards in English language arts and mathematics. While the new standards are similar in ways to Oregon's current standards, some content has been shifted and the level of rigor has increased to ensure college and career readiness at the end of high school.

Portland Public Schools began phasing in the Common Core State Standards in 2011-12, providing professional development to teachers and aligning core curriculum. Beginning in 2014-2015, students will no longer take the OAKS exam and will take the Common Core Standards-aligned **Smarter Balanced Assessment** instead. Select schools across our district are participating in field-testing this Spring 2014, and we will use their student-user experiences to determine optimal technology and logistical configurations to support this new assessment.

"In April 2013, the final Next Generation Science Standards (NGSS), a new set of voluntary, rigorous, and internationally benchmarked standards for K-12 science education, were released. Oregon was one of 26 lead states that worked with Achieve and the standards writers to develop the NGSS.

On Thursday, March 6, 2014, the Oregon State Board of Education (SBE) voted unanimously to adopt the NGSS as the new Oregon Science Standards. The adoption includes the grade level middle school science standards sequence unanimously recommended by the Oregon Science Content and Assessment Panel that was developed under the leadership of the California Science Experts Panel.

It is important to remember that the new Oregon Science Standards (NGSS) will be phased in so that districts can implement changes in local curriculum, provide appropriate professional development for teachers and administrators, and provide students with opportunities to learn the content, practices, and cross-cutting concepts prior to assessment. Oregon students will continue to be assessed on the Oregon 2009 Science Content Standards via OAKS Science until a new science assessment that aligns with the newly adopted standards is developed and becomes operational in 2018-2019" http://www.ode.state.or.us/search/page/?id=4141.

Reviewed and Approved by
Executive Committee Lead

In an effort to ensure our School Board is well-informed regarding the implementation of Common Core State Standards and the Smarter Balanced assessment, here assembled are background materials for reading and a summary of the work to address this shift within Portland Public Schools. In addition, the School Board has had presentations on both of these topics in recent years, and we may provide copies to the presentations if they would prove helpful.

Within Portland Public Schools, we have consistently implemented professional development in support of the Oregon state standards. When Oregon adopted the Common Core State Standards in math and English language arts, the former Oregon standards were replaced by the standards commonly adopted across most states in our nation. We continue to align our professional development and materials to the Oregon standards, which, in math and English language arts, include the Common Core State Standards.

"On Thursday, October 17, 2013, the State Board of Education unanimously voted to adopt the new English Language Proficiency (ELP) Standards. The standards were developed by WestEd, under contract with the Council of Chief State School Officers (CCSSO), and in collaboration with the eleven ELPA21 consortium states and Stanford University's Understanding Language. Consistent with its lead role in the ELPA21 consortium, Oregon actively participated in the ELP Standards review and development process and the feedback provided was instrumental in shaping the final standards.

Oregon Department of Education staff and an advisory team will review and recommend instructional materials in August 2014. The State Board would then adopt instructional materials in October 2014, with the materials required to be in classrooms by the fall of the 2015-2016 school year. ELPA21, the new assessment that will be aligned to the new ELP Standards, is anticipated to replace the Oregon English Language Proficiency Assessment (ELPA) in the 2016-2017 school year"
(http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=9421&TypeID=4).

A similar replacement of standards is about to take place as Oregon adopted in March 2014 the Next Generation Science Standards, which will replace the science standards Oregon has held for the last several years.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

A number of Board policies and administrative directives are relevant to discussion of standards and assessment. The following are included as background and reference information to inform the Board work session:

- Board Policies:
  - 0.10.010-P Strategic Plan
  - 2.10.010-P Racial Educational Equity Policy
  - 6.10.010-P Student Achievement
  - 6.40.010-P Instructional Materials Selection
- Board Administrative Directives:
  - 6.10.060-AD Testing Programs
  - 6.40.011-AD Selection of Instructional Materials

PROCESS / COMMUNITY ENGAGEMENT

Communication with families and students have included meeting with stakeholder groups, publishing newsletter articles, keeping up to date District web resources, and PPS Connect.

The district has recently published a blog, Teacher Connect, providing a more interactive space for continued communication as we move ahead in implementation of CCSS, ELP standards NGSS, and the Smarter Balanced assessment (http://teachpps.blogspot.com/).

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

The District prioritizes providing every student with equitable access to high quality and culturally relevant instruction, curriculum, and support. In PPS, we expect high academic achievement from all racial groups. In order to meet our equity key performance indicators, we are embedding Smarter Balanced tasks and common core standards and practices in professional development for both teachers and administrators.

BUDGET / RESOURCE IMPLICATIONS

Supporting any shift in standards or instructional practices requires professional development funding to support teachers in their learning. As PPS is working hard to minimize time out of the classroom for teachers, investment in additional teacher specialists to provide site-based professional development and coaching has been included in the 2014-15 proposed budget. As we are in the adoption year for English language arts and English language development materials, there is a budget request to invest in materials, teacher curriculum development time, and digital resources. Any curricular purchases and/or development will be aligned to the adopted State of Oregon standards. Finally, a sizeable investment in technology expansion is also in the proposed budget. These dollars will ensure we have enough student access to the necessary digital tools during the abbreviated assessment window. More importantly, these devices will expand student access to digital learning during the majority of the school year.

QUESTIONS FOR BOARD DISCUSSION

- What is the Board's perspective on shifting from OAKS assessment to Smarter Balanced on the current State timeline?
    - The state assessment is the primary way students demonstrate competency in the essential skills;
    - Results from pilot assessments this spring will be available in December 2014;
    - Assessment of Essential Skills Advisory Panel is currently shaping recommendations around Smarter Balanced implementation.
- What is the Board's perspective on implementation of these four new sets of standards (CCSS Math, CCSS ELA, ELP standards, and NGSS) as it relates to our key performance indicators for equitable outcomes for students?

ATTACHMENTS

- Board Policies:
    - 0.10.010-P Strategic Plan
    - 2.10.010-P Racial Educational Equity Policy
    - 6.10.010-P Student Achievement
    - 6.40.010-P Instructional Materials Selection
- Board Administrative Directives:
    - 6.10.060-AD Testing Programs
    - 6.40.011-AD Selection of Instructional Materials
- Education Northwest's "What Do Parents Need to Know?"
- Council of Great City Schools
    - Sample Parent Road Map, English Language Arts, Kindergarten
    - Sample Parent Road Map, Mathematics, Grade 8

- National Parent Teacher Association
  - Sample Two-Page Parent Guides to Student Success, HS Math
- National Education Association
  - Five Facts for Making Sense of the Common Core
- American Federation of Teachers
  - Debunking Myths of the Common Core
- Oregon Department of Education Common Core “Shifts”
  - English Language Arts
  - Mathematics
- Smarter Balanced Assessment Consortium
  - Guidelines: Frequently Asked Questions
- Essential Skills During the Statewide Assessment Transition
  - http://www.ode.state.or.us/wma/teachlearn/testing/resources/es_smarterbalanced_transition.pdf

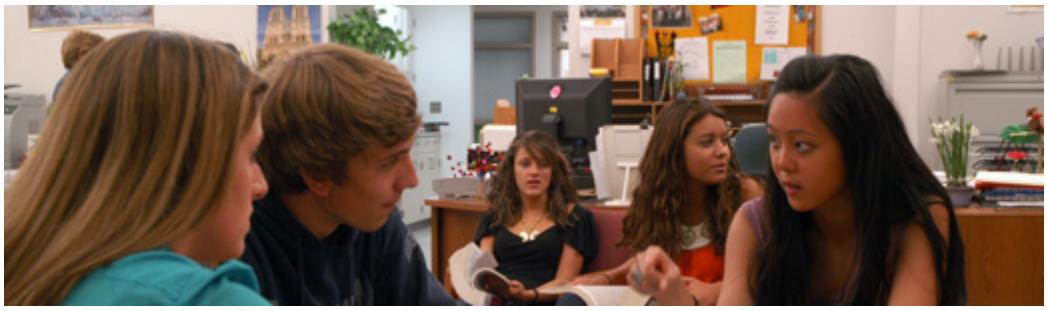
PERTINENT LINKS:

- Student-targeted video re: Smarter Balanced Field Test
  - http://smarterbalanced.articulate-online.com/p/7753293910/DocumentViewRouter.ashx?Cust=77532&DocumentID=405393dd-a225-4e26-b584-e3202b9682bc&Popped=True&v=11&InitialPage=presentation.html
- Teacher Connect
  - http://teachpps.blogspot.com

5 Facts: Making Common Sense of the Common Core

By Cindy Long, NEA Sr. Writer/Editor

nea.org



Found In: common core

Common Core State Standards are K-12 English Language Arts/Literacy and Math standards that will create a clear, consistent level of knowledge for our public school students no matter where they live.

1. **They Will Deepen Problem-Solving Skills and Critical Thinking**

The math standards will allow educators to focus on fewer topics and dive into them more deeply and rigorously, making sure kids grasp concepts fully so they can master them and apply them to real world problems. The English and literacy standards emphasize critical thinking, comprehension, analysis, and writing, and highlight the growing complexity of texts students must read to prepare for the demands of college and career.

2. **They Promote Greater Opportunity for All Kids**

Research shows that in some pockets of the country, particularly low-income neighborhoods, students are placed in larger classes with watered-down curriculum and out-of-date learning materials. The result is too many kids graduating without the basic knowledge and skills required for college or the workplace. CCSS, properly implemented, ensures that all students, no matter where they live, will graduate prepared for college, careers, and citizenship.

3. **They Bring Back Flexibility and Creativity**

Unlike the “drill and kill” test prep associated with NCLB, CCSS only provide the framework of what should be taught –teachers get to decide how they’ll teach them based on their expertise and judgment. Educators can find more creative, hands-on applications that are more engaging for everyone.

4. **They Call for Collaborative Decisions**

The standards give us a once-in-a-generation opportunity to offer our children a world-class education in every state of the country, but we must be flexible in how they’re implemented, applied and assessed over time. We’re in a process of discovery – as we collect information--administrators, teachers, support staff, and parents must collaborate to ensure the best possible implementation occurs so students can reap the benefits of that collaboration.

5. **Implementation is the Key to Success**

We must work together with parents and community members to demand a plan that makes sense to transition to the new standards and to ensure next generation assessment systems are fair and include multiple, appropriate and valid measures of student success.

Connect With Teachers About Common Core

Join the Common Core group on the GPS Network to collaborate and find resources on the new standards.

Parents' Guide to Student Success

National PTA®
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HIGH SCHOOL MATH

This guide provides an overview of what your child will learn during high school in mathematics. This guide is based on the new Common Core State Standards, which have been adopted by more than 45 states. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for success after graduation.

Why Are Academic Standards Important?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

Mathematics

Numerical skill and quantitative reasoning remain crucial even as students move forward with algebra. Algebra, functions, and geometry are important not only as mathematical subjects in themselves but also because they are the language of technical subjects and the sciences. And in a data-rich world, statistics and probability offer powerful ways of drawing conclusions from data and dealing with uncertainty. The high school standards also emphasize using mathematics creatively to analyze real-world situations — an activity sometimes called "mathematical modeling."

The high school standards are organized into six major content areas: Number and Quantity; Algebra; Functions; Modeling; Geometry; and Statistics and Probability.

An Overview of the Work Your Child Will Be Doing in High School to Become Ready for College and Career

Number and Quantity

- Working with rational and irrational numbers, including working with rational exponents (e.g., rewriting $(5^3)^{1/2}$ as $5\sqrt{5}$)
- Solving problems with a wide range of units and solving problems by thinking about units (e.g., "The Trans Alaska Pipeline System is 800 miles long and cost $8 billion to build. Divide one of these numbers by the other. What is the meaning of the answer?"; "Greenland has a population of 56,700 and a land area of 2,175,600 square kilometers. By what factor is the population density of the United States, 80 persons per square mile, larger than the population density of Greenland?")

Algebra

- Solving real-world and mathematical problems by writing and solving nonlinear equations, such as quadratic equations ($ax^2 + bx + c = 0$)
- Interpreting algebraic expressions and transforming them purposefully to solve problems (e.g., in solving a problem about a loan with interest rate r and principal P, seeing the expression $P(1+r)^n$ as a product of P with a factor not depending on P)

Functions
- Analyzing functions algebraically and graphically, and working with functions presented in different forms (e.g., given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum)
- Working with function families and understanding their behavior (such as linear, quadratic, and exponential functions)

Modeling
- Analyzing real-world situations using mathematics to understand the situation better and optimize, troubleshoot, or make an informed decision (e.g., estimating water and food needs in a disaster area, or using volume formulas and graphs to find an optimal size for an industrial package)

Geometry
- Proving theorems about triangles and other figures (e.g., that the angles in a triangle add to 180°)
- Using coordinates and equations to describe geometric properties algebraically (e.g., writing the equation for a circle in the plane with specified center and radius)

Statistics and Probability
- Making inferences and justifying conclusions from sample surveys, experiments, and observational studies
- Working with probability and using ideas from probability in everyday situations (e.g., comparing the chance that a person who smokes will develop lung cancer to the chance that a person who develops lung cancer smokes)

Talking to Your Child's Teacher

When you talk to the teacher, don't worry about covering everything. Instead, keep the conversation focused on the most important things. Ask questions such as:

- Is my child comfortable using coordinates in algebra and geometry?
- Can my child break a complex problem down into parts and apply the math he or she knows to problems outside of mathematics?
- Does my child have the knowledge to learn advanced mathematics after high school if he/she so chooses?
- Ask to see samples of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? How can I help my child improve or excel in this area?

Parent Tips: Planning for College and Career

At the beginning of high school, sit down with your child's teachers, counselor or other advisor to discuss what it will take for your child to graduate, your child's goals, and his/her plans after high school. Create a plan together to help your child reach these goals. This plan should include:
- An appropriate **course sequence** to meet your child's goals.
- The most appropriate **extracurricular activities** for your child.
- Your **plan to help your child prepare for college or career**. For example, if your child is interested in a particular field, look to see if internships exist to build his/her work experience in that subject area.

For more information, the full standards are available at www.corestandards.org.

National PTA®
everychild.onevoice.® **National Office:** 1250 N Pitt Street • Alexandria, VA 22314 • Toll-Free: (800) 307-4PTA (4782) • PTA.org • info@pta.org

A Union of Professionals

Debunking Myths of the Common Core

Development Process and Adoption

Myth: *The standards tell teachers what to teach.*
Fact: The Common Core State Standards define **what students need to know (http://www.publishersweekly.com/pw/by-topic/digital/retailing/article/58986-the-common-core-toolkit-september-2013.html)** ; they do not define what teachers should teach or how students should learn. The best understanding of what works in the classroom comes from the teachers who are in them. The standards will actually help *preserve* freedom for curriculum choice. These decisions are left to each state, and local teachers, principals, superintendents and school boards will continue to make important decisions about curriculum and how their school systems operate.

Myth: *The standards will be implemented through NCLB—signifying the federal government will be leading them.*
Fact: The Common Core State Standards Initiative is a state-led effort that is not part of No Child Left Behind, and adoption of the standards is in no way mandatory. States began the work to create clear, consistent standards before the Recovery Act or the Elementary and Secondary Education Act blueprints were released because this work is being driven by the needs of the states, not the federal government.

Myth: *These standards amount to a national curriculum for our schools.*
Fact: The Common Core State Standards are not a national mandate or a national curriculum. They are a clear set of shared goals and expectations for **what knowledge and skills will help our students succeed (http://www.gpb.org/the-ignite-show/season-2/segment/3-min-video-the-common-core-state-standards-english-version)** . Local teachers, principals, superintendents and others will decide how the standards are to be met. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms. States voluntarily chose whether or not to adopt the standards and retain full authority for implementation, preventing the possibility of a federal takeover. State leaders, accountable to their constituents, can withdraw their states from the standards at any time.

Myth: *The standards will cost more by requiring states to spend on training, tests, etc.*
Fact: The Common Core State Standards make economic sense. Improving the quality of education delivered in American classrooms through higher standards has the potential to lessen the next generation's reliance on our ever-expanding entitlement and corrections programs. Higher standards will prepare our future workforce for the global economy, strengthening our nation's competitiveness. They will also save taxpayer money by reducing the need for costly remediation in college. The cost of current tests that are not aligned to college- and career-ready standards is high. Reducing those costs will make money available for better tests.

Myth: *The standards are an intrusion on student privacy rights and will allow student data to be inappropriately tracked.*
Fact: As part of broader education reform efforts, states have adopted data systems that allow educators and parents to measure the progress of student achievement and growth from year to year. Regardless of adopting the Common Core, **states remain in control (http://www.corestandards.org/resources/myths-vs-facts)** of their students' private information, just as they are now. The federal government does not have access to individual student-level data—just aggregate information by school on how kids are performing, a result of No Child Left Behind's focus on accountability. States must remain vigilant in working with local school districts to continue protecting student information.

Myth: *The federal government will take over ownership of the Common Core State Standards Initiative.*
Fact: The federal government will not govern the Common Core State Standards Initiative. The initiative **was and will remain a state-led effort (http://achievethecore.org/content/upload/CommonCore101.pdf)** .

Myth: *The federal government made states adopt the standards by threatening to withhold federal education dollars.*
Fact: The federal government provided incentives through the *optional* Race to the Top program for states to adopt bold education reforms, including college- and career-ready standards and teacher evaluation systems, but

each state voluntarily made the decision to adopt the Common Core and followed its own specific constitutional, legislative or administrative processes to do so. A state's decision to adopt these standards played a very minor role in the Race to the Top competitive scoring process (making up just 8 percent of an individual state's score under the federal application).

Quality and Content: General

Myth: *Adopting common standards will bring all states' standards down to the lowest common denominator, which means states with high standards, such as Massachusetts, will be taking a step backward if they adopt the Common Core State Standards.*
Fact: The standards are designed to build upon the *most advanced* current thinking about preparing all students for success in college and their careers. This will result in moving even the best state standards to the next level. In fact, since this work began, there has been an explicit agreement that no state would lower its standards. A study by the Thomas B. Fordham Institute, a conservative think tank, showed that Common Core State Standards are superior to standards currently in use in 39 states in math and 37 states in English. For 33 states, the new standards are superior in both math and reading. The shared standards will increase accountability by providing transparent data that allows for true comparisons across state lines. Additionally, an analysis by ACT found that three-fourths of young men and women entering college "were not adequately prepared academically for first year college courses." Therefore, current standards are not effectively preparing our students to be college- and career-ready.

Myth: *The standards are not internationally benchmarked.*
Fact: International benchmarking played a significant role in the development of the standards. In fact, the college- and career-ready standards include an appendix listing the evidence that was consulted in drafting the standards, and the international data consulted in the benchmarking process is included in this appendix. More evidence from international sources is presented together with the final draft.

Myth: *The standards include controversial science curriculum content.*
Fact: Contrary to purported myths about the Common Core, these standards encompass only English language arts and mathematics, focusing on improving needed critical-thinking and analytic skills. State and local officials will continue to make important curriculum decisions when it comes to teaching history or specific issues such as evolution and "intelligent design," in line with what is right for their students and communities.

Quality and Content: English Language Arts

Myth: *The standards suggest teaching* The Grapes of Wrath *to second-graders.*
Fact: The English language arts standards suggest The Grapes of Wrath as a text that would be appropriate for ninth- or 10th-grade readers. Evidence shows that the complexity of texts students are reading today does not match what is demanded in college and the workplace, creating a gap between what high school students can do and what they need to be able to do. The Common Core State Standards create a staircase of increasing text complexity, so that students are expected to both develop their skills and apply them to more and more complex texts.

Myth: *The standards are just vague descriptions of skills; they don't include a reading list or any other similar reference to content.*
Fact: The standards do include sample texts that demonstrate the level of text complexity appropriate for the grade level and compatible with the learning demands set out in the standards. The exemplars of high-quality texts at each grade level provide a rich set of possibilities and have been very well received. This gives teachers the flexibility to make their own decisions about what texts to use—while providing an excellent reference point when selecting their texts.

Myth: *English teachers will be asked to teach science and social studies reading materials.*
Fact: With the Common Core English language arts standards, English teachers will still teach their students literature as well as literary nonfiction. However, because college and career readiness overwhelmingly focuses on complex texts outside of literature, these standards also ensure students are being prepared to read, write and research across the curriculum, including in history and science. These goals can be achieved by ensuring that teachers in other disciplines are also focusing on reading and writing to build knowledge within their subject areas.

Myth: *The readings assigned in the English standards are 50 percent "informational" texts instead of great literature and classics. The result is that the Common Core standards are very political.*
Fact: Common Core State Standards **continue to provide a heavy focus—at least 50 percent—on the reading and comprehension of great literature classics (http://www.edexcellence.net/commentary/education-gadfly-daily/common-core-watch/2013/a-testimony-on-the-common-core-standards.html)** , such as *The Grapes of Wrath*, *To Kill a Mockingbird* and *Pride and Prejudice.*

Students will be required to read more "informational" texts, which means reading original works, but which texts are read is left up to the teacher—just as it is today. Examples of informational texts are: Alexis de Tocqueville's *Democracy in America*, President Ronald Reagan's address to students at Moscow State University, and

the Declaration of Independence. Other examples of informational texts are maps, charts, graphs and infographics.

The increased focus on information and original texts is to prepare students for college and real-world reading and writing requirements. For example, 80 percent of the reading and writing done in the workplace requires workers to read material, analyze the material using critical-thinking skills, and articulately write or verbally respond to the material.

Quality and Content: Math

Myth: *The standards do not prepare or require students to learn algebra in the eighth grade, as many states' current standards do.*
Fact: The standards do accommodate and prepare students for Algebra 1 in eighth grade, by including the prerequisites for this course in grades K-7. Students who master the K-7 material will be able to take Algebra 1 in eighth grade. At the same time, other grade 8 standards are also included; these include rigorous algebra and will transition students effectively into a full Algebra 1 course.

Myth: *Key math topics are missing or appear in the wrong grade.*
Fact: The mathematical progressions presented in the Common Core are coherent and based on evidence.

Part of the problem with having 50 different sets of state standards is that, today, different states cover different topics at different grade levels. Coming to a consensus guarantees that in any given state, some topics will have to be moved up or down in the grade-level sequence. This is unavoidable. What is important to keep in mind is that the progression in the Common Core State Standards is **mathematically coherent and leads to college and career readiness at an internationally competitive level (http://www.corestandards.org/resources/myths-vs-facts)** .

Myth: *The standards only include skills and do not address the importance of content knowledge in math.*
Fact: In mathematics, the standards lay a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals. Taken together, these elements support a student's ability to learn and apply more-demanding math concepts and procedures. The middle school and high school standards call on students to practice applying mathematical ways of thinking to real-world issues and challenges; they prepare students to think and reason mathematically. The standards set a rigorous definition of college and career readiness, not by piling topic upon topic, but by demanding that students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.

Adapted from:
http://www.corestandards.org/resources/myths-vs-facts (http://www.corestandards.org/resources/myths-vs-facts)
http://highercorestandards.org/myth-vs-fact/ (http://highercorestandards.org/myth-vs-fact/)

Spotlight on the Common Core State Standards

March 2011

A series published by Education Northwest to keep regional stakeholders informed about the Common Core initiative

education northwest

WHAT DO PARENTS NEED TO KNOW?

What are the Common Core State Standards?

The Common Core State Standards (CCSS) are a coherent progression of learning expectations in English language arts and mathematics designed to prepare K–12 students for college and career success. The CCSS communicate what is expected of students at each grade level, putting students, parents, teachers, and school administrators on the same page, working toward shared goals. While most states already have English language arts and mathematics standards in place, they vary widely from state to state in their coverage and level of rigor.

How were the standards developed?

The CCSS effort was launched in June 2009, through a partnership of the Council of Chief State School Officers and the National Governors Association working together with parents, teachers, school administrators, and experts from across the country. National and international research, evidence, and standards—including standards from countries that are often recognized for high-quality education—informed development of the CCSS. After public comment, the final version of the CCSS was released in June 2010.

The Common Core State Standards:

- Are aligned with college and work expectations;
- Are clear, understandable, and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build on strengths and lessons of current state standards;
- Are informed by other top-performing countries, so that all students are prepared to succeed in a global economy and society; and
- Are evidence-based.

Source: http://www.corestandards.org/about-the-standards/

What are the benefits for parents of common standards?

- A common set of standards ensures that all students, no matter where they live, will be focused on graduating from high school prepared for postsecondary education and

continued on page 4

Standards for

English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects

The Common Core State Standards (CCSS) for English language arts include standards for use in English language arts courses, as well as literacy standards in history/social studies, science, and technical subjects. The standards for English language arts describe expertise that students will develop in the areas of reading, writing, speaking and listening, and language. The standards also describe how students use and strengthen these skills—particularly reading and writing—in other subjects at their grade level.

Let's look at how a grade 9 student might learn reading and writing in history. A sample ninth-grade standard for literacy is shown in the box below. A typical assignment tied to this standard might be:

> *Select a case that is scheduled to come before the United States Supreme Court. Use the text of the U.S. Constitution and at least two other sources to support two decisions the court could make: one arguing for the case and the other against it. Support your arguments using the information you gathered.*

This type of assignment requires a student to define an issue, research it in an unbiased way, read carefully, and compare and contrast elements of the issue. In the age of the Internet, students must learn about trustworthy and reliable sources, the difference between an opinion and a fact, and how to verify statements made with additional sources of information. Then, students must be able to write about the issue, their conclusions, and the supporting evidence in a convincing manner.

Key Features of the Standards

Reading: Text complexity and growth of comprehension

The reading standards place equal emphasis on the sophistication of what students read and the skill with which they read.

Writing: Text types, responding to reading, and research

The writing standards acknowledge the fact that while some writing skills (e.g., the ability to plan, revise, edit, and publish) apply to many types of writing, other skills relate to specific types of writing: arguments, informative/explanatory texts, and narratives.

Speaking and listening: Flexible communication and collaboration

The speaking and listening standards require students to develop a range of broadly useful oral communication and interpersonal skills, not just skills needed for formal presentations.

Language: Conventions (grammar), effective use, and vocabulary

The language standards include the essential "rules" of standard written and spoken English, but they also look at language as a matter of craft and making choices.

Example Standard for Literacy in Ninth-Grade History

Compare and contrast findings presented in a text to those from other sources, noting when the findings support or contradict previous explanations or accounts.

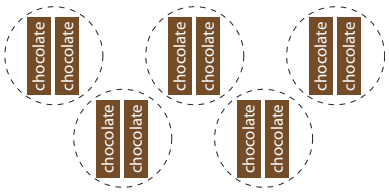
Standards for **Mathematical Practice and Mathematical Content**

The Common Core State Standards (CCSS) for mathematics include two types of standards: one for mathematical practice (how students are able to apply and extend math principles) and one for mathematical content (what students know about math). The two are linked together while students are learning.

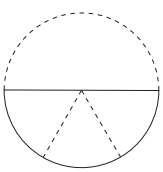
The Standards for Mathematical Practice are listed at the end of this section. Let's look at how a student might learn to "model with mathematics" (Practice Standard 4). This means students can use the math they know to solve problems they encounter every day. For a fifth-grade student, the following sample problems might be used to see whether he or she can model mathematical content that relates to dividing fractions. (The mathematics content standard for this new knowledge is shown in the box at top right. The practice standard shown in the sample problems is "model with mathematics.")

Students understand division with whole numbers from previous grades. Problems 1 and 3 review this understanding, and then extend the same thinking in problems 2 and 4 to divide a unit fraction (e.g., ½, ⅓, ⅝) by a whole number or vice versa.

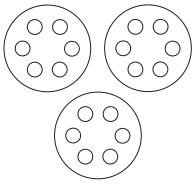
1. (Division using whole numbers): Louis has 10 chocolate bars. He wants to share them fairly with his four friends and himself. How many chocolate bars will each person get? (10 ÷ 5 = ?) *(Think: Divide 10 into 5 equal shares.)*



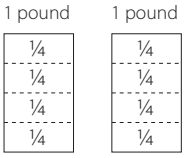
2. (Division of a unit fraction by a whole number): The Jonas family has half of a large pizza. There are three people in the family. They want equal shares of the pizza. What part of a pizza will each person get? (½ ÷ 3 = ?) *(Think: Divide ½ into 3 equal shares.)*



3. (Division using whole numbers): Eva has 18 cupcakes. She wants to have enough plates so that she can put 6 cupcakes on a plate. How many plates will she need? (18 ÷ 6 = ?) *(Think: How many 6s are there in 18?)*



4. (Division of a whole number by a unit fraction): Juan has 2 pounds of raisins and wants to put them into bags with ¼ pound of raisins in each bag. How many bags will he need? (2 ÷ ¼ = ?) *(Think: How many ¼s are there in 2?)*



Example Standard for Fifth-Grade Mathematics

Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

a. Interpret division of a unit fraction by a nonzero whole number, and compute such quotients.

b. Interpret division of a whole number by a unit fraction, and compute such quotients.

c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Continued from page 1

careers. In an increasingly mobile society, families with children transferring to new schools will not have to adjust to new learning expectations. Standards will be the same for all students in states adopting the CCSS, making transitions smoother for students.

- In a competitive global economy, all students must compete with not only American peers in other states, but with students from around the world. The CCSS were designed to prepare students to succeed in this environment.

- Common standards will facilitate conversation among parents, teachers, and children about high-level academic learning goals. Because common standards define exactly what students should know and be able to do at each grade level, they will help parents hold their schools accountable for teaching students in ways that support learning of the important content and skills defined by the CCSS.

- With adoption of the CCSS, states and districts can share experiences, methods of assessment, teaching practices, instructional materials, and approaches to helping parents support and reinforce learning at home.

How will the standards be assessed?

Two consortia of states—the SMARTER Balanced Assessment Consortium and the Partnership for the Assessment of Readiness for College and Careers—have been awarded federal funding to develop an assessment system aligned with the CCSS. Different types of assessments to measure students' progress during and at the end of the school year will be designed for students in grades 3–12. These assessments will be used by states adopting the CCSS beginning in the 2014–2015 school year.

When will the CCSS be implemented?

Many states have already adopted the CCSS. A few others are in the process of doing so. Several states have posted a comparison of their current state standards against the CCSS on their websites. States are also in the process of looking at how and when to introduce the new standards. Plans may include training for school and district staff, communicating with interested people (e.g., community members, parents, and students), and transitioning from existing to new assessment systems.

For more about the Common Core State Standards, visit http://educationnorthwest.org/common-core/.

What Can Parents Do To Prepare for the CCSS?

Has your state adopted, or is it planning to adopt, the CCSS? If it is, you can do the following:

- Create a study group with other parents, community members, or school staff to examine the new standards. Discuss your initial impressions or concerns about the standards, how they differ from your existing state standards, and learn how the school or district will prepare for implementation.
- Through your involvement on the site council, parent-teacher association, or other committee, ask your school administrators and teachers how they will prepare to teach to the standards and how they will measure student progress toward meeting the standards. Ask how parents and community members can provide regular feedback and support teaching and learning of the standards.
- Attend school board meetings and ask whether policies will be developed to support schools in this work.
- Talk with business and community leaders about the need for high goals and clear expectations for our children's education.
- Talk to your children about the importance of graduating from high school ready for college and career success. Discuss how the standards will be used to guide teaching and learning from kindergarten through high school.

COMMON CORE STATE STANDARDS OREGON

Common Core "Shifts"

English Language Arts & Literacy

There are six shifts that the Common Core State Standards (CCSS) **in ELA & Literacy in History/Social Studies, Science, and Technical Subjects** require of us if we are to be truly aligned with the CCSS in terms of curricular materials and classroom instruction.

Shifts in ELA / Literacy	
Shift 1: Increase Reading of Informational Text	Classrooms are places where students access the world – science, social studies, the arts and literature – through informational and literary text. In elementary, at least 50% of what students read is informational; in middle school, it is 55%; and by the end of high school, it is 70% (CCSS Introduction, p. 5). Increasing the amount of informational text students read K-12 will prepare them to read college and career-ready texts.
Shift 2: Text Complexity	In order to prepare students for the complexity of college and career-ready texts, each grade level requires growth in text complexity (Appendix A, pp. 5-17). Students read the central, grade-appropriate text around which instruction is centered (see exemplars and sample tasks, Appendix B). Teachers create more time in the curriculum for close and careful reading and provide appropriate and necessary supports to make the central text accessible to students reading below grade level.
Shift 3: Academic Vocabulary	Students constantly build the vocabulary they need to be able to access grade-level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as "discourse," "generation," "theory," and "principled") teachers constantly build students' ability to access more complex texts across the content areas (Appendix A, pp.33-36).
Shift 4: Text-based Answers	Students have rich and rigorous conversations which are dependent on students reading a central text. Teachers ensure classroom experiences stay deeply connected to the text and that students develop habits for making evidentiary arguments based on the text, both in conversation as well as in writing, to assess their comprehension of a text (Appendix A, p. 2).
Shift 5: Increase Writing from Sources	Writing instruction emphasizes use of evidence to inform or to make an argument; it includes short, focused research projects K-12. Students K-12 develop college and career-ready skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they listen to and read (Appendix A, pp. 24-26; student samples, Appendix C).
Shift 6: Literacy Instruction in all Content Areas	Content-area teachers emphasize reading and writing in their planning and instruction for teaching the content. Students learn through reading domain-specific texts in history/social studies, science, and technical subjects and by writing informative/explanatory and argumentative pieces (CCSS Introduction, p. 3).

OREGON DEPARTMENT OF EDUCATION

Reordered in 12/11, this document was originally adapted from *Common Core "Shifts"* originally published by *engage*^{ny}.

COMMON CORE STATE STANDARDS OREGON

Common Core "Shifts"

Mathematics

The six shifts represent key areas of focus as teachers and administrators work to implement the Common Core State Standards for Mathematics (CCSSM). Oregon teachers are likely at different stages in practicing these shifts, however, establishing a statewide focus in these areas can help schools and districts develop a common understanding of what is needed in mathematics instruction as they move forward with implementation.

Shifts in Mathematics	
Shift 1: Focus	Teachers understand how the CCSSM emphasizes concepts prioritized in the standards so that time and energy spent in the math classroom is focused on critical concepts in a given grade. Students develop a strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades. (CCSSM, 2010, p.3-5; NMAP, 2008, p. 15-20)
Shift 2: Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years. A teacher's strong understanding of learning progressions helps them monitor a student's progress and intervene in a timely basis. A student's understanding of learning progressions can help them recognize if they are on track and can enable them to productively take more responsibility for improving their skills. (NMAP, 2008, p.20-22 ; Mosher, 2011; CCSSM, 2010, p.4)
Shift 3: Procedural Fluency	Students are *efficient* and *accurate* in performing foundational computational procedures without always having to refer to tables and other aids. Teachers help students to study algorithms as "general procedures" so they can gain insights to the structure of mathematics (e.g. organization, patterns, predictability). Students are able to apply a variety of *appropriate* procedures *flexibly* as they solve problems. Helping students master key procedures will help them understand and manipulate more complex concepts in later grades. (NRC, 2001, p. 121; CCSSM, 2010, p.6)
Shift 4: Deep Conceptual Understanding	Deep conceptual understanding of core content at each grade is critical for student success in subsequent years. Students with conceptual understanding know more than isolated facts and methods - they understand why a mathematical idea is important and the contexts in which it is useful. Teachers take time to understand the Standards for Mathematical Practice that describe the student expertise needed to develop a deep conceptual understanding of mathematics. (NRC, 2001, p. 118; CCSSM, 2010, p. 4, 6-8)
Shift 5: Applications (Modeling)	Teachers at all grade levels identify opportunities for students to apply math concepts in "real world" situations. The process of modeling, that includes choosing and using appropriate mathematics and statistics to analyze and understand situations, is key in improving decisions as well as linking classroom mathematics and statistics to everyday life, work, and decision-making. Students are expected to use math and choose the appropriate mathematical models even when they are not prompted to do so. (NRC, 2001, p. 124; CCSSM, 2010, p. 72-73; NMAP, 2008, p.49-50)
Shift 6: Balanced Emphasis	Students need to both practice and understand mathematics. There is more than just a balance between these two priorities in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in authentic practice and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing and understanding is driven by the specific mathematical concept and therefore, varies throughout a given school year. (NMAP, 2008, p.45-46; NRC, 2001, p.115)

Works referenced:

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Essential Skills During the Statewide Assessment Transition

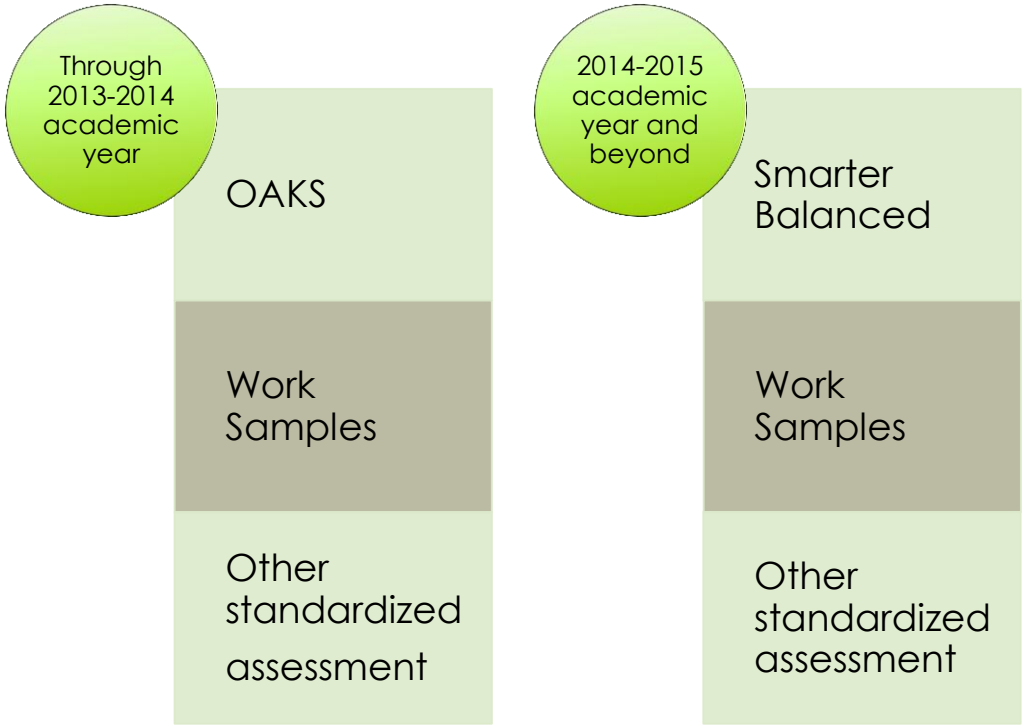
Eligible Evidence

Students are able to use Essential Skills assessment evidence collected prior to the transition to Smarter Balanced as long as it comes from the approved list of assessment options.

Assessment Transition

2014-2015

- OAKS (Reading, Writing, and Math) will be replaced by the Smarter Balanced assessment
- Students will still have three assessment options for demonstrating proficiency in the Essential Skills



OAKS to Smarter Balanced

Cohort Impact

Transition timeline, through the lens of cohorts (or grade groups)

School Year

Cohort/ Grade	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
	3	4	5	6	7	8	9	10	11
	4	5	6	7	8	9	10	11	12
	5	6	7	8	9	10	11	12	
	6	7	8	9	10	11	12		
	7	8	9	10	11	12			
	8	9	10	11	12				
	9	10	11	12					
	10	11	12						

Cohort Year

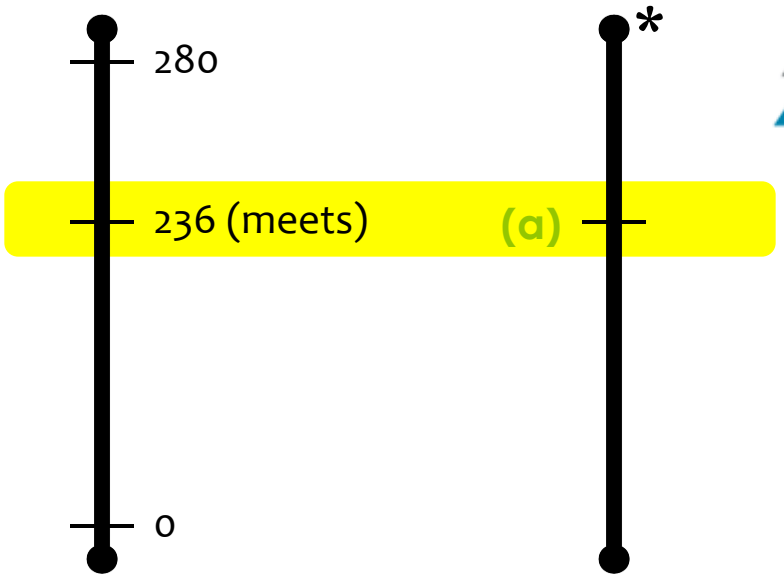
Smarter Balanced Assessment - Operational

Equivalent Levels of Rigor

Winter 2015 (estimated timeline)

Oregon Department of Education will use results from Oregon's Smarter Balanced field test to establish **(a)** an achievement level on Smarter Balanced that represents an equivalent level of rigor to the "meets" achievement level on OAKS

OAKS



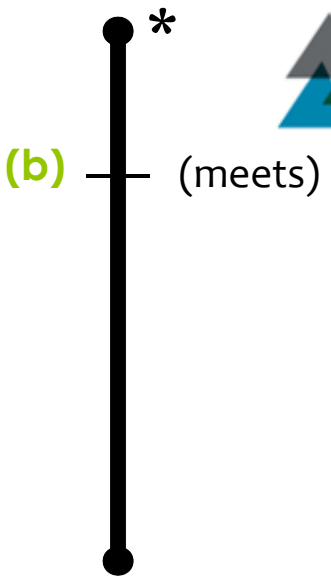
Smarter Balanced Assessment Consortium

* *Mock Scale*

Smarter Balanced "Meets" Level

Winter 2015 (estimated timeline)

Smarter Balanced will use results from the national Smarter Balanced field test to establish **(b)** the "meets" achievement level on Smarter Balanced

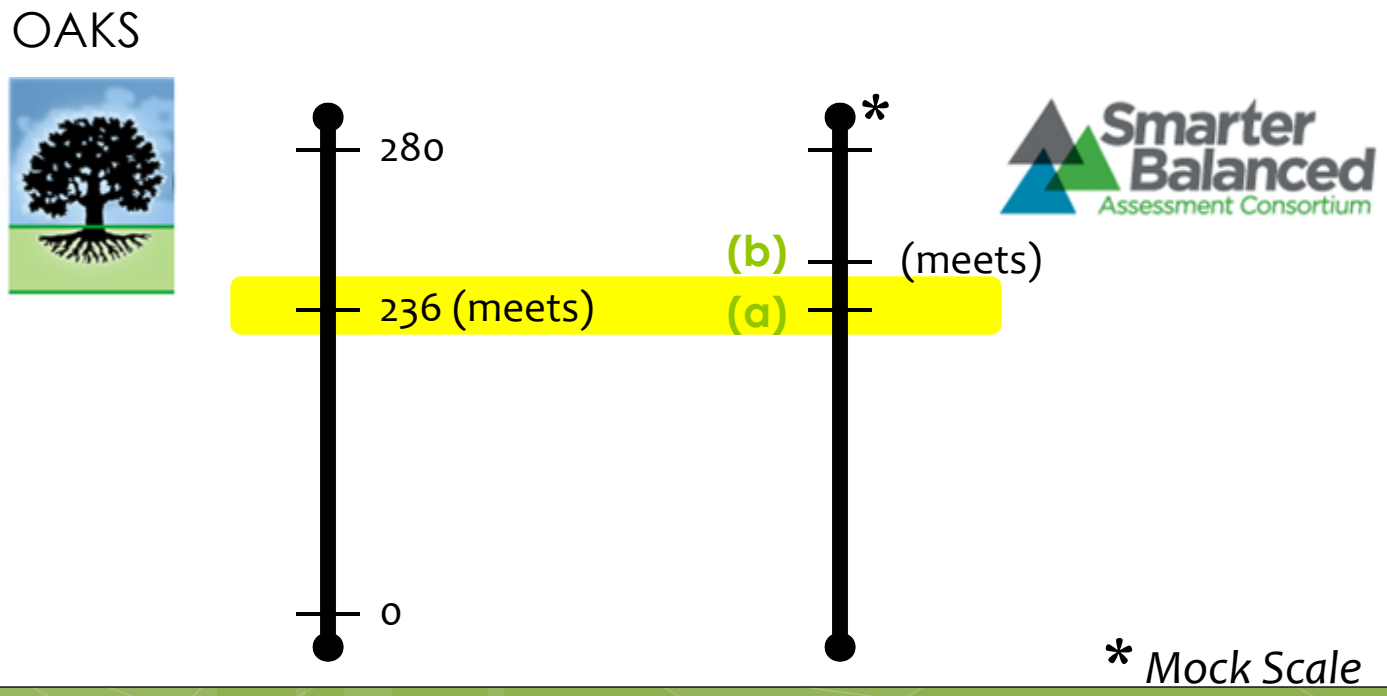


* *Mock Scale*

Possibility of Discrepancy in Achievement Levels

Winter 2015 (estimated timeline)

There may be a discrepancy between **(a)** the achievement level on Smarter Balanced that represents an equivalent level of rigor to the "meets" achievement level on OAKS and **(b)** the "meets" achievement level on Smarter Balanced



Essential Skills Graduation Requirement Achievement Level on Smarter Balanced

Late Winter/Spring 2015 (estimated timeline)

If there is a discrepancy, the State Board will make a decision regarding the achievement level required for students to meet Essential Skills graduation requirements.

- *Option 1:* Use **(a)** the achievement level on Smarter Balanced that represents an equivalent level of rigor to the "meets" achievement level on OAKS

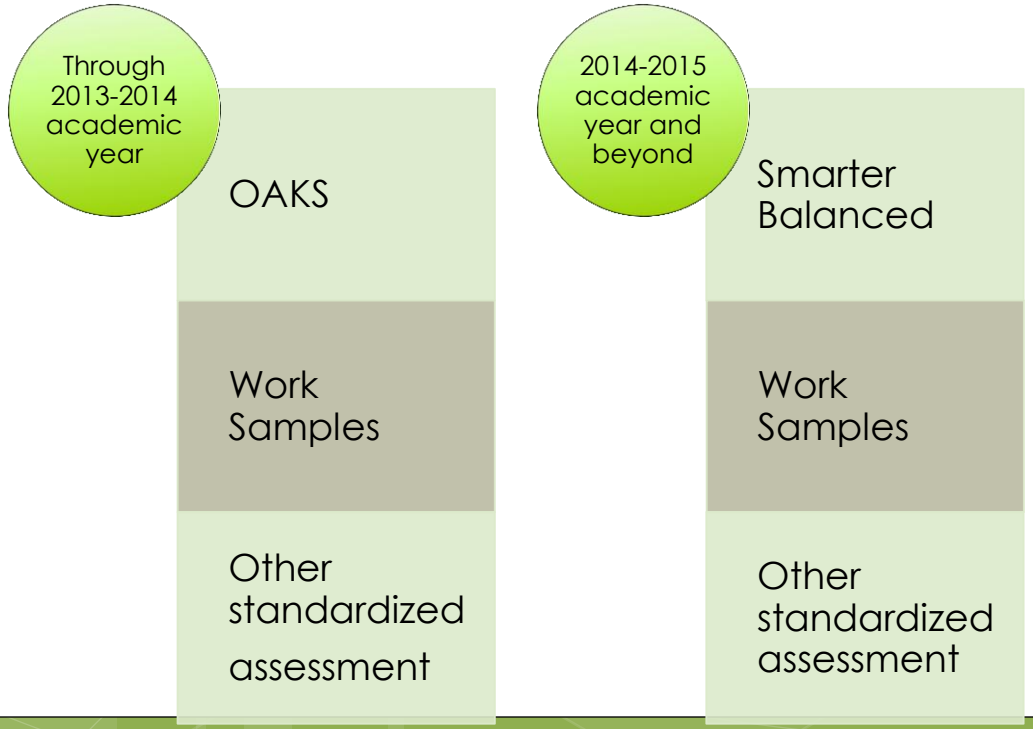
- *Option 2:* Use **(b)** the "meets" achievement level on Smarter Balanced (assuming that it is a higher achievement level)

If the State Board decides Option 2 –to raise the achievement level(s) required for students to meet Essential Skills graduation requirements – students must be given adequate notice (March 1st of the 8th grade year).

Achievement Level Across Assessment Options

The achievement level must be consistent across all assessment options.

- The two other assessment options will be stable in terms of achievement levels while equivalent levels of rigor are being established.



Council of the Great City Schools

parent ROADMAP

SUPPORTING YOUR CHILD IN KINDERGARTEN

ENGLISH LANGUAGE ARTS

America's schools are working to provide higher quality instruction than ever before.

The way we taught students in the past simply does not prepare them for the higher demands of college and careers today and in the future. Your school and schools throughout the country are working to improve teaching and learning to ensure that all children will graduate high school with the skills they need to be successful.

In English language arts and literacy, this means three major changes. Students will continue reading and writing. But in addition to stories and literature, they will read more texts that provide facts and background knowledge in areas including science and social studies. They will read more challenging texts and be asked more questions that will require them to refer back to what they have read. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand challenging material.

What your child will be learning in kindergarten English language arts and literacy

In kindergarten, students will learn the alphabet and the basic features of letters and words. They will break down spoken and written words into syllables and letters and identify the sounds each letter makes. These important skills will enable your child to learn new words and to read and understand simple books and stories. Students will also learn to write and share information in a variety of ways, including drawing, writing letters and words, listening to others, and speaking aloud. Activities in these areas will include:

- Naming and writing upper- and lowercase letters
- Matching letters to sounds and using other methods to figure out unfamiliar words when reading and writing
- Learning and using new words
- Identifying words that rhyme
- Reading common words such as *the, of, you, are, she,* and *my*
- Asking and answering questions about a story the teacher reads out loud
- Identifying characters, settings, and major events in a story
- Recognizing the person, place, thing, or idea that an illustration shows
- Participating in discussions by listening and taking turns speaking
- Using a combination of drawing, speaking, and writing to describe an event, give information about a topic, or share an opinion
- Taking part in shared reading, writing, and research projects
- Expressing thoughts, feelings, and ideas clearly

Partnering with your child's teacher

Don't be afraid to reach out to your child's teacher—you are an important part of your child's education. Ask to see a sample of your child's work or bring a sample with you. Ask the teacher questions like:

- Is my child learning to read and write?
- What are my child's strengths and weaknesses?
- What can I do at home to make sure that my child is successful?

In kindergarten, students will read stories and poems. Additionally, they will read to learn information about history, the world, science, and other areas. Here are just a few examples of how your child will develop important reading skills across grade levels.

READING LITERATURE

Kindergarten Reading	Grade One Reading	Grade Two Reading
• With help from the teacher, students retell stories, including key details. • With help from the teacher, students name the author and illustrator of a story and define the role of each in telling the story.	• Students retell stories, including key details, and show that they understand the lesson or moral of a story. • Students identify who is telling the story at various points in a text.	• Students retell stories and determine their central message, lesson, or moral. • Students acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

READING FOR INFORMATION

Kindergarten Reading	Grade One Reading	Grade Two Reading
• With help from the teacher, students ask and answer questions about key details in a text. • With help from the teacher, students identify what person, place, thing, or idea a picture shows.	• Students ask and answer questions about key details in a text. • Students use the illustrations and details in a text to describe key ideas.	• Students ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. • Students explain how specific images or illustrations (such as a diagram of how a machine works) are useful.

Students will read more challenging texts and materials as they progress through grade levels.

Writing tasks in kindergarten may include short compositions that tell a story, share an opinion, or present information. Here are just a few examples of how your child will develop important writing skills across grade levels.

Kindergarten Writing	Grade One Writing	Grade Two Writing
• Using a combination of drawing, dictating, and writing, students name what they are writing about and supply some information about the topic.	• Students name a topic and supply some facts about the topic. • Students provide some sense of closure.	• Students introduce a topic and use facts and definitions to develop points. • Students provide a concluding statement or section.

Some writing guidelines may seem similar from year to year. However, with practice at each grade level, students continue to learn and apply the rules of standard written English and to strengthen and expand their vocabulary, use of language, and organization of ideas.

Helping your child learn outside of school

1. Read to your child and have him or her read to you every day for at least 15 minutes. Pick out words that might be new to your child or words that have multiple or complex meanings. Discuss those words and how they add to what the writer is saying.
2. Ask your child to retell a story in his or her own words by telling what happened first, second, third, etc.
3. Ask your child to think about what the message of a story may be or what he or she learned from an informational book or article.
4. Look for opportunities in everyday places to build your child's vocabulary.
5. Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading. Many libraries have book clubs and family activities that make reading fun for the entire family.
6. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

Additional Resources

For more information on the Common Core State Standards for English language arts and literacy, go to http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts or http://www.commoncoreworks.org.

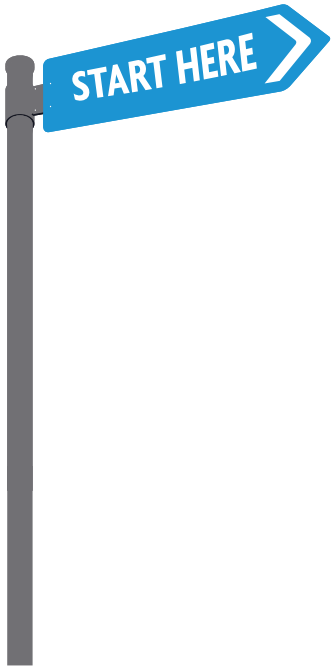
For more information on helping your child become a reader, go to http://www2.ed.gov/parents/academic/help/reader/index.html.

Council of the Great City Schools

parent ROADMAP

SUPPORTING YOUR CHILD IN GRADE EIGHT

MATHEMATICS



America's schools are working to provide higher quality instruction than ever before.

The way we taught students in the past simply does not prepare them for the higher demands of college and careers today and in the future. Your school and schools throughout the country are working to improve teaching and learning to ensure that all children will graduate high school with the skills they need to be successful.

In mathematics, this means three major changes. Teachers will concentrate on teaching a more focused set of major math concepts and skills. This will allow students time to master important ideas and skills in a more organized way throughout the year and from one grade to the next. It will also call for teachers to use rich and challenging math content and to engage students in solving real-world problems in order to inspire greater interest in mathematics.

What your child will be learning in grade eight mathematics

In grade eight, students take their understanding of unit rates and proportional relationships to a new level, connecting these concepts to points on a line and ultimately using them to solve linear equations that require them to apply algebraic reasoning as well as knowledge of the properties of operations. Students will also expand their understanding of numbers beyond rational numbers to include numbers that are irrational—meaning that they cannot be written as a simple fraction, such as the square root of 2 or $\sqrt{2}$. Activities in these areas will include:

- Understanding that every *rational* number (such as ½, 0.3, 2, or -2) can be written as a decimal, but that the decimal form of an *irrational* number (such as $\sqrt{2}$) is both non-repeating and infinite
- Applying the properties of exponents to generate equivalent numerical expressions
- Determining the value of square roots of small perfect squares (such as $\sqrt{49}= 7$) and cube roots of small perfect cubes (such as $\sqrt[3]{64}=4$)
- Graphing proportional relationships and interpreting the unit rate as the *slope* (how steep or flat a line is)
- Solving and graphing one- and two-variable linear equations
- Understanding that a *function* is a rule that assigns to each value of x exactly one value of y, such as y=2x, a rule that would yield such ordered pairs as (-2,-4), (3,6), and (4,8)
- Comparing the properties of two functions represented in different ways (in a table, graph, equation, or description)
- Determining *congruence* (when shapes are of equal size and shape) and *similarity* (same shape but different sizes)
- Learning and applying the Pythagorean Theorem (an equation relating the lengths of the sides of a right triangle: $a^2 + b^2 = c^2$)
- Solving problems involving the volume of cylinders, cones, and spheres

A linear equation is an equation such as y = mx + b that makes a straight line when it is graphed. Students learn that the values of **(x,y)** *on the graph are the solutions of the equation, and* **m** *is the slope of the line.*

Partnering with your child's teacher

Don't be afraid to reach out to your child's teacher—you are an important part of your child's education. Ask to see a sample of your child's work or bring a sample with you. Ask the teacher questions like:

- Where is my child excelling? How can I support this success?
- What do you think is giving my child the most trouble? How can I help my child improve in this area?
- What can I do to help my child with upcoming work?

Here are just a few examples of how students will learn about and work with expressions and equations in grade eight.

Grade Seven Mathematics	Grade Eight Mathematics	High School Mathematics
• Re-write an expression in different forms to show how quantities are related • Use variables to represent quantities and construct simple equations and inequalities to solve problems • Solve multi-step word problems involving positive and negative numbers • Understand that solving an inequality or an equation such as ¼ (x+5) = 21 means answering the questions, *what number does x have to be to make this statement true?*	• Understand the connections between proportional relationships, lines, and linear equations • Use linear equations to graph proportional relationships, interpreting the unit rate as the slope of the graph • Know and apply the properties of integer exponents (positive numbers, negative numbers, or 0) to write equivalent expressions (such as $4^2 \bullet 4^3 = 4^5$)	• Solve quadratic equations (equations that include the square of a variable, such as $5x^2-3x+3=0$) • Use the structure of an expression to identify ways to rewrite it. For example, $x^4-y^4=(x^2)^2-(y^2)^2$

"•" is a multiplication symbol students use in grade eight

Students interpret and compare linear relationships represented in different ways, making the connection between equations, tables of values, and graphs.

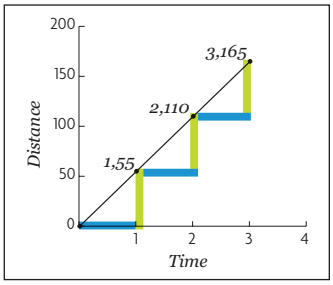
Problem: Two cars are traveling from point A to point B. Their speeds are represented on a graph and in a table. Which car is traveling faster?

Solution: Even though car #1 starts out ahead by 4 miles, students identify the rate of change—or slope—of the equations presented in the table and graph as equal (55 miles per hour), meaning that both cars are travelling at the same speed.

Car # 1
$y=55x + 4$

Time (x)	Distance (y)
1	59
2	114
3	169

Car # 2
$y=55x$



Here are just a few examples of how an understanding of rates, ratios, and proportions will help students learn about and work with functions in grade eight and high school.

Grade Seven Mathematics	Grade Eight Mathematics	High School Mathematics
• Analyze proportional relationships and use them to solve real-world problems • Calculate the unit rates associated with ratios of fractions, such as the ratio of ½ a mile for every ¼ of an hour • Recognize and represent proportional relationships in various ways, including using tables, graphs, and equations • Identify the unit rate in tables, graphs, equations, and verbal descriptions of proportional relationships	• Understand that a function is a rule that assigns to each input exactly one output, and the graph of a function is the set of ordered pairs consisting of an input and the corresponding output • Compare the properties of two functions each represented in a different way (for example, in a table, graph, equation, or description) • Determine the rate of change and initial value of a function based on a description of a proportional relationship or at least two given (x,y) values	• Calculate and interpret the average rate of change of a function over a given interval • Understand and use function notation (for example, f(x) denotes the output of f corresponding to the input x) • For a function that models a relationship between two quantities, interpret key features of graphs and tables, including intercepts, intervals where the function is increasing or decreasing, relative maximums and minimums, etc.

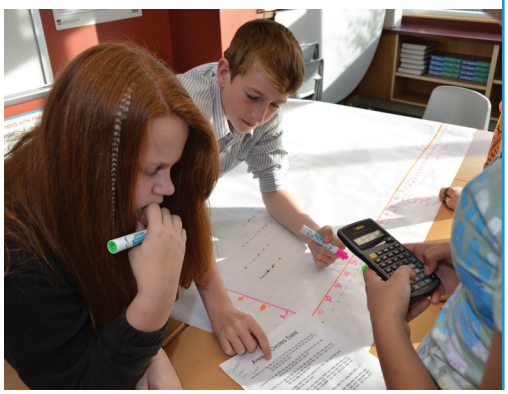
Students apply their understanding of rates and ratios to analyze pairs of inputs and outputs and to identify rates of change and specific values at different intervals.

This table shows the height of a tree, in inches, in the months after it was planted.

Month	Height, in inches
3	51
5	54
9	60
11	63

Given these sets of values, students determine that the rate of change is constant: a tree replanted as a sapling grows 3 inches every 2 months, which is 3/2—or 1.5—inches each month. Therefore, students can compute the tree's height when it was replanted by taking its height at month 3 (51 inches) and subtracting 3 months of growth: $51 - 3/2 \cdot 3 = 51 - 4.5 = 46.5$ inches.

Helping your child learn outside of school



1. Ask your child to do an Internet search to determine how mathematics is used in specific careers. This could lead to a good discussion and allow students to begin thinking about their future aspirations.
2. Have your child use magazines, clip art, and other pictures to find and describe examples of *similar* and *congruent* figures
3. Using different objects or containers (such as a can of soup or a shoebox), ask your child to estimate surface area and volume, and check the answer together.
4. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
5. Prompt your child to face challenges positively and to see mathematics as a subject that is important. Avoid statements like "*I wasn't good at math*" or "*Math is too hard*."
6. Praise your child when he or she makes an effort, and share in the excitement when he or she solves a problem or understands something for the first time.

Additional Resources

For more information on the Common Core State Standards for mathematics, go to http://www.corestandards.org/about-the-standards/key-points-in-mathematics or http://www.commoncoreworks.org.

For more information on the standards in mathematics related to ratio and proportion and expressions and equations, go to http://commoncoretools.me/category/progressions/.

For math games and challenges to do at home, go to http://www.figurethis.org/download.htm, www.24game.com, and http://www.kenken.com/play_now.

Guidelines: Frequently Asked Questions

March 12, 2014

Smarter Balanced states identified frequently asked questions (FAQs) and developed applicable responses to support the information provided in the Smarter Balanced Assessment Consortium's *Usability, Accessibility, and Accommodations Guidelines*. These questions and responses, as well as the information in the *Guidelines* document apply to the Smarter Balanced interim and summative assessments.

States may use these FAQs to assist districts and schools with transitioning from their former assessments to the Smarter Balanced assessments. In addition, the FAQs may be used by districts to ensure understanding among staff and schools regarding the universal tools, designated supports, and accommodations available for the Smarter Balanced assessments. Schools may use them with decision-making teams (including parents) as decisions are made and implemented with respect to use of the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines.*

Additional information to aid in the implementation of the *Guidelines* is available in the *Individual Student Assessment Accessibility Profile (ISAAP) Module*, the *Test Administration Manual*, and the *Implementation Guide*. These documents will be made available over the next few weeks.

The FAQs are organized into four sections. First are general questions. Second is a set of questions about specific universal tools and designated supports. Questions that pertain specifically to English language learners (ELLs) comprise the third set of FAQs, and questions that pertain specifically to students with disabilities comprise the fourth set of FAQs.

Overview of FAQs, with Links to Answers

General FAQs:

11. Where can a person go to get more information about making decisions on the use of designated supports and accommodations?
12. What security measures need to be taken before, during, and after the assessment for students who use universal tools, designated supports, or accommodations?
13. Who is supposed to input information about designated supports and accommodations into the Test Information Distribution Engine (TIDE) or into a state's comparable platform? How is the information verified?
14. Are there any supplies that schools need to provide so that universal tools, designated supports, and accommodations can be appropriately implemented?
15. What happens when accommodations listed in the *Usability, Accessibility, and Accommodations Guidelines* do not match any accommodations presented in the student's IEP?

Universal Tools and Designated Supports FAQs (Available to All Students):

16. Is the digital notepad universal tool fully available for ELA and Math? Will a student's notes be saved if the student takes a 20-minute break?
17. For the global notes universal tool, if a student takes a break of 20 minutes do the notes disappear?
18. For the highlighter universal tool, if a student pauses a test for 20-minutes, do the highlighter marks disappear?
19. How are students made aware that the spell check universal tool (for ELA) and the math universal tools are available when moving from item to item?
20. For the zoom universal tool, is the default size specific to certain devices? Will the test administrator's manual provide directions on how to do this adjustment?
21. For the English glossary universal tool, how are terms with grade- and context-appropriate definitions made evident to the student?
22. For the mark-for-review universal tool, will selections remain visible after a 20-minute break?
23. Can universal tools be turned off if it is determined that they will interfere with the student's performance on the assessment?

FAQs Pertaining to English Language Learners (ELLs):

24. How are the language access needs of ELLs addressed in the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*?
25. Is text-to-speech available for ELLs to use?
26. What languages are available to ELLs in text-to-speech?
27. For which content areas will the Consortium provide translation supports for students whose primary language is not English?
28. Does a student need to be identified as an English language learner in order to receive translation and language supports? What about foreign language exchange students?

29. For the translated test directions designated support, what options are available for students who do not understand the language available in the digital format? Can a human reader of directions in the native language be provided?
30. How is the translations glossary non-embedded designated support different from the bilingual dictionary?
31. Will translations be available in language dialects/variants?

FAQs Pertaining to Students with Disabilities:

32. What accommodations are available for students with disabilities (including ELLs with disabilities)?
33. Is an embedded ASL accommodation available on ELA items that are not part of the Listening test?
34. Will sign languages other than ASL (including signing in other languages) be available?
35. Can interpreters be used for students who are deaf or hard of hearing who do not use ASL?
36. What options do districts have for administering Smarter Balanced assessments to students who are blind?
37. Why is the non-embedded abacus an accommodation for the non-calculator items? Doesn't an abacus serve the same function as a calculator?
38. Can students without documented disabilities who have had a sudden injury use any of the Smarter Balanced accommodations?
39. How will the test administrator know prior to testing that the print on demand accommodation may be needed?
40. For the print on demand accommodation, how are student responses recorded – by a teacher using a computer or some other method?
41. How do state officials monitor training and qualifications for the non-embedded read aloud accommodation?
42. If students are using their own devices that incorporate word prediction, will this impact their score?
43. How are assistive devices certified for use for the Smarter Balanced assessments?

General FAQs

1. What are the differences among the three categories of universal tools, designated supports, and accommodations?

Universal tools are access features that are available to all students based on student preference and selection. **Designated supports** for the Smarter Balanced assessments are those features that are available for use by any student (including English language learners, students with disabilities, and English language learners with disabilities) for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate). **Accommodations** are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments by generating valid assessment results for students who need

them and allowing these students the opportunity to show what they know and can do. The *Usability, Accessibility, and Accommodations Guidelines* identify accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 accommodation plan.

Universal tools, designated supports, and accommodations may be either embedded in the test administration system or provided locally (non-embedded).

2. Which students should use each category of universal tools, designated supports, and accommodations?

Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. **Designated supports** are available only to students for whom an adult or team (consistent with state-designated practices) has indicated the need for these supports (as well as those students for whom the need is documented). **Accommodations** are available only to those students with documentation of the need through either an Individualized Education Program (IEP) or a 504 accommodation plan. Students who have IEPs or 504 accommodation plans also may use designated supports and universal tools.

What Tools Are Available for my Student?

	All Students	English language learners (ELLs)	Students with disabilities	ELLs with disabilities
Universal Tools	✔	✔	✔	✔
Designated Supports	✔[1]	✔[1]	✔	✔
Accommodations			✔	✔

[1] *Only for instances that an adult (or team) has deemed the supports appropriate for a specific student's testing needs.*

3. What is the difference between embedded and non-embedded approaches? How might educators decide what is most appropriate?

Embedded versions of the universal tools, designated supports, and accommodations are provided digitally through the test delivery system while non-embedded versions are provided at the local level through means other than the test delivery system. The choice between embedded and non-embedded universal tools and designated supports should be based on the individual student's needs. The decision should reflect the student's prior use of, and experience with, both embedded and non-embedded universal tools, designated supports, and accommodations. It is important to note that although Print on Demand is a non-embedded accommodation, permission for students to request printing must first be set in Test Information Distribution Engine (TIDE) or the state's comparable platform

4. Who determines how non-embedded accommodations (such as read aloud) are provided?

IEP teams and educators make decisions about non-embedded accommodations. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure that they are

noted on the IEP or 504 plan (see *Guidelines,* pages 15-17). States are responsible for ensuring that districts and schools follow Smarter Balanced guidance on the implementation of these accommodations (see [professional development materials]).

5. Are any students eligible to use text-to-speech for ELA reading passages on the Smarter Balanced assessments?

For students in grades 3-5, text-to-speech and read-aloud are not available on ELA reading passages. The use of text-to-speech (or read aloud) on ELA reading passages for grades 3-5 will result in invalid scores. In grades 6-8 and 11, text-to-speech and read-aloud are available for ELA reading passages as an accommodation for students whose need is documented on an IEP or 504 plan (see *Guidelines*, pages 10 and 15), subject to each member state's laws, regulations, and policies. Text-to-speech and read-aloud for ELA reading passages is not available for ELLs (unless the student has an IEP or 504 plan). Whenever text-to-speech is used, appropriate headphones must be available to the student, unless the student is tested individually in a separate setting.

6. Why are some accommodations that were previously allowed for my state assessment not listed in the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*?

After examining the latest research and conducting numerous discussions with external and state experts, Smarter Balanced member states approved a list of universal tools, designated supports, and accommodations applicable to the current design and constructs being measured by its tests and items within them. Upon review of new research findings or other evidence applicable to accessibility and accommodations considerations, the list of specific universal tools, designated supports, and accommodations approved by Smarter Balanced may be subject to change. The Consortium will establish a standing committee, including members from Governing States, to review suggested adjustments to the list of universal tools, designated supports, and accommodations to determine whether changes are warranted.

Proposed changes to the list of universal tools, designated supports, and accommodations will be brought to Governing States for review, feedback, and approval. Furthermore, states may issue temporary approvals (i.e., one summative assessment administration) for unique accommodations for individual students.

State leads will evaluate formal requests for unique accommodations and determine whether the request poses a threat to the measurement of the construct. The formal requests will include documentation of the student need, the specific nature of the universal tools, designated supports, or accommodations, and the plan for follow-up monitoring of use. Upon issuing a temporary approval, the State will send documentation of the approval to the Consortium. The Consortium will consider all state-approved temporary accommodations as part of the Consortium's accommodations review process. The Consortium will provide to member states a list of the temporary accommodations issued by states that are not Consortium-approved accommodations. In subsequent years, states will not be able to offer as a temporary accommodation any temporary accommodation that has been rejected by the Consortium.

7. Under which conditions may a state elect not to make available to its students an accommodation that is allowed by Smarter Balanced?

The Consortium recognizes that there should be a careful balance between the need for uniformity among member states and the need for states to maintain their autonomy. To maintain this balance, individual states may elect not to make available an accommodation that is in conflict with the member state's laws, regulations, or policies.

8. Can states allow additional universal tools, designated supports, or accommodations to individual students on a case by case basis?

Yes, only in certain restricted and emergent circumstances. To address emergent issues that arise at the local level, authorized staff in member states will have the authority to approve temporary unique testing conditions for individual students. Because it is unknown whether a temporarily provided universal tool, designated support or accommodation actually belongs in the defined categories, all such temporary testing conditions are considered to be unique accommodations. Authorized state staff includes only those individuals who are familiar with the constructs the Smarter Balanced assessments are measuring, so that students are not inadvertently provided with universal tools, designated supports, or accommodations that violate the constructs being measured.

The unique accommodations approved by a state for individual students will be submitted to Smarter Balanced for review. Temporary unique accommodations accepted by Smarter Balanced will be incorporated into the official guidelines released by Smarter Balanced in the following year. Authorized state staff members are not to add any universal tools, designated supports, or accommodations to the Smarter Balanced *Guidelines*; only the Smarter Balanced Consortium may do so.

9. What is to be done for special cases of "sudden" physical disability?

One exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. For these situations, students may use the speech-to-text or scribe accommodations (if deemed appropriate based on the student having had sufficient experience with the use of the accommodations) (see *Guidelines*, page 13).

10. Who reviewed the Smarter Balanced *Guidelines*?

In addition to individuals and officials from the Smarter Balanced governing states, several organizations and their individual members provided written feedback on the guidelines:

- American Federation of Teachers
- California School for the Blind
- California School for the Deaf
- Californians Together
- California State Teach
- Center for Applied Special Technology
- Center for Law and Education
- Conference of Educational Administrators of Schools and Programs for the Deaf
- Council for Exceptional Children
- Council of the Great City Schools
- Council of Parent Attorneys and Advocates
- Learning Disabilities Association of Maryland
- Mexican American Legal Defense and Education Fund
- Missouri School Boards' Association

- Missouri Council of Administrators of Special Education
- National Center for Learning Disabilities
- The Advocacy Institute
- The National Hispanic University

11. Where can a person go to get more information about making decisions on the use of designated supports and accommodations?

Practice tests provide students with experiences that are critical for success in navigating the platform easily. The practice tests may be particularly important for those students who will be using designated supports or accommodations, because the practice tests can provide data that may be useful in determining whether a student might benefit from the use of a particular designated support or accommodation. Smarter Balanced practice tests are available at http://www.smarterbalanced.org/pilot-test/.

In addition, it is recommended that decision makers refer to professional development materials provided by Smarter Balanced or state offices on the *Individual Student Assessment Accessibility Profile (ISAAP*) or state-developed process, as well as other state-developed materials consistent with the Smarter Balanced *Implementation Guide*.

Additional information on the decision-making process, and ways to promote a thoughtful process rather than an automatic reliance on a checklist or menu, is available through materials developed by groups of states.[1]

12. What security measures need to be taken before, during, and after the assessment for students who use universal tools, designated supports, or accommodations?

Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity of a test and validity of test results. Ensuring that only authorized personnel have access to the test and that test materials are kept confidential is critical in technology-based assessments. In addition, it is important to guarantee that (a) students are seated in such a manner that they cannot see each other's terminals, (b) students are not able to access any unauthorized programs or the Internet while they are taking the assessment, and (c) students are not able to access any externally-saved data or computer shortcuts while taking the test. Prior to testing, the IEP team should check on compatibility of assistive technology devices and make appropriate

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[1] These materials were developed by collaboratives of states to address decision making for students with disabilities, ELLs, and ELLs with disabilities:

- *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities* (3rd ed.). Washington, DC: Assessing Special Education Students State Collaborative on Assessment and Student Standards, Council of Chief State School Officers. Available at: www.ccsso.org/Resources/Programs/Assessing_Special_Education_Students_(ASES).html.
- *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners.* Washington, DC: Washington, DC: Assessing English Language Learners State Collaborative on Assessment and Student Standards, Council of Chief State School Officers. Available at: www.ccsso.org?Resources?Programs?English_Language_Learners_(ELL).html.
- *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners with Disabilities.* Washington, DC: Assessing Special Education Students and English Language Learners State Collaboratives on Assessment and Student Standards, Council of Chief State School Officers. Available at www.ccsso.org/Resources/Publications/Accommodations_Manual_How_to_Select_Administer_and_Evaluate_Use_of_Accommodations_for_Instruction_and_Assessment_of_English_Language_Learners_with_Disabilities.html.

adjustments if necessary. When a non-embedded designated support or accommodation is used that involves a human having access to items (e.g., reader, scribe), procedures must be in place to ensure that the individual understands and has agreed to security and confidentiality requirements. Test administrators need to (a) keep testing materials in a secure place to prevent unauthorized access, and (b) keep all test content confidential and refrain from sharing information or revealing test content.

Printed test items/stimuli, including embossed Braille printouts, must be collected and inventoried at the end of each test session and securely shredded immediately. DO NOT keep printed test items/stimuli for future test sessions.

The following test materials must be securely shredded immediately after each testing session and may not be retained from one testing session to the next:

- Scratch paper and all other paper handouts written on by students during testing;
    - Please note, for mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed to maintain test security.
- Any reports or other documents that contain personally identifiable student information;
- Printed test items or stimuli.

Additional information on this topic is provided in the Test Administration Manual (TAM).

13. Who is supposed to input information about designated supports and accommodations into the Test Information Distribution Engine (TIDE) or into a state's comparable platform? How is the information verified?

Generally a school or district will designate a person to enter information into the TIDE or the state's comparable platform. Often this person is a test coordinator. For those students for whom an IEP team (or educator developing the 504 plan) is identifying designated supports as well as accommodations, that team or educator is responsible for ensuring that information from the IEP (or 504 plan) is entered appropriately so that all embedded accommodations can be activated prior to testing.

Entry of information for IEP and 504 students can be accomplished by identifying one person from the team to enter information or by providing information to the person designated by the school or district to enter data into the TIDE. For students who are ELLs, an educator who knows the student well and is familiar with the instructional supports used in the classroom should provide information to the person designated to enter information into the TIDE.

14. Are there any supplies that schools need to provide so that universal tools, designated supports, and accommodations can be appropriately implemented?

Schools should determine the number of headphones they will provide (for text-to-speech, as well as for the listening test) and other non-embedded universal tools (e.g., thesaurus), designated supports (e.g., bilingual dictionary), and accommodations (e.g., multiplication table) for students. An alternative is to identify these as items that students will provide on their own.

15. What happens when accommodations listed in the *Usability, Accessibility, and Accommodations Guidelines* do not match any accommodations presented in the student's IEP?

IEP teams should consider accommodations a student needs in light of the Smarter Balanced *Guidelines.* If it is decided that a specific accommodation is needed that is not included in the *Guidelines*, the team should submit a request to the state. The state contact will judge whether the proposed accommodation poses a threat to the constructs measured by the Smarter Balanced assessments; based on that judgment the state contact will either issue a temporary approval or will deny the request. Temporary approvals will be forwarded to a standing committee; this committee makes a recommendation to the Governing States about future incorporation of new accommodations into the Smarter Balanced *Guidelines.*

Universal Tools and Designated Supports FAQs (Available to All Students)

16. Is the digital notepad universal tool fully available for ELA and Math? Will a student's notes be saved if the student takes a 20-minute break?

The digital notepad is available on all items across both content areas. As long as a student or test administrator activates the test within the 20-minute break window, the notes will still be there. There is no limit on the number of pauses that a student can take in one test sitting.

17. For the global notes universal tool, if a student takes a break of 20 minutes do the notes disappear?

Global notes, which are used for ELA performance tasks only, will always be available until the student submits the test, regardless of how long a break lasts or how many breaks are taken.

18. For the highlighter universal tool, if a student pauses a test for 20-minutes, do the highlighter marks disappear?

If a student is working on a passage or stimulus on a screen and pauses the test for 20 minutes to take a break, the student will still have access to the information visible on that particular screen. However, students do lose access to any information highlighted on a previous screen.

19. How are students made aware that the spell check universal tool (for ELA) and the math universal tools (i.e., calculator) are available when moving from item to item?

When appropriate, math items include universal tools available for students to use. For the spell check tool, a line will appear under misspelled words.

20. For the zoom universal tool, is the default size specific to certain devices? Will the test administrator's manual provide directions on how to do this adjustment?

The default size is available to all students and is not specific to certain devices. Information on how to use the zoom universal tool is included in the directions at the beginning of each test.

21. For the English glossary universal tool, how are terms with grade- and context-appropriate definitions made evident to the student?

Selected terms have a light rectangle around them. If a student hovers over the terms, the terms with the attached glossary are highlighted. A student can click on the terms and a pop-up window will appear.

22. For the mark-for-review universal tool, will selections remain visible after a 20-minute break?

If a student takes a break for longer than 20 minutes, the student will not be able to access items from previous screens.

23. Can universal tools be turned off if it is determined that they will interfere with the student's performance on the assessment?

Yes. If an adult (or team) determines that a universal tool might be distracting or that students do not need to or are unable to use them. This information must be noted in TIDE prior to test administration.

FAQs Pertaining to English Language Learners (ELLs)

24. How are the language access needs of ELLs addressed in the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*?

The language access needs of ELLs are addressed through the provision of numerous universal tools and designated supports. These include universal tools such as English dictionaries for full writes and English glossaries, and designated supports such as translated test directions and glossaries. These are not considered accommodations in the Smarter Balanced assessment system. No accommodations are available for ELLs on the Smarter Balanced assessments; accommodations are only available to students with disabilities and ELLs with disabilities.

25. Is text-to-speech available for ELLs to use?

Text-to-speech is available as a designated support to all students (including ELLs) for whom an adult or team has indicated it is needed for math items and for ELA items (but not ELA reading passages). Text-to-speech for ELA reading passages is available for an ELL in grades 6-8 or 11 only if the student has an IEP or 504 plan. For text-to-speech to be available for an ELL, it must be entered into the TIDE.

26. What languages are available to ELLs in text-to-speech?

Text-to-speech is currently available only in English.

27. For which content areas will the Consortium provide translation supports for students whose primary language is not English?

For Mathematics, the Consortium will provide full translations in American Sign Language, stacked translations in Spanish (with the Spanish translation presented directly above the English item), and primary language pop-up glossaries in various languages and dialects including Spanish, Vietnamese, Arabic, Tagalog, Ilokano, Cantonese, Mandarin, Korean, Punjabi, Russian, and Ukrainian. For the Listening portion of the English Language Arts assessment, Smarter Balanced will provide full translations in American Sign Language delivered digitally through the test delivery system.

Only translations that have gone through the translation process outlined in the Smarter Balanced Translation framework would be an accepted support (http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/09/Translation-Accommodations-Framework-for-Testing-ELL-Math.pdf).

28. Does a student need to be identified as an English language learner in order to receive translation and language supports? What about foreign language exchange students?

Translations and language supports are provided as universal tools and designated supports. Universal tools are available to all students. Designated supports are available to those students for whom an adult (or team) has determined a need for the support. Thus, these are available to all students, regardless of their status as an ELL. Foreign language exchange students would have access to all universal tools and those designated supports that have been indicated by an adult (or team).

29. For the translated test directions designated support, what options are available for students who do not understand the language available in the digital format? Can a human reader of directions in the native language be provided?

If a student needs a read aloud/text-to-speech accommodation in another language, then the test directions should be provided in that other language. The reader or text-to-speech device must be able to provide the directions in the student's language without difficulty due to accent or register. To ensure quality and standardized directions, the reader or text-to-speech device should only use directions that have undergone professional translation by the Consortium prior to testing.

30. How is the translations glossary non-embedded designated support different from the bilingual dictionary?

The translations glossary non-embedded designated support includes the customized translation of pre-determined construct-irrelevant terms that are most challenging to English language learners. The translation of the terms is context-specific and grade-appropriate. Bilingual dictionaries often do not provide context-specific information nor are they customized.

31. Will translations be available in language dialects/variants?

Translated glossaries will be available in different languages and dialects including Spanish, Vietnamese, Arabic, Tagalog, Ilokano, Cantonese, Mandarin, Korean, Punjabi, Russian, and Ukrainian.

FAQs Pertaining to Students with Disabilities

32. What accommodations are available for students with disabilities (including ELLs with disabilities)?

Students with disabilities (including those who are ELLs) can use embedded accommodations (e.g., American Sign Language, braille, speech-to-text) and non-embedded accommodations (e.g., abacus, alternate response options) that have been documented on an IEP or 504 accommodations plan. These students also may use universal tools and designated supports. A full list of accommodations can be found in the Guidelines documents, pages 13-17.

33. Is an embedded ASL accommodation available on ELA items that are not part of the Listening test?

The embedded ASL accommodation is not currently available on any ELA items that are not part of the Listening claim. For the Listening test, a deaf or hard of hearing student who has a documented need in an IEP or 504 plan may use ASL.

34. Will sign languages other than ASL (including signing in other languages) be available?

Currently, only ASL is available.

35. Can interpreters be used for students who are deaf or hard of hearing who do not use ASL?

Smarter Balanced has this matter under consideration.

36. What options do districts have for administering Smarter Balanced assessments to students who are blind?

Students who are blind and who prefer to use braille should have access to either refreshable braille (only for ELA) or embosser-created braille (for ELA or math). For those students who are blind and prefer to use text-to-speech, access to text-to-speech should be provided for the math test, and for ELA items only (text-to-speech is not permitted on ELA reading passages without a specific documented need in the student's IEP or 504 plan). Text-to-speech use for ELA reading passages is only permitted for those students in grades 6-8 and 11. Students should participate in the decision about the accommodation they prefer to use, and should be allowed to change during the assessment if they ask to do so. Students can have access to both Braille and text-to-speech that is embedded in the Smarter Balanced assessment system.

37. Why is the non-embedded abacus an accommodation for the non-calculator items? Doesn't an abacus serve the same function as a calculator?

An abacus is similar to the sighted student using paper and pencil to write a problem and do calculations. The student using the abacus has to have an understanding of number sense and must know how to do calculations with an abacus.

38. Can students without documented disabilities who have had a sudden injury use any of the Smarter Balanced accommodations?

Students without documented disabilities who have experienced a physical injury that impairs their ability to use a computer may use some accommodations, provided they have had sufficient experience with them. Both speech-to-text and scribe are accommodations that are available to students who have experienced a physical injury such as a broken hand or arm, or students who have become blind through an injury and have not had sufficient time to learn braille. Prior to testing a student with a sudden physical injury, regardless of whether a 504 plan is started, Test Administrators should contact their district test coordinator or other authorized individuals to ensure the test registration system accurately describes the student's status and any accommodations that the student requires.

39. How will the test administrator know prior to testing that the print on demand accommodation may be needed?

The test administrator will know this information prior to testing because accommodations need to be documented beforehand and print on demand is an accommodation. Any accommodations – including both embedded and non-embedded accommodations – need to be entered into the TIDE. The print on demand accommodation applies to either passages/stimuli or items, or both.

40. For the print on demand accommodation, how are student responses recorded – by a teacher using a computer or some other method?

The method of recording student responses depends on documentation in the IEP or 504 plan (e.g., after first recording responses on the paper version, the student could enter responses into the computer or the teacher could enter responses into the computer.) Anyone who is designated to enter responses into the computer must have read, agreed to, and signed a test security agreement.

41. How do state officials monitor training and qualifications for the non-embedded read aloud accommodation?

States will need to develop processes and procedures to monitor training and the qualifications of individuals who provide the read aloud accommodation when text-to-speech is not appropriate for a student. State officials can use the Smarter Balanced audio guidelines available online to obtain additional information about recommended processes to follow (http://www.smarterbalanced.org/smarter-balanced-assessments/#item).

42. If students are using their own devices that incorporate word prediction, will this impact their score?

The students' score will not be affected under these circumstances. Students using these devices must still use their knowledge and skills to review and edit their answers.

43. How are assistive technology (AT) devices certified for use for the Smarter Balanced assessments?

AIR's certification site for AT and other devices is available to the public at http://certification.airast.org/. Manufacturers of various devices can submit their products for certification. For a small fee, manufacturers can work with AIR to makes sure a particular device works as intended with the test. If the device works, AIR will certify the product and add it to a list of devices that the general public can access.

Although it is not intended for teachers and schools to submit devices for certification, anyone from the general public can go to the site to see which products have been certified. They can also test various devices using the site's Demo Page; however, this process does not result in certification.

0.10.010-P Strategic Plan

Mission

The mission of the Portland Public Schools is to support all students in achieving their very highest educational and personal potential, to inspire in them an enduring love for learning, and prepare them to contribute as citizens of a diverse, multicultural, and international community.

Core values

We believe that:

- Every human being has intrinsic value.
- Creating trusting relationships, working together and building on the strengths of our diversity are essential for a strong community.
- Everyone has the ability to learn.
- When individuals have equitable and just access to opportunities and have satisfied basic needs, they can realize their full potential and contribute to the community.
- Involving stakeholders in decision-making leads to better outcomes.
- Adult behavior is a powerful teacher for young people.
- Assuming individual and collective responsibility for the choices we make is critical to creating the future we desire.

Strategic Objectives

By 2005:

- 100% of our students will demonstrate significant growth every year toward achieving rigorous system-wide academic expectations.
- 100% of our students will continually set ambitious learning goals, persist in pursuing those goals, and demonstrate evidence of progress.
- 100% of our students will willingly and regularly contribute to the community.

Strategies

- We will create a system-wide culture that reflects an ethic of service, excellence and respect.
- We will create partnerships with stakeholders to achieve our strategic objectives and mission.
- We will actively select, support and retain employees who contribute to accomplishing the mission and strategic objectives and who reflect the diversity of our students.
- We will eliminate the achievement disparity of low income children, children of color, and English Language Learners in relation to District Standards.
- We will, in partnership with stakeholders, monitor, propose, influence, and negotiate legislation and regulations to support implementation of strategic objectives.

- We will provide the means and flexibility necessary for each school and department to develop and implement a plan that meets the strategic objectives and holds each accountable for its contribution to meeting those objectives.
- We will adopt system-wide standards for students' achievement of the strategic objectives and the means to assess them at each school.

Strategic Delimiters

- We will not initiate any new program or service unless:
- It is consistent with and contributes to our mission, and
- It is accompanied by a plan to assess its effectiveness relative to achieving our strategic objectives and mission.
- We will not enter into any new agreement unless it is consistent with and contributes to our mission.

Further information on strategic planning

Back to policies and directives

Portland Public Schools
501 North Dixon Street
Portland, Oregon, 97227-1807 - USA
503-916-2000

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Portland Public Schools
Racial Educational Equity Policy

Spring 2011

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

In light of this mission and our beliefs, Portland Public Schools' historic, persistent achievement gap between White students and students of color is unacceptable. While efforts have been made to address the inequities between White students and students of color, these efforts have been largely unsuccessful. Closing the achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a reliable predictor of student achievement and success.[1]

In Portland Public Schools, for every year that we have data, White students have clearly outperformed Black, Hispanic and Native American students on state assessments in every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined far more frequently than White students. These disparities are unacceptable and are directly at odds with our belief that all students can achieve.

The responsibility for the disparities among our young people rests with adults, not the children. We are aware that student achievement data from school districts across the country reveal similar patterns, and that complex societal and historical factors contribute to the inequities our students face. Nonetheless, rather than perpetuating disparities, Portland Public Schools must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

[1] For the purposes of this policy, "race" is defined as "A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups." Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook.* (2007).

Portland Public Schools will significantly change its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.[2] The concept of educational equity goes beyond formal equality -- where all students are treated the same -- to fostering a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races shall graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.

In order to achieve racial equity for our students, the Board establishes the following goals:

A. The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
B. The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage, support and expect high academic achievement for students from all racial groups.
C. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Minority Teacher Act, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.
D. The District shall remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement.
E. All staff and students shall be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.
F. The District shall welcome and empower families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

[2] Glenn Singleton and Curtis Linton *Courageous Conversations About Race*, p. 46 (2006)

The Board will hold the Superintendent and central and school leadership staff accountable for making measurable progress in meeting the goals. Every Portland Public Schools employee is responsible for the success and achievement of all students. The Board recognizes that these are long term goals that require significant work and resources to implement across all schools. As such, the Board directs the Superintendent to develop action plans with clear accountability and metrics, and including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the above goals. Such action plans shall identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent will present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

References: "The State of Black Oregon: (The Urban League of Portland 2009); "Communities of Color in Multnomah County: An Unsettling Report" (Coalition of Communities of Color/Portland State University 2010); The Economic Cost of the Achievement Gap (Chalkboard Project 2010); The Hispanic/White Achievement Gap in Oregon (Chalkboard Project 2009); A Deeper Look at the Black-White Achievement Gap in Multnomah County (Chalkboard Project 2009); ORS 342.433.

	BOARD POLICY **Portland Public Schools** **Racial Educational Equity Policy**	**2.10.010-P**

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

In light of this mission and our beliefs, Portland Public Schools' historic, persistent achievement gap between White students and students of color is unacceptable. While efforts have been made to address the inequities between White students and students of color, these efforts have been largely unsuccessful. Recognizing that there are other student groups that have not reached their achievement potential, this policy focuses on the most historically persistent achievement gap, which is that between White students and students of color. Closing this achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a predictor of student achievement and success.[1]

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F. The District shall welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

The Board will hold the Superintendent and central and school leadership staff accountable for making measurable progress in meeting the goals. Every Portland Public Schools employee is responsible for the success and achievement of all students. The Board recognizes that these are long term goals that require significant work and resources to implement across all schools. As such, the Board directs the Superintendent to develop action plans with clear accountability and metrics, and including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the above goals. Such action plans shall identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent will present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

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History: Adopted by Resolution No. 4459, 6-13-11

BOARD POLICY

6.10.010-P Student Achievement

A central component of the mission of Portland Public Schools is to *"support all students in achieving their very highest educational and personal potential*. …" The district's Strategic Plan presents a framework of core values, strategic objectives and strategies to guide the district's efforts in fulfilling its mission.

Research shows that schools succeed when they combine a safe and orderly environment with a climate of high expectations. Components of school success also include a clear and focused mission, strong instructional leadership, ongoing attention to teaching quality, frequent monitoring of student progress, and strong connections between school and home.

The Board commits to adopt this statement of policy principles; to evaluate the effectiveness of this policy and the superintendent's implementation of it; and to provide the means and opportunity necessary for students, parents, district staff and community members to participate in ensuring every child is learning and achieving at high levels.

Therefore, the Board sets out the following principles and directs the Superintendent to develop detailed strategies and directives that align with and accomplish these principles:

(1) Achievement shall be raised for all students.

(2) Equal access to educational opportunities shall be provided for all students in the district to adequately prepare them for future educational and career choices.

(3) The implementation of the student achievement policy shall include a focus on reducing and eventually eliminating inequitable achievement outcomes for students based on ethnicity, family income levels, and home language.

(4) All schools use curricula, instructional techniques, materials and assessment tools that are aligned with high, district-wide standards and are effective in raising student achievement.

(5) Student progress shall be assessed frequently. Assessment results for program data shall be reported to the Board, students, parents and community. Assessment results for individual students shall be reported to principals, teachers, parents and the student and shall be reported in a manner that describes both progress in relation to standards and performance expectations, and individual student growth. Assessment results shall be used to inform and assist in classroom, school and district planning.

(6) Resources shall be allocated in a manner that takes into consideration the unique needs and challenges facing schools and programs with high-need

6.10.010-P Student Achievement

populations affected by poverty, limited English proficiency and disabilities.

(7) The support necessary for staff to succeed in meeting the educational goals of all students in the district shall be provided.

(8) The district shall recruit and retain an effective, culturally responsive professional staff to implement these strategies.

(9) Professional development opportunities shall be provided to teachers and other staff to enhance their professional practice.

(10) All schools shall create a welcoming, inclusive, safe and respectful environment where positive relationships among students, staff and parents are valued as important components in academic success and positive citizenship.

(11) All schools and programs shall engage in intensive and continuous school improvement planning and shall adopt improvement strategies that demonstrate success in raising student achievement.

(12) All schools and programs shall actively engage the communities they serve by providing opportunities to participate in the school improvement planning process and to support their schools.

(13) The superintendent shall develop and implement procedures for monitoring student, school and program progress. The superintendent shall report annually to the Board and to the public on the progress of schools and programs in improving student achievement.

(14) The superintendent shall develop and implement procedures for monitoring the effectiveness of central programs and support services in assisting schools to improve student achievement, and to reflect the core values and objectives in the district's Strategic Plan.

(15) In the event that a school or program is not making adequate yearly progress, the Board authorizes the superintendent to develop and implement, in collaboration with the school or program, a progressive plan of assistance based upon a needs assessment of the individual school or program.

(16) Performance indicators used to assess adequate yearly progress shall be developed by the superintendent, approved by the Board and included in the plan submitted to the Oregon Department of Education in accordance with requirements of the U.S. Department of Education.

Legal References: ORS 329.095; ORS 332.107; ORS 336.067

History: Adpt 6/71; Amd 7/71; Amd 6/9/75; Amd 5/14/79; Amd 11/9/81; Amd 4/12/90; Amd 03/11/02;

6.10.060-AD Testing Programs

Because of the importance of well-planned testing programs in diagnosing individual achievement, as well as in evaluating curriculum effectiveness, testing programs will be developed and conducted on a systematic basis. The testing program and reporting procedures will be designed to provide specific information on individual student progress toward meeting or exceeding state and local performance standards in all required areas. The districtís department for research, evaluation and assessment shall have direct responsibility for developing basic testing programs for the district, within the following guidelines of the State Board of Education:

(1) Tests shall not be used as the sole criterion for placement of students in education groups or tracks;

(2) Administration of individual intelligence tests or tests of personality requires written parental permission prior to testing;

(3) Each year the district shall determine the student's progress toward achieving state standards at all required grades. Achievement shall be measured in a manner that clearly enables students and parents to know whether the student is making progress toward meeting or exceeding standards;

(4) The results of such assessments shall be used to measure the academic content standards and to identify students who meet or exceed the standards for each mastery level leading to the Certificate of Initial Mastery. The results will also be used as a basis for planning learning activities and as one of several factors in determining the success of school programs.

Policy Implemented: 6.10.010-P

History: Adpt. 6/71; Amd. 8/74; Amd. 6/80; Amd. 9/01/02

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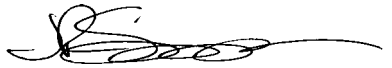

Superintendent

9/01/02 .
Date

BOARD POLICY

6.40.010-P Instructional Materials Selection

The Board recognizes the important contributions that can be made to the instruction of young people by high quality educational and instructional materials. It is the intent of the Board that such materials shall be available in the Portland schools. The superintendent is therefore charged with the responsibility of establishing procedures for the selection of textbooks and instructional materials in accordance with state law, State Board of Education rules, and criteria which will help realize the goals of education as enunciated by the state, the district and adopted district curriculum guides. Materials will be selected with consideration of their ability to address state and local common curriculum goals and content standards. In developing such procedures and in the selection and approval of textbooks and instructional materials for use in district schools, the following guidelines shall be forwarded.

I. Textbook and Instructional Materials Selection

(1) Textbooks and instructional materials shall be selected on a designated schedule with the exception of those materials that are determined to be satisfactory with regard to content as well as availability for replacement copies of textbooks/instructional materials and essential consumables. Ordinarily such selection schedules shall coincide with those of the State Board of Education.

II. State Approved and Supplementary

(1) Textbooks and instructional materials adopted by the State Board of Education may be approved for use in district schools by the office of the superintendent.

III. Textbooks and Instructional Materials Not State Approved

(1) Textbooks and instructional materials other than those approved by the State Board of Education to be used in the elementary and secondary schools shall require approval and adoption by the districtís school Board upon the recommendation of the superintendent.

IV. Supplementary Books and Instructional Materials

(1) Supplementary books, maps, library books, courses of study, instructional guides, all media materials, and other instructional materials in used in district schools shall require approval according to a process established by the office of the superintendent.

V. Guidelines for Inclusion

(1) Criteria for selection of instructional materials shall include accurate portrayal of the diversity of our society, including the contributions of both

6.40.010-P Instructional Materials Selection

men and women, and the roles and contributions of different racial, ethnic, and religious groups to the development of Oregon and the United States.

(2) If instructional materials used by the district are not free from bias or prejudice on account of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation, staff has an affirmative responsibility to minimize the adverse effects of such bias or prejudice in any classroom where such materials are used. It is the duty of staff to interpret the material in the light of the policies, administrative directives and educational standards of the district, which reject discrimination or prejudice against any person on account of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation.

(3) The Board expects, nonetheless, that instructional materials will include controversial items which stimulate critical thinking and analysis of issues on the part of students in accordance with 6.20.010-P, Academic Freedom, 6.20.011-AD Academic Freedom in the Instructional Program, and 6.20.012-AD, Instructional Materials and Academic Freedom.

(4) The superintendent shall continue to advise publishers of instructional materials of the district's policies and administrative directives for inclusion and use, and to request them to submit instructional materials to the district that are consistent therewith.

Legal References: ORS 336.035; ORS 337.120; ORS 337.141; ORS 337.150; ORS 337.260; ORS 339.155; OAR 581-01-0050 to ñ0119; OAR 581-022-0045; OAR 581-022-0046; OAR 581-022-1520; OAR 581-022-1640; Improving Americaís Schools Act of 1994 (IASA), [P.L. 103-382], Title I, Sections 1001-1604/

History: Adpt 6/71; Amd 5/74; Amd 2/9/81; Amd 5/9/85; Amd 9/9/02; BA 2421

6.40.011-AD Selection of Instructional Materials

I. General

(1) Procedures for selection of instructional materials shall include provisions for involvement of teachers, administrators and community, and shall require the development of definite criteria upon which such committees base their study and recommendations. Such criteria must be compatible with state law and Board rules and shall require approval of the office of the superintendent.

II. Committee Review of Materials

(1) Committees of teachers, administrators and community shall be given initial responsibility for reviewing textbooks, other instructional materials and instructional systems, and for making recommendations for selection.

(2) Committees that serve to select curriculum materials for district wide use shall be appointed from among persons recommended by district administrators and community groups.

(a) Committees shall have members who are able to examine curriculum material in depth, which includes educational value, organization, style, subject matter, level of complexity and inclusiveness.

(b) A committee member will reflect and employ an understanding of Section V of 6.40.010-P, Instructional Materials Selection.

III. Criteria for Selection

(1) The content of instructional materials must exhibit educational value, organization, style, subject matter, level of complexity and inclusiveness in a fair and balanced manner.

(2) All racial, religious and cultural groups must be portrayed in a balanced manner so as to foster understanding, acceptance, empathy and respect for all people.

(3) All instructional materials should present a balanced, realistic approach to contemporary social issues.

(4) Illustrations should represent a balanced and accurate depiction of life style, reflecting a broad range of cultures and ethnic groups in a manner that demonstrates equal status and respect.

(5) Published materials which emphasize the unique and special value of our multi-cultural nation should be sought because they assist students to recognize and accept the basic similarities among all members of the human

race and the uniqueness and worth of every individual regardless of race, religion or socio-economic background.

(6) Instructional materials should distinguish opinions from facts and offer a range of different theories and issues. Unsupported generalizations should be distinguished from generalizations based on objective data.

(7) Review of foreign language materials shall address all criteria stated above and should also include a review of the accuracy and quality of the translation.

IV. Textbook and Instructional Materials Acquisition

(1) Approved buying lists of textbooks and instructional materials, periodicals and audiovisual materials are updated several times annually by the district. Lists are cumulative.

(2) Copies for review are provided to the district by vendors upon request of the appropriate district department. Materials listed by recognized national organizations are continuously reviewed. Teachers may submit requests to add titles to the district buying lists by using district textbook and library evaluation forms.

(3) Individual teachers may submit requests for the approval of additional classroom materials outside of the regularly approved buying lists by completing evaluation forms and submitting them for approval to a designated administrator.

V. Textbook and Instructional Materials Committee

(1) Textbook and instructional materials publishers shall receive notice of selection dates, and committees shall review materials submitted by publishers for such purposes.

(2) Representatives of publishers shall not be permitted to call on committee members individually, and no person while serving as a member of such committee shall accept any favors from such representatives.

(3) Upon completion of its work, a committee shall submit its report to the appropriate administrator who will forward the report to the superintendent. Such reports shall require the signatures of all committee members unless there is a disagreement on the committee, in which case a minority report shall also be filed.

(4) If the office of the superintendent is not in accord with the recommendations of any committee, its designated representative shall confer with the committee about its report and require modifications.

VI. Approval

(1) Textbooks and instructional materials shall be approved by the Office of the Superintendent, School Board, Oregon Department of Education or State Superintendent of Public Instruction, depending on the category.

VII. Contact with Publishers

(1) If an adoption provides a choice of textbooks or instructional materials in a subject area, representatives of publishers shall not contact personnel of a school (e.g., visit, telephone, correspond, etc.) between the time of Board approval of a subject area adoption and purchase of said adoption by that school. If contacted, school personnel shall report the contact to the principal who shall inform the appropriate administrator.

(2) A presentation open to teachers and administrators may be arranged by the appropriate subject matter specialist. Each of the publishers involved in the multiple adoption shall have equal time at the presentation. At such meetings no favors (e.g., refreshments, meals, printed materials, supplies, etc.) shall be offered or given to meeting participants by publishers or other representatives.

VIII. Instructional Equipment Acquisition

(1) Instructional equipment shall be selected using the following criteria:

(a) Ease of use by students and teachers.

(b) Compatibility with current formats and utilization of instructional materials.

(c) Durability and mechanical and electrical design that permits use with a minimum of mechanical and electrical adjustments by the students and teachers.

(d) Compliance with all electrical and mechanical safety provisions.

(e) Ease and cost of repair and overall design. In certain instances, with new equipment, the district may acquire units of equipment for long-term evaluation in selected classrooms prior to the equipment being accepted for general classroom use.

(f) Specifications and levels of performance for each type of equipment will be developed for evaluation purposes and will be on file.

Policy Implemented: 6.40.010-P

History: Adpt. 6/71; amended 8/74; Amd. 10/74; Amd. 2/80; Amd. 8/81; Amd. 8/84; Amd. 7/87; Amd. 11/89; Amd. 9/01/02, Renumbered from 6.40.020-P

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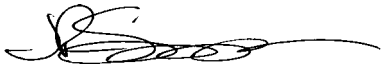

Superintendent

9/01/02 .
Date

6.10.060-AD Testing Programs

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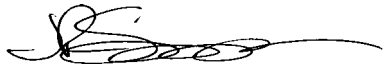


Superintendent

9/01/02 .
Date

Common Core State Standards/Smarter Balanced Testing
Board Presentation, April 16, 2014
Jon Isaacs/Erin Barnett
Community Involvement & Public Affairs

Communicating the Common Core

Goal: To educate, engage and empower all families to support student learning.

Communications to Date: Common Core

PPS has provided the following communications to schools for parents:
(Samples in this packet.)

- **Spring 2012**: Created parent-focused, PPS Common Core Website accessible from www.pps.net at www.pps.net/departments/curriculum/7650.htm
- **Spring 2012**: PPS Pulse article about the Common Core, http://www.pps.k12.or.us/news/7323.htm
- **Spring 2012**: Family Advisory introducing families to the Common Core and discussing upcoming changes in math. Translated into all languages.
- **2012-2014**: Curriculum Department built on the Common Core website, adding information about Smarter Balanced as well.
- **Fall 2013**: Compiled PPS/ODE Frequently Asked Questions in all languages for Back-to-School Nights; Created PPT slides for principals.
- **Spring 2014**: Curriculum Department launched monthly newsletter for principals that includes information for parents.

Note: Many principals are also providing parents with helpful Common Core information from such organizations as National Education Association, American Federation of Teachers, PTA, Oregon Dept. of Education and Council of the Great City Schools. Most offer information in English and Spanish. *(Samples in this packet.)*

Communications Going Forward: Common Core and Smarter Balanced Assessments

- **Family Advisory:** Overview of Common Core and Smarter Balanced Assessments in all languages. *Spring 2014, available again for back-to-school.*
- **Social Media:** *Spring 2014 and beyond.*
- **Univision:** Spanish-language awareness messages. *Fall 2014.*
- **Parent Outreach Events, all languages.** *2014-15.*
- **Videos,** shared on social media, website and at back-to-school nights/parent meetings. *Spring 2014 and beyond.*

SAMPLES

PPS Communications

On the Common Core

Portland Public Schools

Changes coming this fall to middle-grade math

National changes in what students learn have been adopted in Oregon. You will see changes in your student's math and language arts studies as the new, tougher standards phase in through 2014-15.

What are the changes all about?

Across the country and in Oregon, schools are moving to Common Core State Standards. The goal: Raise the bar so that students receive higher-level thinking skills needed for college and work in today's world. Changes in math began this year and will continue through 2014-15. **Significant changes are coming this fall in sixth-grade and seventh-grade math.**

What does this mean for my student?

Starting this fall, students in sixth grade and seventh grade will be expected to master mathematics content that currently is not taught until higher grades, as well as some brand-new content. Similar changes began in eighth-grade math this year. Teachers will work with all students to master the higher expectations. Those who traditionally have skipped to higher-level math classes will now find that advanced content in their grade-level class. The option of moving to a high school-level math class will remain for students who need it.

How can I learn more?

- Education Northwest's "What do parents need to know" in English and Spanish: ***educationnorthwest.org/resource/1547***
- Oregon Department of Education: Toolkit – Parents & Students, including videos, in English and Spanish: ***www.ode.state.or.us/search/page/?id=3425***
- Common Core Initiative website: ***www.corestandards.org***
- Call 503-916-3582 for help in Spanish, 503-916-3583 for help in Russian, 503-916-3584 for help in Vietnamese, 503-916-3585 for help in Chinese and 503-916-3586 for help in Somali.

What are Common Core State Standards?

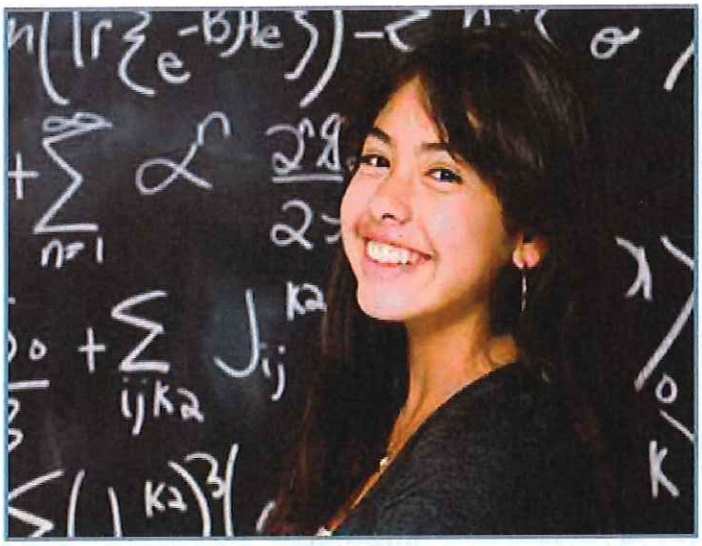
Common Core State Standards:

- Reflect today's college and workplace expectations.
- Were released nationally in 2010, are evidence-based and are similar to standards for top-performing educational systems such as Finland and Singapore.
- Reflect a clear progression of skills and knowledge in math and language arts.
- Are more advanced and rigorous than current standards.
- Will be consistent across school districts and states.
- Will be phased in over the next three years, with students taking a state test on the higher-level content beginning in 2014-15.

Questions?

Talk with your student's math teacher or principal, or call the PPS Office of Curriculum & Instruction at 503-916-3077, or email at ***commoncore@pps.net***.

Common Core State Standards



Adopted by over 45 states in the U.S., the **Common Core State Standards** are a set of shared K-12 learning expectations for students in English-language arts and mathematics. These two new sets of content standards replace Oregon's current standards in English language arts and mathematics. While the new standards are similar in ways to Oregon's current standards, some content has been shifted and the level of rigor has increased to ensure college and career readiness at the end of high school.

Portland Public Schools began phasing in the Common Core State Standards in 2011-12, providing professional development to teachers and aligning core curriculum. Beginning in 2014-2015, students will no longer take the OAKS exam and will take the Smarter Balanced Assessment instead. Select schools across our district are participating in field testing this Spring 2014, and we will determine optimal technology and logistical configurations to support this new assessment.

- Common Core Math at PPS: Family Advisory (pdf) English | Spanish | Vietnamese | Russian | Chinese | Somali

Resources fo

Oregon Departm Education:

- Common Core Standards: En Language Arts
- Common Core Standards: Ma
- FAQ on CCSS
- What do the C for my student

Education North CCSS- What do P Need to Know?

Council of the G Schools:

- Parent Roadm CCSS English Arts
- Parent Roadm CCSS Math

CoreStandards.c FAQ

National PTA: Pa Guides for Studer (K-12)

National Educati Association: Five Making Sense of Common Core

American Federa Teachers: Debun of the Common C

Smarter Balance

This PPT was provided to principals in Fall 2013 for use at back-to-school nights

Common Core State Standards (CCSS)

Information for Parents/Guardians
Portland Public Schools
September 2013

CCSS Background

- Developed by:
  - State Departments of Education
  - Researchers
  - Professional education organizations
  - -Teachers, parents and students
- Adopted by 45 states
- CCSS adopted by Oregon in October 2010

What are the CCSS?

- A single set of clear standards for English language arts and mathematics
- Prepare students to succeed in college and the workforce
- Ensure that every child—regardless of race, ethnicity or zip code—is held to the same high standards and learns the same material
- Provide educators with a clear, focused roadmap for what to teach and when

What's Different About CCSS?

English Language Arts/Literacy:

- Focus on non-fiction, careful reading
- Discuss reading and write using evidence
- Increase academic vocabulary

Mathematics

- Learn more about fewer concepts
- Focus on skill building, speed and accuracy
- Use of real world examples to better understand concepts
- Increase emphasis on mathematical discourse

Transitioning to CCSS

- Portland Public Schools began transitioning to the Common Core in 2011, training grade levels in the standards and accompanying instructional shifts.
- This year, all grade levels except 4th and 5th will be aligned with the CCSS. Fourth and fifth grades will fully implement in 2014-2015.
- Students will be assessed on CCSS in Spring 2015 (this is the last year students will take OAKS).

More Information

- Upcoming 'Parent Academies' (dates TBD) will provide a forum to go more in-depth about CCSS shifts
- Smarter Balanced Assessment Consortium www.smarterbalanced.org - for sample assessment questions (beginning 2015)
- Oregon Department of Education CCSS site: **http://goo.gl/4ppgP** for FAQs, the standards themselves, and other resources

Common Core State Standards

COMMON CORE STATE STANDARDS OREGON

FREQUENTLY ASKED QUESTIONS

August 2013

Parents across Oregon want to know more about the Common Core State Standards. Portland Public Schools began implementing the standards in 2011 and will complete the shift in 2014-15. **PPS will soon announce Parent Academies where you can learn more.** Your child's principal and teacher are also resources for you.

Q: What are the Common Core State Standards?
A: The Common Core State Standards show what students in Pre-K through 12th grade should know and be able to do in English language arts and mathematics. The standards will help all students across the state and nation to learn the same skills to be ready for college and careers. The standards include changes, or "shifts," in how teachers teach to help children succeed in the topics and skills that matter most. The standards are designed to help all young people get better prepared for college and careers in a global economy. Please visit http://corestandards.org/the-standards to read the full set of standards.

Q: How are the standards different than what children learn today?
A: In English Language Arts and Literacy the focus is on:

- Non-fiction, careful reading
- Discussing reading and write using evidence
- Increasing academic vocabulary

In Mathematics, the focus is on:

- Learning more about fewer key concepts
- Focusing on skill building, speed and accuracy
- Using real world examples to better understand and apply concepts
- Increasing emphasis on mathematical discourse

Q: When will we see the changes?
A: PPS began transitioning to the Common Core in 2011. Already, for example, math has changed so that 6th and 7th graders are asked to master higher-level content that was once not taught until upper grades. This year, all grades except 4th and 5th will be aligned with the standards. 4th and 5th grades will follow next year.

Q: Will state testing change to reflect the new standards?
A: Yes. This school year is the LAST year that students will take the state OAKS tests. Starting in Spring 2015, students will be assessed on the Common Core State Standards using a new Smarter Balanced Assessment – different and better tests that provide more accurate information about what students know and can do.

Q. Will these new tests be harder?
A. The new standards are more rigorous and, at first, the new tests may seem more difficult. The new tests will go beyond multiple choice questions and will better measure what your child knows and can do. It is likely that student test scores will drop initially as students and teachers adjust to the new standards. However, the tests are an important tool for principals and teachers to know what extra help or acceleration students need.

Q. Do the standards tell teachers how to teach?
A. No. They are a tool to help teachers prepare the best classroom lessons and activities. The standards also help students and parents by showing them what it takes to be successful in each grade level. They are an important roadmap for teachers, students and parents.

Q. Does having common standards mean everyone will learn less?
A. No. The standards have been built from the best standards nationally, as well as from other nations and research on what's needed to succeed in jobs and college today. The standards ask teachers and students to dig deeper into the core skills and concepts. Students will learn much *more* about *fewer* topics. And teachers will have more time to cover subjects in greater detail, helping students better understand their lessons.

Q: How were the standards developed?
A: Forty-six states convened experts, teachers and researchers to write the standards, along with almost 10,000 comments and suggestions, including from Oregon teachers and parents.

Q. What does this work mean for students with disabilities and English language learners?
A. The standards will help teachers have more time to cover subjects in depth, giving students the chance to really understand lessons. There is a clear guide for applying the standards to English language learners and students with disabilities. States will continually collaborate to create a strong support system for all learners.

Q. What will the Common Core State Standards mean for students across the country?
A. The standards set clear expectations for student learning across the country. In the past, every state had its own set of different academic standards. This meant that U.S. students were learning different skills and concepts at different rates. The Common Core State Standards give *all* students an equal opportunity to learn the same high standards. This leads to a greater chance of success in college, career and life.

Q: If standards are raised, is it more likely that students will drop out of school?
A: No. Research shows that students want to be challenged more in school. For example, 7 in 10 young people who had dropped out said they were not motivated or inspired to work hard in high school. Two-thirds of the dropouts said they would have worked harder if more was demanded of them.[1]

Q: Is the adoption of common core standards in English language arts and mathematics going to limit student access to other subject areas, such as the arts or career and technical education?
A: No. Oregon understands that graduating well-rounded students is important for the state's future. The clearer standards of the Common Core will actually help teachers integrate learning across subject areas.

Q: Do the standards penalize students in low-performing schools by creating unrealistic expectations?
A: No. All too often, students in low performing schools today are held to lower expectations. Oregon has adopted the Common Core State Standards so that *all* students receive an excellent education.

Learn more:

- Common Core State Standards Initiative: http://www.corestandards.org/
- Council of Great City Schools: http://www.cgcs.org
- Common Core Oregon: www.ode.state.or.us/go/commoncore
- Smarter Balanced Assessment Consortium: www.smarterbalanced.org
- PPS Common Core Website: www.pps.net , search "Common Core"
- **Questions?** Email the PPS Curriculum Department at commoncore@pps.net

[1] Civic Enterprises. *The Silent Epidemic: Perspectives of High School Dropouts*. March 2006. http://www.saanys.org/uploads/content/TheSilentEpidemic-ExecSum.pdf

Common Core @PPS

Communication Points

April 2014

Portland Public Schools
Department of Instruction, Curriculum, & Assessment

Inside

Smarter Balanced Assessment: Key Ideas

The March 2014 PD Workshop on Smarter Balanced Assessment includes:

1. An overview of the Smarter Balanced Assessments Framework: why we're moving to the new assessments and a closer look at the different assessment components.

2. A discussion of the claims that are assessed for ELA and Math and the increased depth-of-knowledge of assessment items in the Smarter Balanced Assessment.

3. Hands-on time for staff to review elements of the Smarter Balanced Assessment and activities that can be used to incorporate this information into future PLC or PD time.

Why the Common Core?

Access answers to these and other CCSS questions here:

http://www.ode.state.or.us/wma/teachlearn/commoncore/why-the-common-core.pdf

Smarter Balanced Assessment Article for Schools to Copy & Paste into March-April Newsletters

Beginning in Spring 2015, students will take the Smarter Balanced Assessment instead of OAKS for Math and English Language Arts. The Smarter Balanced Assessment measures students' mastery of Oregon's Common Core State Standards, and provides students, families, and educators with information about student academic progress and achievement.

The **Smarter Balanced Assessment** is similar to **OAKS** in that it is administered at the end of the school year, and measures students' mastery of standards. Both Smarter Balanced and OAKS are **computer adaptive tests** & are taken online.

However, the Smarter Balanced Assessment is different from OAKS in that the questions are designed to better assess a wider variety of higher-order thinking skills. There are also more complex types of questions on the Smarter Balanced Assessment. In addition to multiple-choice questions that are seen on OAKS, students will see 'constructed response' questions (short answer) as well as **performance tasks**. These new question types better measure critical thinking skills, which are a core element of **college and career readiness**.

Portland Public Schools is preparing for the new assessment by participating in field tests this Spring. This will help us identify the optimal testing logistics and conditions before the actual assessment is given in Spring 2015.

The technical skills that students will need in order to take the exam include basic computer navigation, keyboarding, and word processing skills. Our school will continue to offer students opportunities to develop these skills by integrating technology into the classroom.

You can experience the Smarter Balanced Assessment first-hand by taking a practice test at this link: https://sbacpt.tds.airast.org/student/

Glossary of Terms

College & Career Readiness: The knowledge & skills needed to qualify for and succeed in postsecondary job training and/or education necessary for a student's chosen career (i.e. university, community college, technical/vocational program, apprenticeship, or significant on-the-job training).

Computer Adaptive Test: Based on student responses, the computer program adjusts the difficult of questions throughout the assessment, which provides more accurate information about which skills students have mastered.

Performance Task: Collections of questions and activities that require students to apply knowledge & skills to real-world problems.

Smarter Balanced Assessment: The new state assessment that will replace OAKS in assessing students in ELA and Math in 2014-2015.

OAKS: Oregon Assessment of Knowledge & Skills

Smarter Balanced Assessment FAQs

Q: How are the Smarter Balanced Assessments administered? The Smarter Balanced Assessments are computer adaptive assessments and performance tasks administered one time a year for English language arts (ELA)/literacy and mathematics in the last 12 weeks of the school year in grades 3–8 and the last 6 weeks of school for grade 11.

Q: How is Smarter Balanced different from OAKS? Aligned to the new Common Core standards, Smarter Balanced assessments will go beyond multiple-choice questions and include short constructed response, extended constructed response, and performance tasks that allow students to complete an in-depth project that demonstrates analytical skills and real-world problem solving.

Q: What is a performance task? Performance tasks challenge students to apply their knowledge and skills to respond to real-world problems. They can best be described as collections of questions and activities that are coherently connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, research skills, and complex analysis, which cannot be adequately assessed with selected- or constructed-response items.

Performance tasks in reading, writing, and mathematics will be part of the Smarter Balanced summative, year-end assessment. The performance tasks will be delivered by computer (but will not be computer adaptive) and will take one to two class periods to complete.

Q: How much time do the Smarter Balanced Assessments take? Smarter Balanced provides a chart on estimated testing times by grade level bands: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/Preliminary-Summative-Blueprints-Supporting-Document.pdf

Q: Is this a timed test? No, Smarter Balanced Assessments are not timed tests.

Q: What about Science and ELPA testing in 2014-2015? Science and ELPA will continue to be administered in 2014-2015 via OAKS.

Q: What tools are available for ELL and students with special needs? Smarter Balanced is building on a framework of accessibility for all students, including English Language Learners (ELLs), students with disabilities, and ELLs with disabilities, but not limited to those groups. In the process of developing its next-generation assessments to measure students' knowledge and skills as they progress toward college and career readiness, Smarter Balanced recognized that the validity of assessment results depends on each and every student having appropriate universal tools, designated supports, and accommodations when needed based on the constructs being measured by the assessment.

(Continued from page 3: Smarter Balanced FAQ)

The universal tools, designated supports, and accommodations that are appropriate for the Smarter Balanced assessment are detailed in The Smarter Balanced Usability, Accessibility, and Accommodations Guidelines.

http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf

http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/12/SmarterBalanced_Guidelines_FAQ.pdf

Q: How many questions are on the new Smarter Balanced Assessment? The number of questions varies by subject and grade; however, there are approximately 50 items on the Non-Performance Task portion of each exam. The 50 items will include a variety of item types including multiple choice with single correct response, multiple choice with multiple correct responses, matching table, drag and drop, graphing, and essay response.

Q: How are Smarter Balanced Assessments scored? Written student responses (performance task, constructed and extended responses) will be scored by trained human raters. There are opportunities for receiving partial credit in both computer and human scored items. Plan on a 6-week turnaround for having the student responses scored.

Q: What is being asked of students—technically—that we need to be aware of? The integration of technology in the classroom will help students develop the necessary skills for the new assessments. Preparation should include practicing digital literacy skills, such as basic computer navigation, keyboarding and word processing. Interim Smarter Balanced Assessments, as well as practice tests, will be available to students and teachers.

Q: Where can I find Smarter Balanced practice items and sample tests?

- http://sampleitems.smarterbalanced.org/itempreview/sbac/ELA.htm
- http://sbac.portal.airast.org/practice-test/

Smarter Balanced Online Resources

1. **Smarter Balanced Assessment Homepage:** www.smarterbalanced.org
2. **Smarter Balanced Assessment FAQs:** http://www.smarterbalanced.org/resources-events/faqs/
3. **Field Tests & Training Test for Students:** http://sbac.portal.airast.org/
4. **Computer Adaptive Testing:** http://www.smarterbalanced.org/smarter-balanced-assessments/computer-adaptive-testing/

(Continued from page 4: Smarter Balanced FAQ)

Q: What are the technology requirements to administer the Smarter Balanced assessments?

The assessments are being designed to work with the computing resources in schools today. The assessments can be offered on older operating systems and require only the minimum processors and memory required to run the operating system itself (for example, the summative assessment can be delivered using computers with 233 MHz processors and 128 MB RAM that run Windows XP). Likewise, the file size for individual assessment items will be very small to minimize the network bandwidth necessary to deliver the assessment online.

Technical Specifications:
http://www.smarterbalanced.org/smarter-balanced-assessments/technology/

Glossary of Terms

College & Career Readiness: the knowledge & skills needed to qualify for and succeed in postsecondary job training and/or education necessary for a student's chosen career (i.e. university, community college, technical/vocational program, apprenticeship, or significant on-the-job training).

Computer Adaptive Test: Based on student responses, the computer program adjusts the difficult of questions throughout the assessment, which provides more accurate information about which skills students have mastered.

Performance Task: Collections of questions and activities that require students to apply knowledge & skills to real-world problems.

Smarter Balanced Assessment: The new state assessment that will replace OAKS in ELA and Math in 2014-2015.

OAKS: Oregon Assessment of Knowledge & Skills

Photo credit: Katharine Kimball

References

www.SmarterBalanced.org
(Smarter Balanced Assessment homepage)

www.CCSSO.org
(Council of Chief State School Officers)

Contact Us

x63077 – Department of Instruction, Curriculum & Assessment

ICA PPS website:
http://goo.gl/Zml3LE

Common Core @PPS

Communication Points

May 2014

Portland Public Schools
Department of Instruction, Curriculum, & Assessment

Inside

Common Core State Standards: The Basics

The March 2014 PD Workshop on Common Core Basics for Math and Literacy included:

- Six major **ELA instructional shifts** required of classroom teachers to prepare students for the rigor of the CCSS.
- **'Depth of Knowledge' (DOK) Standards**- Previous math and literacy standards focused on **DOK** Level 1 tasks such as recalling basic facts, and **DOK** Level 2 tasks such as making simple inferences. The CCSS emphasize critical thinking and reasoning at **DOK** Levels 3-4 (analysis, application, synthesis).
- There are two sets of Mathematical Standards in the Common Core. The **Mathematical Content** Standards identify the "what" it is that we are teaching and when it is taught. The standards for **Mathematical Practice** describe "how" we teach and learn mathematics as well as the *habits of mind* of a mathematician.

Were teachers involved in the development of the Common Core State Standards?

http://www.aft.org/issues/standards/nationalstandards/aftinvolvement.cfm

Photo credit: Katharine Kimball

Common Core State Standards Article for School Newsletters

The Common Core State Standards were adopted by the state of Oregon in 2010 to help make sure all students graduate high school ready for college or careers. The Common Core State Standards (CCSS) define what students need to know and do at each grade level.

Preparing for Common Core

Portland Public Schools began to transition to the CCSS in 2011 by offering Professional Development trainings for principals and teachers. Instructional resources (curriculum) were aligned to teach the new standards. The CCSS are more rigorous standards. There are some changes to classroom instruction that will help students meet these new expectations.

Changes in Reading

In English Language Arts, students will read more non-fiction text. The books and articles that students read will be more complex. Students will also be expected to use details from the text to support their answers and ideas.

Changes in Math

In Mathematics, there are two sets of standards. The Common Core Content Standards identify **what** we are teaching and when it is taught. The eight standards for Mathematical Practice describe **how** we teach and learn mathematics so that students deeply understand the content.

New State Test

The spring of 2014 will be the last time that the Oregon Assessment of Knowledge and Skills (OAKS) test will be given in Math and Literacy. In the spring of 2015 the Common Core State Standards for Literacy and Math will be assessed using a new test, called the Smarter Balanced Assessment. You can see sample questions from the new assessment by going to **http://sbac.portal.airast.org/**

Common Core FAQs

Are the Common Core State Standards a national curriculum that dictates how and what every educator must teach?

The standards are not a curriculum. Standards are targets for what students should know and be able to do. Curricula are the instructional plans and strategies that educators use to help their students reach those expectations. The CCSS are a set of shared goals for the knowledge and skills students should possess in English Language Arts and Mathematics to be proficient in those subjects. As such, districts should use the standards as a basis for developing their own curricula by designing course content, choosing appropriate instructional strategies, developing learning activities, continuously gauging student understanding, and adjusting instruction accordingly.

Do the Common Core State Standards emphasize fiction/literature or only nonfiction texts?

The Common Core State Standards require certain critical content for all students, including: classic myths and stories from around the world, America's Founding Documents, foundational American literature, and Shakespeare. Appropriately, the remaining crucial decisions about what content should be taught are left to state and local determination. In addition to content coverage, the Standards require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening.

Under the CCSSM, are key math topics missing, or do they appear in the "wrong" grade?

The mathematical progressions presented in the Common Core are mathematically coherent, based on evidence and lead to college and career readiness at an internationally competitive level. It is true, however, that certain math topics appear at different grade levels than they have traditionally been taught under the Oregon math standards. In the past key content was repeated or practiced over multiple years, the Common Core allows students to focus on fewer content standards each year but with significantly more depth and rigor.

Photo credit: Katharine Kimball

CCSS Online Resources

Oregon Dept. of Education:

CCSS English Language Arts/Literacy

CCSS Mathematics

FAQ on CCSS for Parents

What do the CCSS mean for my student?

Education Northwest:

CCSS: What do parents need to know?

Council of the Great City Schools:

Parent Roadmaps to the CCSS ELA by Grade

Parent Roadmaps to the CCSS Mathematics by Grade

CoreStandards.org

CCSS FAQ

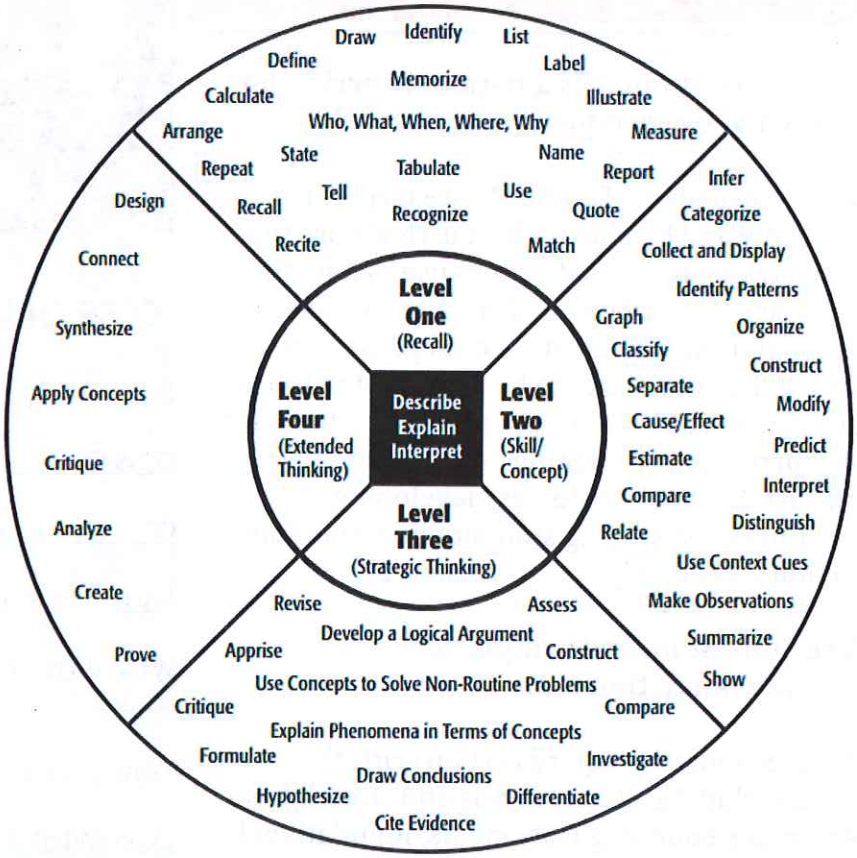
National PTA

Parent Guides for Student Success

National Education Assoc.

Five Facts for Making Sense of the Common Core

Webb's Depth of Knowledge (DOK) Levels



The Percentage of Smarter Balanced Test Items at the Four Levels of Webb's DOK Framework		
Depth of Knowledge Level	ELA	Mathematics
Level 1: Draws on basic knowledge and rote learning.	25%	24%
Level 2: Requires some application of what's been learned and some cognitive processing.	38%	40%
Level 3: Requires the ability to research, synthesize, reason with evidence, and communicate effectively.	26%	25%
Level 4: Requires extended planning, research, and problem-solving that call on students' self-management and metacognitive skills.	11%	11%

References

- **Smarter Balanced Assessment** Website: www.smarterbalanced.org
- **Corestandards.org:** www.corestandards.org/resources/myths-vs-facts
- **ASCD:http://www.ascd.org/ASCD/pdf/siteASCD/publications/policypoints/PolicyPoints_Common_Core_State_Standards.pdf**
- **Herman, Joan and Robert Linn. "New Assessments, New Rigor."** ***Educational Leadership*** **March 2014: 34-37. Print.**

Organizations also producing helpful information for families about the Common Core and Smarter Balanced Assessments

- Oregon Department of Education
- Council of the Great City Schools
- PTA
- National Education Association
- American Federation of Teachers

Enclosed is an example from the NEA website.

See next page for:

Letter going to families in all languages regarding field testing of the Smarter Balanced Assessments at 25 schools in May and June, 2014.

PORTLAND PUBLIC SCHOOLS
Research, Evaluation & Assessment Department
501 N Dixon Street • Portland, OR 97227
503-916-3341 •Fax: 503-916-3106
www.pps.net

Spring 2014

Dear Parent or Guardian:

For many years, Portland Public Schools has used the Oregon Assessment of Knowledge and Skills (OAKS) tests to measure how well students are mastering content in key subject areas. The tests are one tool for tailoring instruction to meet students' learning needs. Now the school district is transitioning to a new set of tests called Smarter Balanced Assessments.

Field testing the new test
As part of that transition, 25 schools, including schools that your children attend, will try out the new tests this spring. Student performance on these field tests is not graded. The field tests will help with fine tuning to make taking the tests as smooth as possible when students start taking the tests for real next school year.

Assessments will be given in grades 3-8 in math and reading. The grades and subjects tested vary by school. View a list of schools and grades to be tested at www.pps.net/departments/curriculum/7609.htm or ask your principal.

The assessment will take place between May 19 and June 6 and will take a total of about 3 ½ to 4 hours students' time per subject. The tests are taken on computers, with accommodations made for students with special needs. (Students will already have taken the OAKS test when the Smarter Balanced field tests begin.)

The Smarter Balanced assessments are a key part of implementing the new Common Core academic standards and preparing all students for success in college and careers.

The new tests and the Common Core
Common Core standards are a set of shared expectations about what students need to know at each grade level in math and reading. Local teachers and school districts determine the curriculum, materials and approaches that teachers use to help students master the standards. Most states in the U.S. have chosen to adopt Common Core standards so that wherever students move, the expectations about what they need to know are the same. PPS began implementing the Common Core in 2011. The transition will be completed in 2014-15.

What the tests do
The Smarter Balanced Assessments measure real-world skills like critical thinking and problem solving that reflect what students are learning using the Common Core. In addition, the tests will give teachers and parents a better picture of where students are succeeding and where they need help.

Find more information about Smarter Balanced at www.smarterbalanced.org/. Find more information on the Common Core at www.pps.net/departments/curriculum/7650.htm

If you have questions regarding your child's participation in the field tests, please contact your principal.

Sincerely,

Joe Suggs
Director

Overview | Curriculum & Instruction | Professional Development | Assessment & Reflection

English Language Learners | Students with Disabilities | Advocacy | Tools & Resources

NEA Common Core State Standards Toolkit

Information & Resources

- English Language Arts/Literacy
- Mathematics

nea NATIONAL EDUCATION ASSOCIATION

Great Public Schools for Every Student

14867-2014-kh

Introduction

These resources are designed to give educators the tools they need to implement the Common Core State Standards. Materials also include a variety of strategies for engaging families and policymakers.

Background

The Common Core State Standards (CCSS) are a set of voluntary K-12 standards in English language arts/literacy and mathematics. The goal of the CCSS is to provide a clear, consistent understanding of what students are expected to learn. The Standards reflect the knowledge and skills required for successful entry into college and careers. To date, 45 states and the District of Columbia have agreed to adopt the CCSS, which are scheduled for full implementation in 2014.

The Common Core State Standards were developed in partnership with the National Governors Association, the Council of Chief State School Officers, the National Education Association, American Federation of Teachers, the International Reading Association, the National Council of Teachers of English, and the National Council of Teachers of Mathematics.

Common Core Working Group

In October 2012, NEA President Dennis Van Roekel appointed 56 members to the NEA Common Core Working Group, a nationwide effort to prepare educators to implement the Common Core State Standards. Comprised of state affiliates and local leaders, the group has three primary responsibilities: (1) maintain educators' presence throughout Common Core implementation; (2) facilitate communication about the Standards; and, (3) assist in the development of educational tools.

Introduction

Vision and Goal Statement

NEA believes the CCSS have the potential to provide access to a complete and challenging education for all children. Broad range cooperation in developing these voluntary standards provides educators with more manageable curriculum goals and greater opportunities to use their professional judgment in ways that promote student success.

NEA developed this interactive toolkit with resources and access to forums to prepare educators to implement the Standards and positively impact student achievement by:

- Facilitating a feedback loop of information about the Standards and corresponding assessments;
- Informing instructional practice with strategies and curricular design methodologies; and,
- Providing a continuum of support for implementing the Standards, along with strategies for advocacy and parental and community engagement.

How to Use this Resource

This toolkit is intended to be a fully dynamic resource of information on Common Core State Standards and contains six critical areas for understanding and preparing for implementation of the Common Core State Standards: (1) Common Core State Standards Overview; (2) Curriculum and Instruction; (3) Professional Development; (4) Assessment and Reflection; (5) English Language Learners; (6) Students with Disabilities; (7) Advocacy; and (8) Tools & Resources.

Reviewed in its entirety, the toolkit provides general background and links to pertinent information about the CCSS, as well as practical assistance and planning. Users can download editable materials and presentations in smaller chunks that may be used in a variety of settings. Video resources have been included for individual use as well as for sharing in larger settings.

Resources found in this toolkit will be updated periodically and as implementation of the Standards progress.

Overview

Background

The resources contained in this overview provide a general understanding of Common Core State Standards (CCSS) and a growing set of advocacy tools. NEA compiled these materials to snapshot key areas of implementation and assist in broad communication about the Standards.

Implementation

What are the Common Core State Standards?

EXAMPLES OF COMMON CORE STATE STANDARDS	
English Language Arts-Literacy	**Mathematics**
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). *—Reading Standard for Literature, Grade 7 (Integration of Knowledge and Ideas)*	Draw and identify lines and angles, and classify shapes by properties of their lines and angles. *—Mathematics Standard, Grade 4 (Geometry)*
Conduct short research projects that build knowledge through investigation of different aspects of a topic. *—Writing Standards, Grade 4 (Research to Build and Present Knowledge)*	Use probability to evaluate outcomes of decisions. *—Statistics and Probability Standards, High School (Using Probability to Make Decisions)*

These written and interactive resources provide general background on the developmental and educational shifts associated with implementing the CCSS.

- NEA Issues and Action: Common Core State Standards http://www.nea.org/home/46653.htm
- Hunt Institute's Common Core Video Series: http://www.youtube.com/user/TheHuntInstitute

Overview

- Three Minute Video Explaining the Common Core State Standards: http://vimeo.com/51933492
- Common Core State Standards for English Language Arts and Mathematics, Grades K-12
  ELA: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
  Math: http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

How has NEA been involved in developing the Common Core State Standards?

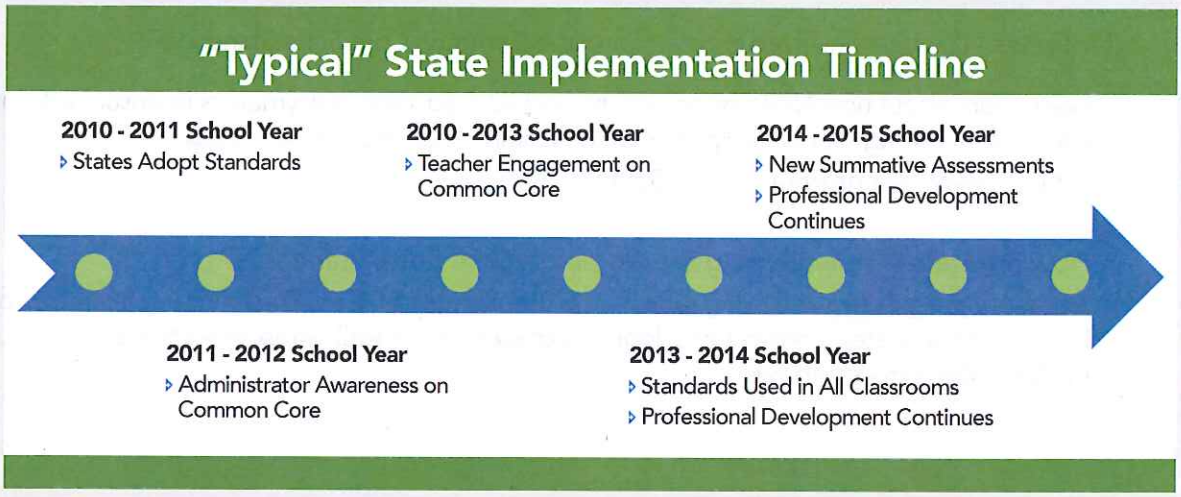
Learn more about how NEA partnered with and advised state policymakers to ensure educators' voice was present throughout development of the Common Core State Standards.
http://www.nea.org/home/46665.htm

How are states implementing the Common Core State Standards?

States are progressing at varying rates in implementing the CCSS. The following resources provide information on states' preparations, looming challenges, as well as resources to help communicate the facts about the standards.

Overview

To reach full implementation by 2014, states have agreed to activities such as building awareness among various audiences; ensuring curriculum alignment; and, planning for ongoing professional development. The following graphic charts the general schedule for most states that have adopted the CCSS.



Implementation Resources

- Preparing for Change: A National Perspective on Common Core State Standards Implementation Planning: http://www.edweek.org/media/preparingforchange-17standards.pdf
- States' Progress and Challenges in Implementing Common Core State Standards: http://www.cep-dc.org/displayDocument.cfm?DocumentID=343

Advocacy & Communications

To communicate effectively about the Common Core State Standards, NEA compiled a variety of materials to discuss and share among different audiences.

Talking Points

- NEA Policy Brief "Common Core State Standards: A Tool for Improving Education" http://www.nea.org/assets/docs/HE/PB30_CommonCoreStandards10.pdf
- Frequently Asked Questions: http://www.corestandards.org/resources/frequently-asked-questions

Common Core Myths and Facts

Myths about Content and Quality: General	
Myth: Common standards will bring states' standards down to the lowest common denominator.	**Fact:** At the outset of developing the standards, there was an explicit agreement that no state would lower its standards. College and career ready standards are needed because even in high performing states – students are graduating and passing all the required tests and still require remediation in their postsecondary work. The standards are designed to build upon the most advanced current thinking about preparing all students for success in college and their careers. They were informed by the best in the country, the highest international standards, and evidence and expertise about educational outcomes.
Myth: The standards are not internationally benchmarked.	**Fact:** International benchmarking played a significant role in both the English-Language Arts (ELA) and Math standards. In fact, the college and career ready standards include an appendix listing the evidence that was consulted in drafting the standards and the international data referenced in the benchmarking process.
Myth: The standards only include skills and do not address the importance of content knowledge.	**Fact**: The standards recognize that both content and skills are important. In ELA, the standards require certain critical content for all students, including: classic myths and stories from around the world, America's founding documents, foundational American literature, and Shakespeare. Appropriately, the remaining crucial decisions about what content should be taught are left to state and local determination. In addition to content coverage, the standards require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening. In Mathematics, the standards lay a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. Taken together, these elements support a student's ability to learn and apply more demanding math concepts and procedures. The middle school and high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically. In addition, the standards set a rigorous definition of college and career readiness, not by piling topic upon topic, but by demanding that students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.
Myths about Content and Quality: Mathematics	
Myth: The standards do not prepare or require students to learn Algebra in the 8th grade, as many states' current standards do.	**Fact:** The standards do accommodate and prepare students for Algebra 1 in 8th grade, by including the prerequisites for this course in grades K-7. Students who master the K-7 material will be able to take Algebra 1 in 8th grade. At the same time, grade 8 standards are also included; these include rigorous algebra and will transition students effectively into a full Algebra 1 course. The overarching aim of the standards in mathematics for grades K through 7 is to prepare students to succeed in algebra in grade 8.

Myths about Content and Quality: Mathematics (cont.)	
Myth: Key math topics are missing or appear in the wrong grade.	**Fact:** The mathematical progressions presented in the standards are coherent and based on evidence. Part of the problem with having 50 different sets of state standards is that today, different states cover different topics at different grade levels. Coming to consensus guarantees that from the viewpoint of any given state, topics will move up or down in the grade level sequence. This is unavoidable. What is important to keep in mind is that the progression in the standards is mathematically coherent and leads to college and career readiness at an internationally competitive level. In fact, the use of learning progressions in order to outline goals for curriculum and instruction is a practice commonly used in many countries that perform well on international assessments of academic achievement.
Myths about Content and Quality: English Language Arts Literacy	
Myth: The standards suggest teaching "Grapes of Wrath" to second graders.	**Fact:** The ELA standards suggest "Grapes of Wrath" as a text that would be appropriate for 9th or 10th grade readers. Evidence shows that the complexity of texts students are reading today does not match what is demanded in college and the workplace, creating a gap between what high school students can do and what they need to be able to do. The Common Core State Standards create a staircase of increasing text complexity, so that students are expected to both develop their skills and apply them to more and more complex texts.
Myth: The standards are just vague descriptions of skills; they don't include a reading list or any other similar reference to content.	**Fact:** The standards do include sample texts that demonstrate the level of text complexity appropriate for the grade level and compatible with the learning demands set out in the standards. The exemplars of high quality texts at each grade level provide a rich set of possibilities and have been very well received. This provides teachers with the flexibility to make their own decisions about what texts to use – while providing an excellent reference point when selecting their texts. The standards have the potential to provide teachers with far more manageable curriculum goals.
Myth: English teachers will be asked to teach science and social studies reading materials.	**Fact:** With common ELA standards, English teachers will still teach their students literature as well as literary nonfiction. However, because college and career readiness overwhelmingly focuses on complex texts outside of literature, these standards also ensure students are being prepared to read, write, and research across the curriculum, including in history and science. These goals can be achieved by ensuring that teachers in other disciplines are focusing on reading and writing to build knowledge within their subject areas.

Myths about Content and Quality: English Language Arts Literacy (cont.)	
Myth: The standards don't have enough emphasis on fiction/literature.	**Fact:** The standards require certain critical content for all students, including: classic myths and stories from around the world, America's founding documents, foundational American literature, and Shakespeare. Appropriately, the remaining crucial decisions about what content should be taught are left to state and local determination. In addition to content coverage, the standards require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening.
Myths about Process	
Myth: No teachers were involved in writing the standards.	**Fact:** The common core state standards drafting process relied on teachers and standards experts from across the country. In addition, there were many state experts that came together to create a thoughtful and transparent process of standard setting. The initiative has provided educators, parents, and a wide range of stakeholders and experts the opportunity to provide input.
Myth: The standards are not research or evidence based.	**Fact:** The standards have made careful use of a large and growing body of evidence. The evidence base includes scholarly research; surveys on what skills are required of students entering college and workforce training programs; assessment data identifying college and career ready performance; and comparisons to standards from high performing states and nations. In ELA, the standards build on the firm foundation of the NAEP frameworks in Reading and Writing, which draw on extensive scholarly research and evidence. For, Mathematics, the standards draw on conclusions from TIMSS and other studies of high performing countries that the traditional U.S. mathematics curriculum must become substantially more coherent and focused in order to improve student achievement, addressing the problem of a curriculum that is "a mile wide and an inch deep."
Myths about Implementation	
Myth: The standards tell teachers what to teach.	**Fact:** The best understanding of what works in the classroom comes from the teachers who are in them. That's why these standards will establish what students need to learn, but they will not dictate how teachers should teach. Instead, schools and teachers will decide how best to help students reach the standards. They actually give teachers more flexibility and a common, general focus that allows teachers to exercise professional judgment in planning instruction.

Myths about Implementation (cont.)	
Myth: The Standards will be implemented through No Child Left Behind (NCLB) - signifying that the federal government will be leading them.	**Fact:** Common Core State Standards is a voluntary, state-led effort that is not part of NCLB. States began the work to create clear, consistent college and career ready standards before their emphasis in the American Recovery and Reinvestment Act or release of the U.S. Department of Education's Elementary and Secondary Education Act Blueprint. Standards are being driven by the needs of the states, not the federal government.
Myth: These standards amount to a national curriculum for our schools.	**Fact:** The standards are not a curriculum. They are a clear set of shared goals and expectations for what knowledge and skills will help our students succeed. Local teachers, principals, superintendents and others will decide how the standards are to be met. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms. They standards are not mandatory for states, and they were not developed through a top-down approach.
Myth: The federal government will take over ownership of Common Core State Standards.	**Fact:** The federal government will not govern Common Core State Standards. This initiative was and will remain a state-led effort. States controlled the development of the standards and retain the decision making related to whether to adopt the standards and how to implement them.
Myth: The Standards will lead to a national test.	**Fact:** The adoption and implementation of the standards is in the hands of the states. The assessments tied to the standards are also in the hands of the states. Although the U.S. Department of Education has funded state consortia for standards assessment systems, Smarter Balanced and the Partnership for Assessment of Readiness for College and Career, the power to develop and use any specific assessment remains in the hands of member states.

Sources:
Common Core Standards Initiative: www.corestandards.org
NEA Policy Brief, "Common Core State Standards: A Tool for Improving Education." http://www.nea.org/assets/docs/HE/PB30_CommonCoreStandards10.pdf
NEA Background, "Common Core State Standards for College and Career Readiness." http://www.nea.org/home/55486.htm

Overview

Special Features

This section provides downloadable resources that can be customized for handouts, presentations, and additional background. These documents detail NEA messages on CCSS. They also expand on key elements of the Standards, such as the various assessment consortia, education and instructional shifts, and college and career readiness points.

- President Dennis Van Roekel on Common Core State Standards
- Common Core State Standards for College and Career Readiness
- NEA Webinar on Common Core State Standards
- Common Core State Standards Overview: The Shifts: What they are an why they are so important
- The Common Core State Standards: Moving beyond awareness to classroom implementation and assessment
- College and Career Readiness: Strengthening Postsecondary Pathways with Common Core State Standards

Parent and Community Engagement Materials

- NEA Policy Brief, "Parent, Family, Community Involvement in Education"
- Parent's Guide to Student Success–National PTA grade-by-grade for Common Core State Standards
- Raising the Bar: Implementing Common Core State Standards for Latino Student Success
- Parent Roadmaps for English Language Arts

Media Highlights

- Here Come the Common Core Standards
- States Struggling with Common Core Transition
- Common Core Found to Rank with Respected Standards
- Common Core Standards Drew on Ideas from Abroad
- Common Core: Getting There Globally

Resources

Council of Chief State School Officers: http://www.ccsso.org/Resources/Programs/The_Common_Core_State_Standards_Initiative.html

National Parent Teacher Association: http://pta.org/parents/content.cfm?ItemNumber=2583

The Hunt Institute: http://www.hunt-institute.org/knowledge-library/articles/2011-9-1/common-core-state-standards-a-new-foundation-for-student-success/

Student Achievement Partners: http://www.achievethecore.org/

Education Week: http://www.edweek.org/topics/standards/

Smarter Balanced Assessments

"Smarter Balanced is guided by the belief that a balanced, high-quality assessment system—including formative, interim, and summative components—can improve teaching and learning by providing information and tools for teachers and schools to help students succeed. Timely and meaningful assessment information can offer specific information about areas of performance so that teachers can follow up with targeted instruction, students can better target their own efforts, and administrators and policymakers can more fully understand what students know and can do, in order to guide curriculum and professional development decisions.

Smarter Balanced assessments make use of computer adaptive technology, which is more precise and efficient than fixed-form testing. Teachers, principals, and parents can receive results from computerized assessments in weeks, not months. Faster results mean that teachers can use the information from optional interim assessments throughout the school year to differentiate instruction and better meet the unique needs of their students.

Smarter Balanced assessments will go beyond multiple-choice questions and include short constructed response, extended constructed response, and performance tasks that allow students to complete an in-depth project that demonstrate analytical skills and real-world problem solving."

http://www.smarterbalanced.org/resources-events/faqs/

- Summative assessment
- Given the last 12 weeks of school for grades 3-8 and the last 6 weeks for grade 11
- About 3 ½ to 4 hours total time per subject (math and English language arts)
- Multiple testing sessions
- Computer adaptive (the test engine delivers easier or more difficult future items to students depending on how correctly they answer each previous test item). OAKS tests are also computer adaptive.
- Selected response (multiple choice). OAKS tests are also selected response tests.
- Constructed response (short answer) and extended constructed response (medium-length answers)
- Performance tasks (Performance tasks challenge students to apply their knowledge and skills to respond to real-world problems. They can best be described as collections of questions and activities that are coherently connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, research skills, and complex analysis, which cannot be adequately assessed with selected- or constructed-response items.)
- Computer and human scoring
- Technology enhanced items (Computer delivered items that include specialized interactions for response and/or accompanying response data. These include interactions/responses that are not selected-response or text-entry. These items may include digital media as the stimulus (e.g., sound, video, interactive widget, etc.)

SMARTER Balanced Field Test Schools

Cluster	School Name	Math_Grades	Math_Students	ELA_Grades	ELA_Students
Charter	Self Enhancement, Inc/SEI Academy	6,7	90	6,7	90
Cleveland	Duniway Elementary School			4	64
Cleveland	Sellwood Middle School	8	178		
Cleveland	Whitman Elementary School	3	60		
Cleveland	Winterhaven School*	4,6	92	3,5,8	120
Cleveland	Woodstock Elementary School	3,4	156	5	71
Franklin	Bridger Elementary School	4	53		
Franklin	Creston Elementary School	8	27		
Franklin	Marysville Elementary School	5	49		
Grant	Sabin Elementary School			6	38
Jefferson	Boise-Eliot Elementary School*	3,4	90		
Jefferson	Faubion Elementary School	3	37		
Jefferson	Humboldt Elementary School*	6,7	33		
Jefferson	King Elementary School	3,5,6,8	124	4	22
Jefferson	Vernon Elementary School	4	36		
Lincoln	Ainsworth Elementary School			4	94
Lincoln	Bridlemile Elementary School	4	91		
Lincoln	Forest Park Elementary School			3	93
Lincoln	Skyline Elementary School	4,5	73		
Madison	Roseway Heights School			7	67
Madison	Vestal Elementary School			6	52
Roosevelt	Peninsula Elementary School			6	39
Wilson	Gray Middle School	6,8	275		
Wilson	Maplewood Elementary School	4	54	3,5	121
Wilson	Markham Elementary School	4	55	3	69
Wilson	Rieke Elementary School			3,4	136

*Note that Boise-Eliot/Humboldt requested to withdraw grades 3 & 7 and Winterhaven requested to withdraw grade 4 from testing in math. This was approved by ETS on February 3.

Board of Education

Staff Report to the Board

Board Meeting Date: April 16, 2014

Executive Committee Lead: Neil Sullivan

Department: Purchasing & Contracting

Presenter/Staff Lead: Emily Courtnage

SUBJECT: Resolutions to Authorize Intermediate Public Improvement Contract Amendments Increasing Contract Price by More Than 50%

BACKGROUND

Staff recommends that the Board adopt two exemption resolutions pursuant to PPS Public Contracting Rule 49-0145 ("Exemptions from Competitive Bidding").

PPS's Public Contracting Rules ("Rules") allow public improvement contracts awarded in accordance with intermediate procurement procedures to be amended, in certain circumstances, up to an aggregate contract price of 50% over the original contract amount. (PPS-49-0160 (6)). There is no Rule that allows for amendments of intermediate public improvement contracts above a 50% increase in the original contract amount. Thus, in the absence of an exemption resolution, the District would have to stop work on a project if the aggregate contract price reaches 50% over the original contract amount. The District would then have to engage in a competitive bidding process in order to select a contractor for the remaining work.

For the reasons set forth in detail in the Findings incorporated in the attached Resolutions (Attachments A and B) and in the attached Facilities and Asset Management staff memos (Attachments C and D), two recent public improvement projects involve significantly more work than originally anticipated when Competitive Quotes were obtained. These projects are: (1) Installation of a dance studio at Ockley Green K-8, and (2) Replacement of a retaining wall on the south side playground at Beach Elementary.

The proposed exemption resolutions would allow the District to amend the Ockley Green and Beach Elementary contracts to an aggregate contract price that is more than 50% of the original contract amount. Staff recommends adopting such exemption resolutions because amending the existing contracts to include the increased scope of work was and is the least costly and more expeditious way to complete the projects.

Pursuant to PPS-49-0145(3) ("Contents of Exemption Request"), an exemption request must contain the following information: (a) The nature of the project; (b) Estimated cost of the project; (c) Findings supporting why it is unlikely that an exemption from Competitive Bidding would encourage favoritism or diminish competition for the Public Contract; (d) Findings supporting that the exemption will likely result in substantial cost savings to the District; and (e) Information regarding eight specific factors set forth in OS 279C.330. The required information and Findings are set forth in Attachments A through D, attached hereto. More specifically, information regarding the factors set forth in ORS 279C.330 and PPS-49-0145(3)(e) is contained in the Attachments identified in the following table:

Reviewed and Approved by Executive Committee Lead Neil a. Sullivan

PPS 49-0145(3)(e) and ORS 279C.330 Factors:	Ockley Green Dance Studio Project	Beach Elementary Retaining Wall Project
(A) Operational, budget, and financial data	See Attachment C	See Attachment D
(B) Public benefits	See Attachment C	See Attachment D
(C) Value Engineering	NA	NA
(D) Specialized expertise required	NA	See Attachment D
(E) Public safety	NA	NA
(F) Market conditions	NA	NA
(G) Technical complexity	NA	See Attachment D
(H) Funding sources	See Attachment C	See Attachment D

RELATED POLICIES / BOARD GOALS AND PRIORITIES

District Policy 8.50.090-P designates the Board as the local government contract review board with authority to exempt certain public contracts or classes of contracts from the standard competitive bidding process otherwise required by the Public Contracting Rules, as per ORS 279C.335(2).

PROCESS / COMMUNITY ENGAGEMENT

Where an exemption from competitive bidding on a public improvement contract is sought, the Rules require that the Contract Review Board conduct a public hearing prior to adoption of an exemption resolution. PPS-49-0145(4)(a). Notification of the public hearing must be published in a trade newspaper of general statewide circulation at least 14 days before the hearing. PPS-49-0145(4)(b). At the time of the Notice, copies of the draft Findings must be made available to the public. PPS-49-0145(4)(c).

In compliance with these requirements, Purchasing & Contracting will publish two separate Notices of Public Hearing, one concerning the Ockley Green dance studio and one concerning the Beach Elementary retaining wall, on April 7, 2014 in the Daily Journal of Commerce, the same Journal in which Purchasing & Contracting posts all required construction solicitation notices. Also on April 7, 2014, staff will make this Staff Report and the attached Resolutions and incorporated Findings available to the public. Instructions for requesting copies of the draft Findings are included in the Notices of Public Hearing.

At the public hearing, the District must offer an opportunity for any interested party to appear and present comment. PPS-49-0145(3)(d).

Adoption of the attached Resolutions will not affect any other contract to which the District is a party nor effect any change in Rules or PPS policy.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

The changes described herein do not affect the District's Equity in Public Purchasing & Contracting Policy or Implementation Plan.

BUDGET / RESOURCE IMPLICATIONS

These exemption resolutions allow the District to efficiently complete the projects in the least costly and most expeditious manner, using contractors already in place.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

A public hearing is scheduled for the April 21, 2014 Board Meeting. At that meeting, the Board will recess and convene as the Contract Review Board pursuant to ORS 279A.060 and District Policy 8.50.090-P. The Contract Review Board must offer an opportunity for any interested party to appear and present comment. After the public hearing, the Board will reconvene and vote on the two attached Resolutions.

Staff from Facilities and Asset Management will be available at the April 21, 2014 Board Meeting and public hearing to respond to questions relating to the work described in the attached Resolutions and incorporated Findings.

If these Resolutions are adopted, staff in Facilities and Asset Management will prepare contract amendments for the completion of the Ockley Green dance studio and Beach retaining wall projects in accordance with the Resolutions. Contract amendments will be approved, processed, and executed in the usual matter, pursuant to PPS Rules and policies.

QUESTIONS FOR BOARD DISCUSSION

ATTACHMENTS

A. **Resolution to Authorize Contract Amendment: Ockley Green Dance Studio Project**

B. **Resolution to Authorize Contract Amendment: Beach Elementary Retaining Wall Project**

C. **Facilities and Asset Management staff memo describing Ockley Green dance studio project and change orders**

D. **Facilities and Asset Management staff memo describing Beach Elementary retaining wall project and change orders**

ATTACHMENT A

RESOLUTION NO. ____

Resolution to Authorize Contract Amendment:
Ockley Green Dance Studio Project

RECITALS

A. The Board of Directors of Portland Public Schools ("District") is the Local Public Contract Review Board ("Board") pursuant to ORS 279A.060.

B. ORS 279C.335(2) authorizes the Board to exempt certain public contracts or classes of contracts from the standard competitive bidding process otherwise required by the Public Contracting Code and Rules upon certain findings.

C. The District solicited a contract to remodel the industrial arts room into a dance studio using the intermediate procurement process (competitive quotes) pursuant to District Public Contract Rule PPS-49-0160 based upon a reasonable estimate that the cost of the project would be less than $100,000.

D. The District awarded a contract dated July 21, 2013, to Todd Hess Construction, the contractor submitting the lowest competitive quote, in the amount of $11,748.98.

E. The District discovered the following during the course of the work:

1. The District provided the dance flooring material and solicited the project based upon the supplier's estimate that it would take two persons one week to install the flooring. It actually took two persons two weeks to install the floor.

2. The contactor misquoted the cost of the wall mirrors. The District agreed to pay half of the additional cost of the mirrors, with the contractor bearing half of the cost increase.

3. Though not included in the original scope of work, the District asked the Contractor to remove the cabinet contents so that the project could proceed in a timely manner.

D. Addressing these unforeseen circumstances increased the contract price by $11,382, resulting in a total estimated contract price of $23,131, an increase of 97% over the original contract price.

E. District Contracting Rule PPS-49-0160(6) and (7) prohibits the District from amending a contract solicited pursuant to an intermediate procurement by more than 50% unless the Board grants an exemption from competitive bidding.

F. Staff requests such an exemption because the additional work/costs were unforeseen and would have been necessary in any event.

RESOLUTION

1. The Board hereby approves an exemption from the competitive bidding requirements of ORS Chapter 279C and its local Public Contracting Rules to authorize a contract amendment to an intermediate procurement contract to increase the contract price in excess of 50%.

2. The exemption granted in Section 1 of this Resolution is based upon the following findings pursuant to ORS 279C.335(2):

   a. The Board finds that this contract exemption is unlikely to encourage favoritism in the award of public contracts or substantially diminish competition because the contract was originally awarded through a competitive quotes process and the increase in total contract prices is still well under the $100,000 ceiling for the competitive quotes process, and because the circumstances creating the need to increase the scope of work arose after contract award and could not have been reasonably foreseen at the time of the solicitation. Further, even with the increase in the contract price, the contract is still a relatively small contract and the price increase is highly unlikely to have changed the pool of contractors who would have been interested in submitting quotes on the work.

   b. The Board further finds that allowing this contract exemption will result in substantial cost savings to the District because the work would have been required in any event, and the Contractor's willingness to participate in the payment for the error reduces the cost over what the District would have paid if the mirrors had been properly quoted or another contractor performed the work.

3. In making the above findings, the Board considered information regarding the factors identified in ORS 279C.330 and set forth in the Staff Report.

4. Pursuant to these findings and decision, the Superintendent is hereby authorized to negotiate and execute an amendment to the July 21, 2013, contract with Todd Hess Construction to add additional scope of work as described herein and to increase the total contract price to an amount not to exceed $23,200.

ATTACHMENT B

RESOLUTION NO. ____

Resolution to Authorize Contract Amendment:
Beach Elementary School Retaining Wall Project

RECITALS

A. The Board of Directors of Portland Public Schools ("District") is the Local Public Contract Review Board ("Board") pursuant to ORS 279A.060.

B. ORS 279C.335(2) authorizes the Board to exempt certain public contracts or classes of contracts from the standard competitive bidding process otherwise required by the Public Contracting Code and Rules upon certain findings.

C. The District solicited a contract to replace the retaining wall on the Southside playground at Beach Elementary School using the intermediate procurement process (competitive quotes) pursuant to District Public Contract Rule PPS-49-0160 based upon a reasonable estimate that the cost of the project would be less than $100,000.

D. The District awarded a contract dated June 10, 2013, to TerraFirma Foundation Systems, the contractor submitting the lowest competitive quote, in the amount of $58,506.

E. The District discovered during the course of the work that the initial test borings were not indicative of the actual soil content and that the work required more materials to meet engineered torque requirements.

F. During initial installation of helical tie-back anchors, the city experienced unusually heavy precipitation that resulted in soil migration through penetrations in the retaining wall, thus requiring additional work to remove soils from the construction area and requiring a void to be filled with a grouted slurry mixture.

D. Addressing these unforeseen circumstances requires installation of additional materials, removal of dirt, redesign of the bearing plates, and installation of 11 grouted piers. Adding this additional scope will increase the contract price by $103,885, resulting in a total estimated contract price of $162,391, an increase of 178% over the original contract price.

E. District Contracting Rule PPS-49-0160(6) and (7) prohibits the District from amending a contract solicited pursuant to an intermediate procurement by more than 50% unless the Board grants an exemption from competitive bidding (which is otherwise required for contracts in excess of $100,000).

F. Staff requests such an exemption because amending the existing contract to include the increased scope is the least costly and more expeditious way to complete the project.

RESOLUTION

1. The Board hereby approves an exemption from the competitive bidding requirements of ORS Chapter 279C and its local Public Contracting Rules to authorize a contract amendment to an intermediate procurement contract to increase the contract price in excess of 50%.

2. The exemption granted in Section 1 of this Resolution is based upon the following findings pursuant to ORS 279C.335(2):

   a. The Board finds that this contract exemption is unlikely to encourage favoritism in the award of public contracts or substantially diminish competition because the contract was originally awarded through a competitive quotes process based upon a reasonable engineer's estimate of cost, and because the circumstances and events creating the need to increase the scope of work arose after contract award and could not have been reasonably foreseen at the time of the solicitation.

   b. The Board further finds that allowing this contract exemption will result in substantial cost savings to the District because the existing contractor has already constructed part of the work, is familiar with the site, is mobilized, and can most quickly complete the project.

   c. The Board further finds that instituting a competitive bidding process to complete the work would cause significant delay and would likely increase project costs based upon lack of familiarity with the existing work. Moreover, using a different contractor to complete the work may complicate warranty and liability responsibilities.

3. In making the above findings, the Board considered information regarding the factors identified in ORS 279C.330 and set forth in the Staff Report.

4. Pursuant to these findings and decision, the Superintendent is hereby authorized to negotiate and execute an amendment to the June 10, 2013, contract with TerraFirma Foundation Systems to add additional scope of work as described herein and to increase the total contract price to an amount not to exceed $162,500.

ATTACHMENT C

CONTRACT CHANGE INCREASE GREATER THAN 50% OF ORIGINAL CONTRACT SUM

Ockley Green – Install dance studio
RFQ# Q13-1683
Contract No. C-59996
Funding source: 405 (School Modernization Fund)

Site: Ockley Green

Project: Install dance studio

Procurement Type: Intermediate Procurement

Procurement #: Q13-1683

Contract Dates: July 22, 2013 through September 30, 2013

Contractor: Todd Hess

Scope: Remove cabinets on the east and west walls of dance studio, remove dust collection system, install PPS-supplied dance floor, install mirror wall.

Cost Summary:

Original Contract Amount	$11,748.98		
Approved Change Orders:	Amount	Percent	Cum.
Change Order #1	$4,548	39%	
Remove metal cage,			
Cover screw holes in dance floor,			
finish north wall			
APPROVED CHANGE ORDERS TOTAL:	**$4,548**	**39%**	**38%**
Additional Scope			
Change Order Request #2	$6,834	58%	96%
Extra labor for installing dance floor			
Extra cost of mirrors			
Cost to empty cabinets for removal			
ADDITIONAL SCOPE TOTAL:	**$6,834**		**58%**
TOTAL CHANGE ORDERS:	**$11,382**		**97%**
PROPOSED TOTAL CONTRACT:	**$23,130.98**		

Justification:

Unforeseen Conditions –

1. The dance floor material was not part of this contract. PPS purchased it from a dance floor supplier. The supplier said it would take 1 week for two people to install the floor. That is how the install was quoted. It actually took 2 people 2 weeks to install the floor at an extra cost of $4,620.

ATTACHMENT C

CONTRACT CHANGE INCREASE GREATER THAN 50% OF ORIGINAL CONTRACT SUM

Ockley Green – Install dance studio
RFQ# Q13-1683
Contract No. C-59996
Funding source: 405 (School Modernization Fund)

2. The cost of the mirrors was quoted incorrectly and PPS agreed to pay half of the $3,300 ($1,650) extra for this.
3. The cabinets that were scheduled for removal were originally going to be emptied by school staff. The contractor had to empty the cabinets and get the contents to the correct people. The extra cost for this was $564

Estimated cost for completing work -- $6,834

Background:

As part of the 2013 merger of Ockley Green and Chief Joseph a request was approved to convert the old industrial arts room at Ockley Green into a dance studio.

On July 18, 2013 the District received 3 quotes for the dance studio installation. Todd Hess was awarded the contract based on their low bid of $11,748.98.

1. During the demolition portion of the project the school agreed to empty the industrial arts cabinets of their contents. Due to staff reassignments and capacity issues, staff was not able to remove the contents of the cabinets that were scheduled for removal. The project was on a fast track to be completed for the start of school and the cabinet removal was one of the first things that had to be completed. To save time, the contractor was asked to remove the contents. Cost $564
2. After the mirrors had been ordered the contractor found that the number they quoted was $3,300 more than the actual cost. Since PPS was getting all the mirrors installed we agreed to pay ½ of the extra cost which was still $1,650 less than the actual cost.
3. When researching the dance floor materials and getting pricing I asked the supplier how many labor hours it would take to install the dance floor. They told me two carpenters could get it done in one week. That must have been a crew that had installed several of the floors and had a system. It took the Todd Hess crew two weeks to install the floor. I checked on them during the installation and I did not observe any extra hours charged where no work was completed. The system appears easy enough until all the pieces are made and then put together. We elected to have a contractor install the floor using PPS supplied material to save on cost. The same floor if totally contracted out for installation and materials would have cost close to $33,000. The way the floor was completed including any change orders was approximately $20,000.

ATTACHMENT D

CONTRACT CHANGE INCREASE GREATER THAN 50% OF ORIGINAL CONTRACT SUM

BEACH – Replace Retaining Wall
RFQ# 14-2013-2270
Contract No. C-59882
Funding source: 438 (Facilities Capital Fund)

Site:	Beach Elementary
Project:	Replace Retaining Wall on South Side Playground
Procurement Type:	Intermediate Procurement
Procurement #:	140-2013-2270
Contract Dates:	June 10, 2013 through August 31, 2013
Contractor:	TerraFirma
Scope:	Provide and Install 29 Tiebacks 5'-0" O.C Concrete Crack Repair Concrete Spall Repair Weep Hole Repair Galvanized Tieback Plates

Cost Summary:

Original Contract Amount $58,506.00

Additional Scope	Amount	Percent	Cum.
Change Order Request #1	$14,715.00	25%	
Additional Materials Installed			
Change Order Request #2	$14,472.00	25%	50%
Additional Materials Installed			
Change Order Request #3	$20,050.85	34%	84%
Additional Materials Installed			
Additional Mobilizations/Lost Opportunity			
Rental Equipment (from additional Mobilizations)			
Materials (Dirt) Removed			
Bearing Plate Redesign			
Change Order Request #4	$54,647.00	94%	178%
11 Grouted Piers			
ADDITIONAL SCOPE TOTAL:	**$103,884.85**		**178%**
PROPOSED TOTAL CONTRACT:	**$162,390.85**		

Justification:

1. Unforeseen Conditions: Test borings were not indicative of the soil content throughout area of work, thus requiring more materials to meet engineered torque requirements.
2. The proposed design is to install grouted helical pier anchors in the 11 remaining locations currently not meeting the required torque. During the initial installation of helical tie-back anchors, the city experienced an unusually heavy precipitation that resulted in soil migration through penetrations in the retaining wall causing additional work to remove soils from the

ATTACHMENT D

CONTRACT CHANGE INCREASE GREATER THAN 50% OF ORIGINAL CONTRACT SUM

BEACH – Replace Retaining Wall
RFQ# 14-2013-2270
Contract No. C-59882
Funding source: 438 (Facilities Capital Fund)

construction area. The migrated soil left voids behind the wall which will also need to be filled with a grouted slurry mixture. Estimated cost to complete the work -- $74,697.85.

Background:

April 9th, 2012 -- Facilities & Asset Management received a Project Development Request to address failing retaining wall at Beach Elementary School:

"replace large retaining wall on south side of playground. Wall is approximately 1 block and 30' tall, from N. Blandean St. Will need to account for drainage from playground. Large civil project."

1. April 13th, 2012 -- The District requested a proposal from James G. Pierson Structural Engineers (JGP) to analyze the wall and provide permit documents with the assumed solution to be helical tie-back anchors. The scope would also include crack repair, concrete patching and epoxy injection. On April 23rd, 2012 the District received the proposal in the amount of $2200, which also included construction observation services in addition to the aforementioned.
2. May 17th, 2012 -- JGP received the original drawings for the retaining wall installed in 1928.
3. May 18th, 2012 -- JGP provided a preliminary construction estimate recommending helical tie-back anchor solution at $30,000.
4. November 2, 2012 -- At JGP's request, the District received a proposal from Alder Geotechnical Services (AGS) to drill and analyze two soil borings at 25' to 30' depths – one at 10' from the back of the wall and one at 25' from the back of wall. The findings were to be utilized by JGP to determine the design requirements for the helical tie-back anchors. AGS contract, in the amount of $4,230, began March 1, 2013.
5. January 29th, 2013 -- JGP design drawings submitted for District initial design review. Contractors Western Construction Systems LLC and TerraFirma were provided the schematic design drawings for preliminary pricing. TerraFirma submitted a construction estimate of $53,921.
6. March 28th, 2013 -- Two 4-inch diameter soil borings were drilled at 26.5" deep. AGS produced a geotechnical report dated April 30, 2013. The report included design recommendations including the following:

   "To achieve the required tension capacity, anchor lengths of 60 feet in top row and 40 feet in the bottom row will likely be required."

7. May 13th, 2013 -- JGP submitted updated permit drawings and calculations. The drawings detailed two horizontal rows of anchors with minimum anchor lengths of 40 feet in the top row and 25 feet in the bottom row. Final installation torque must meet 4806 ft lb for the top row and 5283 ft lb for the bottom row.

ATTACHMENT D

CONTRACT CHANGE INCREASE GREATER THAN 50% OF ORIGINAL CONTRACT SUM

BEACH – Replace Retaining Wall
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8. May 15th, 2013 -- The District solicited construction quotes from Contractors. Quotes were as follows:
    a. PLI Systems - $67,280.00
    b. Oregon Helical Piers - $64,838.29
    c. TerraFirma - $56,282.00
    d. Additional helical pier lengths required to meet the torque were proposed at additional cost of: PLI $56.65lnft, Oregon Helical Piers $30.00lnft, and TerraFirma $27.00lnft. JGP and AGS reviewed all quotes and concluded that Terrafirma's proposal was the lowest.
    e. The lowest base bid from TerraFrima was accepted as well as Alternate #1 for Weep Hole Repairs for $524.00 and Alternate #2 Galvanized Plates for $1700.00. This resulted in a total Original Contracted Amount of $58,506.
9. June 10, 2013 -- Construction contract with Terra Firma executed.
10. July 2, 2013 -- TerraFirma proposed a design change based on availability of materials and City of Portland permitting process. This increased the minimum anchor lengths to 65' on the top row and 50' for the bottom row. The proposed change was reviewed and approved by JPG.
11. Prior to submittal of a Change Order Request and subsequent execution and approval of a Change Order, TerraFirma scheduled work around the City of Portland Sewer work being performed in the same locations and attempted to begin work on wall during the week of July 15th, 2013. The City's contractor did not allow Terra Firma access on the agreed-upon dates a total of nine times. Ultimately, the work was not able to start until the City's contractor vacated the area in September. Despite their proceeding without direction from the District project manager, the value of the work is a cost PPS would have incurred regardless.

Once work was able to commence, despite the geotechnical survey, a majority of helical tie-back anchors exceeded the minimum length to meet the required torque.

Pier	Length	Pier	Length
1	54	16	54
*2	131	17	66
3	89	*18	96
4	75	19	66
5	89	20	73
6	68	*21	0
7	61	*22	0
8	54	*23	0
9	80	*24	87
10	52	25	83
11	47	26	87
12	54	*27	106

ATTACHMENT D

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BEACH – Replace Retaining Wall
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*13	103	*28	0
14	68	*29	0
*15	103		

** indicates required torque not met*

PORTLAND PUBLIC SCHOOLS
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Portland Public Schools is an equal opportunity educator and employer.

MEMORANDUM

TO: CAROLE SMITH, SUPERINTENDENT

FROM: SEAN L. MURRAY, CHIEF HUMAN RESOURCE OFFICER

SUBJECT: APPOINTMENT TO CUSTODIAN CIVIL SERVICE BOARD

DATE: APRIL 9, 2014

The term of Custodian Civil Service Board commissioner Ray Thomas expired on June 30, 2013. The position was advertised to the public. Only on application, that of Patrik Antich, was received by the district.

Mr. Antich is a Senior Project Manager at Bank of America with more than seven years of human resources experience, including responsibility for candidate sourcing, review and selection. He also partners with leadership teams to strategically manage human resource processes.

The Civil Service statute specifies qualifications for appointment of commissioners. To be eligible appointment a , candidate must:

(1) Be an elector of the school district,
(2) Be a resident of the school district for at least five years prior to appointment,
(3) Be known to be devoted to the principles of civil service, and
(4) Not be a member of the school board.

Mr. Antich meets all of the qualifications for appointment.

I recommend that Patrik Antich be appointed to the Custodian Civil Service Board with a term that expires on June 30, 2017.

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

INDEX TO THE AGENDA

April 16, 2014

Other Items Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4901 and 4902

RESOLUTION No. 4901

Authorizing Faubion PK-8 Master Plan with Concordia University College of Education as Part of the 2012 Capital Bond Program

RECITALS

A. Portland Public Schools (PPS) and Concordia University (Concordia) have a long-standing relationship which has mutually benefited students of each institution, with ongoing tutoring and mentoring at several schools and most specifically at Faubion PK-8 school.

B. Concordia students, particularly through their Student Service Corps, have donated hours of assistance to Faubion students to improve their academic success, while allowing Concordia students to receive valuable hands-on teaching experience.

C. Concordia students further provide assistance with the Schools Uniting Neighborhoods (SUN) program, support for school nurse services, volunteers for the SMART reading program, and support for arts and physical education.

D. PPS and Concordia have jointly used each other's facilities to expand and enrich the program offerings of each institution including PPS' play fields as well as Concordia's new library and sports complex.

E. Concordia's campus and Faubion PreK-8 school are adjacent but not currently built out to take advantage of potential synergy between them.

F. There are significant needs within the Cully-Concordia neighborhoods which a replaced Faubion PreK-8 school could help address including a health clinic, early learner center, family resource center, and other wrap-around services.

G. Concordia and PPS entered into a Predevelopment Agreement in September 2013 establishing the framework for Master Planning of the project.

H. PPS, Concordia, and the Faubion-Concordia community have jointly, collaboratively and cooperatively developed a master plan to realize the maximum potential synergy between and amongst the two organizations and the community.

I. This master plan proposes a community-centered campus modeling a holistic approach to education. It is intended to inspire excellence in teaching and learning and provide for the needs of our children, families and community.

J. This master plan provides a blueprint for a new model for PPS as well as academic institutions around the country through the unique collaboration among PreK, K-8, wrap-around service providers and an institution of higher education.

RESOLUTION

1. The Board of Education commends the Faubion Design Advisory Group members, Faubion community participants, Faubion School leadership and teachers, wrap-around service and other partners, and Concordia leadership for their dedication to this project.

2. The Board of Education directs staff to utilize the current Draft PK-8 Area Program as a guide to construct the new Faubion PK-8 School to approximately 83,300 square feet as part of a larger project of approximately 130,700 square feet in partnership with Concordia University.

3. The Board of Education approves the preferred Master Plan dated March 17th, 2014 and directs staff to proceed with Schematic Design, Land Use Planning, and the drafting of a Development and Disposition Agreement between Portland Public Schools and Concordia University for the entire project.

C. Sylvester/J. Owens

RESOLUTION No. 4902

Appointment of Custodian Civil Service Board Member

RECITALS

A. The term of Ray Thomas on the Custodian Civil Service Board expired on June 30, 2013.

B. The District posted the vacant Custodian Civil Service Board position to the community and received just one application, that of Patrik Antich.

C. Mr. Antich meets all of the criteria to qualify for appointment to the Custodian Civil Service Board.

RESOLUTION

Patrik Antich is appointed to the Custodian Civil Service Board with a term that expires June 30, 2017.

S. Murray