

April 11, 2013

Chair Sara Gelser  
Education Committee  
Oregon State House

RE: HB 3233

Chair Gelser and Members of the Committee,

The Network for Quality Teaching and Learning, which would be created through HB 3233, will help propel education in Oregon forward by ensuring that there is a statewide system of support for great teaching. The Chalkboard Project is supportive of HB 3233 as a structure for elevating the teaching profession and helping to make Oregon a great place to teach.

Research is clear that teachers have the most significant impact on student learning in the classroom. Every child deserves teachers who have the support and tools to do their best work, regardless of where or how long they have been teaching.

The Network builds upon a decade of work by the legislature, advocates and philanthropy to invest in effective teaching. The Oregon Mentoring Program, the School District Collaboration Fund, the Professional Development Network and Clearinghouse, the redesign of educator evaluations, and the creation of new models of teacher preparation are all policies and programs that are strengthening teaching and learning. Continued investment by the state will allow these programs and policies to have a bigger impact by reaching greater numbers of students and educators.

We appreciate the Governor's support of these important investments and the desire to use the Network as a tool to formalize and sustain these efforts. Making Oregon a great place to teach will be essential to making Oregon a great place for all students to learn.

Sincerely,

A handwritten signature in black ink, appearing to read "Truman Collins".

Truman Collins  
Board Chair  
Chalkboard Project

A handwritten signature in black ink, appearing to read "Sue Hildick".

Sue Hildick  
President  
Chalkboard Project

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## Oregon Center for Career Development in Childhood Care and Education

SETTING STANDARDS  
DEVELOPING SYSTEMS  
PROVIDING SUPPORTS

*Pamela Deardorff,  
Director  
503.725.8527  
deardops@pdx.edu*

Testimony to the House Education Committee regarding HB 3233

April 6, 2013

Presented by Pamela Deardorff

Chair Gelser and members of the committee:

I am the Director of the Oregon Center for Career Development in Childhood Care and Education (OCCD) at Portland State University. Thank you for this opportunity to express support for HB 3233, a bill to establish a "Network of Quality Teaching and Learning" in the state of Oregon.

The OCCD was established in 1990 to provide leadership in the development and operation of statewide, integrated professional development standards and systems for early learning and afterschool educators. OCCD promotes professional development to achieve high quality care and education for young children and youth.

OCCD administers a professional development registry for all early learning and afterschool educators in Oregon. Currently we have over 30,000 individuals with training and education documentation in our database. This registry tracks the ongoing training and education requirements of individuals working in facilities licensed by the Child Care Division and awards "Steps" based on increased training and/or education across a set of workforce standards (the Core Body of Knowledge for Oregon's Childhood Care and Education Profession). OCCD also coordinates a trainer program of close to 600 approved trainers who provide professional development to the early learning and afterschool workforce. It has been our mission for almost 20 years to improve the quality of early learning and afterschool education environments through the preparation and ongoing professional development of the workforce.

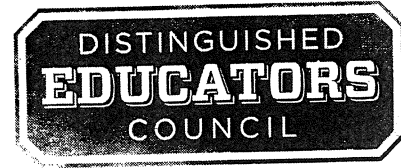
OCCD is very aware of the importance of professional development for all educators including those who are working with our youngest children and afterschool youth who spend many hours in the care of these individuals. It is imperative that our workforce receive research based resources and supports to ensure that our youngest children reach kindergarten ready to succeed in school and life and that the efforts of our K-12 educators are continued into the afterschool environments.

A key focus for OCCD and HB 3233 is to ensure that educators of young children and after school youth in Oregon have the knowledge and skills needed to prepare children for school and life. HB 3233 addresses this important mission by creating a system that would coordinate resources supporting professional growth of all educators including early learning and afterschool educators; connects preparation programs to current needs of our educators and children; continues to stay abreast of the targets and communicates best practices for serving children within the context in which they live.

I thank you for considering HR 3233 and for this opportunity to express my support for the bill. I would be pleased to discuss this in further detail with the committee if desired.

April 11, 2013

Chair Sara Gelser  
Education Committee  
Oregon State House



RE: HB 3233

Chair Gelser and Members of the Committee,

The Distinguished Educators Council believes that a coordinating structure for investments in the professional corps of educators would be a positive step forward and, should one be created, it should include these bills or funding requests.

Continued Funding for the Beginning Teacher and Administrator Mentoring Program

The Council recommends this program be funded at \$10 million for the next biennium so that all first AND second-year teachers and administrators can receive support. Council members emphasize the importance of continuing mentor support for two years.

New Funding for Technical Assistance for Educator Performance Evaluations

The 2011 Oregon legislature's Senate Bill 290 requires all Oregon K-12 school districts to design and implement new teacher and principal performance evaluation systems by July 2013. Districts are working hard to meet the new requirements and need statewide tools, trainings, and technical assistance to succeed. The Council supports state funding of \$3 million over the next biennium for this purpose. The Council stresses, though, that state support should be provided equitably to large and small districts.

Continued Funding for the School District Collaboration Fund

The 2012 legislature established this \$5 million Fund, monies ODE grants to districts to engage educators in developing and implementing plans to strengthen teaching and learning. The Council endorses supporting this Fund at \$12.3 million over the next biennium to continue support for districts engaged in the first round of funding and to bring a few additional districts into the program. Even that level of funding, the Council acknowledges, would fall far short of the monies needed to provide all Oregon districts this opportunity. The Council stresses that this Fund should not be diverted to implementation of 2011's Senate Bill 290, and that state support should be provided equitably to large and small districts.

### New Funding for the Development of New Models of Teacher Preparation

The Council supports state funding of \$2.5 million over the next biennium to support the design of new models of teacher preparation developed collaboratively by K-12 school districts and university Schools of Education. The Council recommends programs that emphasize lengthy clinical experience – on-the-job preparation and coaching.

### Educator Professional Development Clearinghouse

The Council supports moving the Clearinghouse to ODE and charging the Department with making the Clearinghouse a viable tool to support educator professional development. The Council stresses, too, that for the Clearinghouse to be an effective tool in support of professional learning it must be a teacher-driven product.

#### **Allan Bruner**

Colton High School, Colton School District  
*Oregon Teacher of the Year, 2006*

#### **Lionel Clegg**

Woodlawn School, Portland Public Schools  
*Founder of Boys of Distinction, 2002*

#### **Kelly Devlin**

Teacher on Special Assignment,  
David Douglas School District  
*Milken Family Foundation Educator Award, 2000*

#### **Donna DuBois**

Camas Ridge Community School,  
Eugene School District  
*Oregon Teacher of the Year, 2010*

#### **Nubia Green**

Chávez Elementary School,  
Salem-Keizer School District  
*University of Colorado "Literacy Squared"  
Educator*

#### **Michael Mann**

Dexter McCarty Middle School, Gresham-Barlow  
School District  
*National Board Certification, 2000*

#### **Sean McGeeney**

Hamilton Creek School,  
Lebanon Community School District  
*Founding Co-Chair, Lebanon Portfolio Project,  
2011-12*

#### **Mary McGinnis**

Tillamook Options Program School,  
Tillamook School District  
*Missouri STARR (Select Teachers as Regional  
Resources), 2008-10*

#### **Jessica Smith**

West Albany High School,  
Greater Albany Public Schools  
*Proficiency Coach, Business Education Compact*

#### **Karen Stiner**

High Desert Middle School,  
Bend-La Pine School District  
*Albert Einstein Distinguished Educator  
Fellowship, 2007-2009*

#### **Tandy Wolf**

CedarOak Park Primary School,  
West Linn-Wilsonville School District  
*OnPoint Teacher of Excellence Educator of the  
Year, 2010*

#### **Colleen Works**

Corvallis High School, Corvallis School District  
*Oregon Teacher of the Year, 2011*

#### **Kevin Zerzan**

Gladstone High School, Gladstone School  
District  
*Milken Family Foundation Educator Award, 2009*

#### **Council Staff: Todd Jones**

West Linn High School, West Linn-Wilsonville  
School District

Mark W. Witty  
Superintendent



## GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820  
Phone: (541) 575-1280 • Fax: (541) 575-3614

May 6, 2013

To Whom It May Concern:

Grant School District is a rural Eastern Oregon district consisting of an elementary school, a junior/senior high school, and a small remote K-6 school. The local economy is depressed with few business opportunities and a lack of family wage jobs. The enrollment has been declining steadily from a high in 1998 of 1148 to a current enrollment of 601.

I have received training with the Oregon Data Project from the beginning and continued throughout. The techniques and strategies I learned have been used in a collaborative effort with the staff and administration to positively affect student learning. Data Driven Decision Making and Smart Goals are behind our activities. Emphasis is on Classroom Practices, Collaboration Opportunities, and Accountability Structures. We use data to determine where students are, where to target our goals, and how to tell if the things we did were affective. We began with writing and saw improvement in scored writing samples. As we got better at interpreting data, we were able to narrow our focus and use more specific goals and strategies. In the 2008/2009 school year we concentrated on improvement in writing conventions with the following goal: The percentage of 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students who meet or exceed the standard (score of 3 for 2<sup>nd</sup> and 3<sup>rd</sup> grades, score of 4 for 4<sup>th</sup> and 5<sup>th</sup> grades) in writing conventions will increase from 54% to 64% by the end of February as measured by scored writing samples administered in the classroom. We exceeded our goal and were able to see concrete evidence of student growth. In 2010, we targeted spelling when used in writing. At the 1<sup>st</sup> and 2<sup>nd</sup> grade level, we saw errors decrease from 35% to 16% and in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade from 12% to 5% during the year. The results were far better than we imagined and encouraged us to keep going. We targeted vocabulary in 2011. Students meeting benchmark goals increased as follows: 3<sup>rd</sup> grade, 55% to 66%; 4<sup>th</sup> grade, 49% to 88%; and 5<sup>th</sup> grade, 42% to 59%. Each year we review baseline data to determine goals and strategies. Our previous work is not forgotten, but incorporated. Because the state discontinued writing assessments before grade 10, and because we wanted to emphasize the importance of writing ability, we developed a district writing assessment. It is

modeled after the state writing assessment, administered in grades 2-10, scored and recorded yearly. More recently, we have been working to become familiar with the Common Core State Standards and use them to make decisions about curriculum.

This year our school is involved in Oregon RTI. One of the great side effects is that we have already been using data to drive decisions and have a basic knowledge of how to use it to make educational decisions. I feel we came in with a good foundation. The rational and activities involved make sense and the staff is already on board.

In my opinion, the Oregon Data Project has been a great resource and offered exceptional training to help improve student learning. The results of implementing what I've learned have been outstanding and I would hope that more people will get the chance to receive the training and that I can go back for refresher courses. The bottom line is that we're all here to do what's right for children and make the most of their educational experience. The Oregon Data Project is one of those ways.

Sincerely,

*Susie Garrison  
District Title Coordinator, RTI Leadership Team,  
Data Team Leader, TAG Specialist  
Humbolt Elementary School, Canyon City, OR 97820*

# Redmond School District 2J



145 SE Salmon Ave. Redmond, Oregon 97756

May 6, 2013

To Whom It May Concern:

We would like to express our support for the Oregon DATA Project. Our group, Redmond School District, is very cognizant of the importance data plays in the success of our students, and we feel it is vital that the work being done in our region and state today continues.

The data our schools are required to collect continues to grow, but without training in how to use that data, its usefulness is limited. The Oregon DATA Project has helped our teachers, administrators and school board find the proper tools they need to acquire, interpret and correctly use data in helping improve student achievement. It is important for this work to continue.

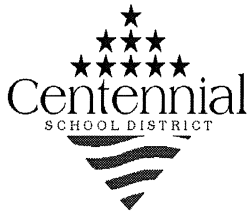
Our district began six years ago with changing to a culture of collaboration in analyzing and using data to target instruction to the needs of individual students and continue it to this day. The Oregon DATA Project's focus of building sustainability by supporting our efforts of building strong data teams and professional learning communities has been invaluable not only with the monetary commitments but professional development as well. Our teachers and administrators have knowledge, practice and skill in using the Data Team Process to improve student learning. Our teachers look at the data, make the inferences, investigate it, strategize and goal-set before they even begin to write their lesson plans. Our teachers spend close to an hour in productive collaboration, sharing lesson ideas, methodologies and brain power — all focused on students and learning. A lot of this work has been accomplished by one of the most important features of the Oregon DATA Project's model - focus on the teachers with job-embedded professional development.

The Oregon DATA Project's recognized leading model of professional development and continued support is important in our district's student success. Without its network that breaks down geographic isolation in Oregon, teachers across the state and in Redmond will lose out on transforming ideas and resources.

Sincerely,

A handwritten signature in black ink, appearing to read "Becky Stoughton".

Becky Stoughton  
Instructional Coach  
Redmond School District



18135 SE Brooklyn Street  
Portland, OR 97236-1049  
Telephone 503-760-7990  
FAX 503-762-3689

May 8, 2013

To whom it may concern:

The purpose of this letter is to describe how the support of the Oregon Data project has helped staff and students in Centennial School District make progress in closing the achievement gap. Centennial School District is a district of approximately 6,100 students and is located in east Multnomah County. The district poverty rate is 68%, with individual schools ranging from 55% - 87%. Approximately 18% of the students receive ELL services. The ethnic/racial make-up of the district includes 51% white, 24% Hispanic, 11% Asian and 5% Black.

Centennial began work with the Oregon Data Project in one school. Over the last two years, we have trained approximately half of our licensed staff in a 12-hour training series. Full implementation resulting in system change, however, will require a focused effort over time in terms of both training and follow-up support. Persistence is key. After two years of training and support, our persistence is resulting in improved student outcomes.

I have seen data review result in lessons being adapted for the following day to better address identified student need. I have overheard at least two teams remark how much more curriculum they are covering than last year; thus, reinforcing the idea that this process will accelerate student learning—important for our at-risk student population. The process was so well understood by one teacher that she did her own data cycle on a single struggling student. She provided individualized instruction that resulted in the student meeting the standards.

In the building where we started Data Teams, we are beginning to see growth with students. This is our highest poverty building, and two teams in particular stand out this school year. The third grade team was diligent about completing their data cycles and subsequent interventions. Their data consistently shows students meeting their targets and making up ground. The fourth grade team in that building has the highest pass rate in the district on OAKS after the initial round of testing.

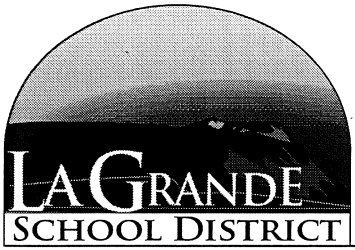
One of our ELL staff who was initially resistant has changed her instruction as a result of being able to see that her students weren't doing as well. Her students are showing strong growth on both their common formative assessments and state testing.

Through this work we have found that it is the data that circles staff back to what they need to do for students. Because they can use the data to specifically target the strengths and challenges of students, they can better address their needs instructionally. It requires a persistent, focused effort that we would not have been able to start or sustain without the support of the Oregon Data Project.

Sincerely,

Cheryl Williamson  
Director, Curriculum & Student Learning





**BOARD OF EDUCATION**  
Joe Justice, Chairman  
Merle Comfort, Vice Chairman  
Greg Blackman  
Michael Frasier  
Robin Maille  
John Sprenger  
Bud Walker

**SUPERINTENDENT**  
Larry Glaze

May 5, 2013

To whom it may concern:

I am writing this letter in support of the Oregon Data Project and the value this project has as a potential change agent to promote academic achievement in Oregon Schools. La Grande Public Schools initiated concepts learned through the Oregon Data Project. I took a team of administrators to an Oregon Data Project training in Redmond three years ago and as a result of this training decided to initiate the data driven instruction model as our main vehicle for school improvement. This has changed the educational landscape of La Grande School District.

Our school board has committed to the process by changing the school calendar to allow for one hour each Monday morning being devoted to this process. Teachers work in collegial teams known as Professional Learning Communities to focus on student data results and use the results to plan curriculum and instruction for students. A multi-tiered intervention system has been implemented in our schools as a way of correcting the early academic deficiencies thus reducing the number of students being referred to special education. Five years ago our special education rate was 19.6% and now it is down to 16%, largely as a result of this process. Our attendance rate has improved by 1.5% from a year ago due to our use of student attendance data to improve this metric as a district wide focus.

The La Grande School Board recently changed the district mission statement to reflect our district wide commitment to the data driven model of instruction used in our professional learning communities. My school board is convinced that this is the model that will make a difference for better student achievement in the classroom. We are fully committed to the principles taught through the Oregon Data Project and it has been instrumental in changing the culture of our school district. Our school board meetings no longer just talk about budgets, busing and basketball; a significant part of each meeting is focused on strategies and practices for improving student academic achievement. I would encourage each of you to go to our website [www.lagrandesd.org](http://www.lagrandesd.org) click on PLC Info and view for yourself the work being done in our district. This all started with training provided by the Oregon Data Project through the Oregon Department of Education.

Please consider the importance this program provides Oregon School Districts in making fundamental systemic changes that can make the 40-40-20 Goal a state reality by 2025.

Sincerely,

*Larry Glaze*

Larry Glaze, Superintendent

**OPPORTUNITY & EXCELLENCE**

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Dr. Rudy Crew  
Oregon Education Investment Board  
775 Court Street NE  
Salem, OR 97301

Dear Dr. Crew,

May 7, 2013

I am writing to support the inclusion of funds in HB 3233 to increase the scaling of proficiency-based teaching and learning (PBTL) in the Oregon education budget. Companies looking for communities to create new facilities or expand their footprint in their current location require pools of proficient candidates. I believe that supporting PBTL will enhance the attractiveness of Oregon-trained students to Oregon businesses and draw new businesses to our state. Further, as business opportunities in our state grow, Oregon-trained students will find careers and invest their talents locally, rather than move to other states.

I have attended various meetings of educators and business representatives over the past several years discussing Oregon's business/education environment. The statistics describing the poor graduation rates from Oregon secondary schools, the low retention of Oregon-trained students in Oregon post-graduation, and the numbers of new hires into Oregon companies coming from other states to fill specific high-tech roles were eye-opening.

I've heard of high schools that graduate as many as 17 valedictorians, many of whom don't have adequate SAT scores to qualify for higher education. I have witnessed newly-minted graduates from our high schools, community colleges, and even 4-year colleges who cannot produce written documents consistent with the expectations of their credentials or perform technical tasks correctly based on written instructions.

I have heard passionate teachers describe the satisfaction they feel when they witness the confidence, excitement, and success that students feel when exposed to proficiency-based learning. The students know what is required of them, they learn at their own pace, and they realize that they are far more in control of their own education. When these students graduate, their diploma or degree affirms that they have achieved proficiency versus standards consistent their certification.

I believe that the most important skill that a student can master is how to learn. Over recent decades, the rapid introductions of changes to existing technologies and newly-introduced technologies have added significantly to the importance of commitment to life-long learning as a requirement for a successful career. PBTL acknowledges that we are all students through our formal education as well as our post-graduate years. Funding required to support proficiency-based teaching and learning is a wise investment in our workforce and, ultimately, our state.

Sincerely,

A handwritten signature in black ink that reads "Tom Hartz".

Thomas P. Hartz Ph.D.

Director, Program Management



**GEORGE FOX**  
SCHOOL OF EDUCATION

May 8, 2013

Senator Rod Monroe  
900 Court St. NE, S-409  
Salem, OR 97301

Dear Senator Monroe,

I am in favor of funding for HB 3233, proficiency education.

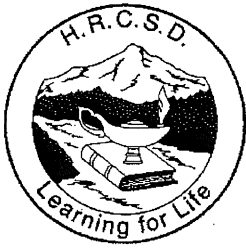
I am an education professor who teaches graduate students--current teachers and administrators seeking a masters or doctoral degree, and/or administrative licensure. Over the last several years, I have had more and more students (current educators) in my classes who speak passionately about proficiency-based teaching and learning. The ones who are most enthusiastic about it talk of the profound difference it has made for the middle and high school students they teach. These graduate students bring it up in relation to numerous topics and conversations. Teachers who have used this type of assessment report that it has changed their practice because of the success their students have experienced.

When given the opportunity to write this letter, I felt compelled to write it on behalf of all those teachers who have been in my classes and believe that proficiency teaching and learning is best for Oregon kids.

Thank you for your service.

Sincerely,

Ginny Birky, PhD  
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414 N. Meridian St.  
Newberg, OR 97132  
503.554.2854  
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# Hood River County School District

1011 Eugene Street • Hood River, Oregon 97031 • (541) 387-5017 • Fax (541) 387-5099  
Department of Instruction and Special Programs • Penny Grotting – Director

May 7, 2013

Dear Ways and Means Committee,

I want to take this opportunity to thank the Oregon Department of Education for the opportunities that have been provided to the Hood River County School District through involvement with the Oregon DATA Project and encourage continued support for the project through HB3233. The training that has been provided has helped move the work of our Professional Learning Communities to a very high functioning level. We are using data much more intentionally and working in teams throughout the district. In short, it is part of everything we do.

The Hood River County School District has a very diverse population. We have a 12% of our students from migrant families, 20% are English Language Learners and 57% of our students are on free or reduced lunch. We have been looking at data for these groups for years, but the training from the Oregon DATA Project taught us how to use different tools to make our work more effective and efficient. As the Director of Instruction, I attend PLC meetings every Monday morning. I constantly see teams using the tools from the project and engaged in making instructional decisions for the classroom using data from common assessments as well as OAKS assessments. While it is still early and we have not completed OAKS testing this year, the students are making significant gains.

I have been fortunate to have been involved with the project since the beginning and have seen first-hand the transformation of districts. This project has systematically moved school districts in a way that no other initiative has been able to do. Districts across the state of Oregon are speaking a common language, using data to drive decision making around resource allocation, instructional practice, and improved student achievement.

The transformation in this district has been truly amazing. So again, I urge you to support this important work!

Sincerely,

Penny Grotting  
Director of Instruction & Special Programs  
Hood River County School District  
[penny.grotting@hoodriver.k12.or.us](mailto:penny.grotting@hoodriver.k12.or.us)  
541-387-5015 Office  
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Susanne Daggett  
PO Box 41  
Cannon Beach, OR 97110

May 8, 2013

Dr. Rudy Crew □  
Oregon Education Investment Board □  
775 Court Street NE  
Salem, OR 97301 □

Re: Proficiency-based learning practices and assessments in HB3233

Dr Crew:

From 2005 to 2012 I was an Education Specialist at the Oregon Department of Education (ODE). One of my primary responsibilities was department support for development and evaluation of proficiency-based practices in the state. I can say without hesitation it was one of the most rewarding opportunities in my over 30-year career in education that included teaching as well as building and central office administration. Why? Because I saw teacher practices and corresponding student behaviors produce active learning results beyond the narrow band of success measured in objective testing.

In Oregon, those sites where implementation involved on-going support through respectful and focused professional development for teachers, administrators and classroom assistants, as well as mentors when available, student results were evident. Where support waned, efforts faltered or faded.

As a representative of ODE, I also attended several national conferences on student-centered practices illustrating localized and statewide results. Again the key to successful implementation was widespread and ongoing professional support, including modifications to educational delivery environments. (Note that change in the physical "school" environment came as a result of implementer needs not as change in its own right.) In my retirement, I have traveled from California to Kenya engaging a diverse group of educators, as well as taught teacher preparation courses. Within those experiences I have seen firsthand uphill battles for those who try to implement student-centered practices without institutional support.

Anyone can produce a one-time outcome; what educators, policy-makers and the like have tried to do for decades is see long-term systemic change. Billions of dollars have focused on altering the physical environment of "school" when professional development to support educators in their efforts have diminished, and in many cases disappeared. One cannot produce lasting change in behavior (whether it be that of teachers, students, or communities) without consistent support for philosophical change and on-going growth, especially in a system steeped in a century of marginally effective form and function.

Consequently, I congratulate you and the writers of HB 3233 in creating a comprehensive approach to support statewide development and implementation of the Quality Teaching and Learning Network. Likewise, I would encourage your key support with the legislature in funding for proficiency-based/student-centered practices. I worked a variety of legislative initiatives during my tenure at ODE and I can truthfully say that even the best-intended and most well-crafted legislation has little chance of success without adequate funding.

If I can be of any assistance to you in your efforts, please do not hesitate to call on me.

Sincerely,

Susanne Daggett  
(503) 436-2365  
Susanne.Daggett@gmail.com

TEACHING  
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May 9, 2013

Dr. Rudy Crew  
Oregon Education Investment Board  
775 Court St. NE  
Salem, OR 97301

RE: Proficiency-based teaching and learning (HB 3233)

Dear Dr. Crew,

I am writing to share information about an evaluation the Teaching Research Institute conducted in four school districts implementing proficiency-based teaching and learning (PBTL) during the 2010-2011 school year. Within the four school districts, "partnership school sites" were in varying stages of implementation ranging from just starting to established. While we were only able to examine a short period of implementation (basically less than one year), we were able to compare the 2010-2011 school year to the previous one.

The analysis yielded the following:

- Failing grades in partnership school sites fell by 4% points (from 15.5% in 2009-2010 to 11.8% in 2010-2011).
- Attendance increased in all partner school sites ranging between 1% - 2% (most of the school sites were already in the 90% range in the 2009-2010 school year thus dramatic attendance increases were not anticipated).
- The percentage of all partnership sites' high school students who met or exceeded in OAKS mathematics increased 17%; in 8 of the 11 high schools the percentage of students exceeded the state average.
- The percentage of all partnership sites' high school students who met or exceeded in OAKS reading and literature increased 11% with 8 of the 11 high schools exceeding the state average.

While more studies have been done and continue to need to be done to tease out the subtleties of PBTL's impact on student learning, we believe the above contributes to the conversation about PBTL and Oregon's 40-40-20 goal.

Respectfully,

Handwritten signature of Ella L. Taylor in black ink.

Ella L. Taylor, Ph.D.  
Director  
Teaching Research Institute

Handwritten signature of Christina Reagle in black ink.

Christina Reagle, Ed.D.  
Coordinator, Center on Educator  
Preparation & Effectiveness