



CORVALLIS COMMUNITY VISION FOR EDUCATION

Our Vision

Students grow to be world-class learners, engaged citizens, and leaders of the future.

Our Mission

Provide all students with a relevant and challenging education that prepares them for future success as engaged citizens and contributing members of our world community.



Adopted by the Corvallis School Board
November 2007

Letter from the Superintendent

August 2007

Dear Community Members and District Employees,

The Corvallis community has a long history of providing a strong educational program. From preschool years through post-secondary experiences, our citizens place a high priority on the education and well-being of our children.

As we look to the future, we can anticipate unparalleled levels of change in the world. The current information age has become more complex with the globalization of our economy and changing demographics. These changes call for an unprecedented understanding of world cultures, political systems, and religions. What we know for certain about our children's future is that change will be a constant. Through our community visioning process, we asked our stakeholders to look to this future and to help identify what our graduates will need to be successful.

As a district, we believe that our community is a partner in delivering our educational program. Because we value this partnership, we initiated a six-month conversation with the community to determine the knowledge and skills that our students must possess when they graduate. We also sought input on daily learning activities, asking for input on what opportunities and experiences our students should have as they move through their K-12 years. Finally, we engaged in discussions about our district culture — what it is now and what it should be.

A team of district stakeholders representing students, staff, parents, and community members used the community input as a springboard to create a vision and recommendations. The resulting plan is a vision for the district's future. It sets goals that we will pursue over the coming years and provides a guide to help us prioritize our resources and our work. To assure that our students are well prepared to meet their goals and reach their dreams, this must be a living document. We will maintain an ongoing conversation about our educational vision with staff and the community to ensure the vitality of this vision.

The Corvallis Community Vision for Education (CCVE) recognizes that the broad purpose of public education is to prepare all of our students for the lives they will pursue after they leave the Corvallis School District. Whether students pursue post-secondary education, enter the world of work, or both, these recommendations provide a blueprint that reflects the thoughtful insights of our community and staff on how to ensure that our students are prepared to be world-class learners, engaged citizens, and leaders of the future. This document will communicate to our staff the priorities that our community has identified as key to the success of our students. Research clearly demonstrates that the attitudes, skills, and beliefs of the adults who work in our schools are the most important factor in high academic achievement for all students.

Through this process, we have embraced our district mission: "To provide all students with a relevant and challenging education that prepares them for future success as engaged citizens and contributing members of our world community."

We are thankful to the more than 1,300 stakeholders who participated in the creation of the Corvallis Community Vision for Education.

Respectfully,



Dawn Tarzian
Superintendent

Contents

Process Overview (1)

Corvallis Student
Success (3)

Emerging Themes (7)

Recommendations (9)

Process Participants (15)

Glossary (19)

Process Overview

In fall 2006, the Corvallis School Board and Superintendent Dawn Tarzian collaborated to launch a community visioning process. The goal of the Corvallis Community Vision for Education was to engage the citizens of Corvallis in a conversation about the quality and character of Corvallis public schools.

In short, the process sought to identify the community's values and align the targets for student outcomes with those values. A community input process had not occurred in the district for more than a decade. Superintendent Tarzian and the school board believed this community conversation was a key part in setting a course for the district's future.

A steering committee of local educators and citizens was formed to help lead the process. This committee created three guiding questions to focus the community-wide discussion. Those questions were:

1. As a community, what knowledge and skills do we believe our students need to possess to be successful?
2. What learning experiences and opportunities should we provide for our students?
3. What kind of culture are we committed to fostering in our district?

Several facilitative tools were used to gather input and generate discussion among community stakeholders. Members of the planning committee, school board, and district leadership were trained in these techniques and became the guiding facilitators for group discussions.

During fall 2006 and winter 2007, community members were provided with numerous opportunities to express their views and values in large and small discussion venues. Stakeholders were invited to attend several community-wide forums,

The goal of the Corvallis Community Vision for Education was to engage the citizens of Corvallis in a conversation about the quality and character of Corvallis public schools.

Planning Committee

The Planning Committee worked together to establish the guiding questions for the Corvallis Community Vision for Education. This group helped establish key components of the process and created a roadmap for engaging the community in a discussion about our goals for education in Corvallis.

Members

- ◆ Kari Rieck
Chair, School Board
- ◆ Dawn Tarzian
Superintendent,
Corvallis School District
- ◆ Jeanne Holmes
Director, Human Resources
- ◆ Elisabeth Harrington
Principal, Garfield Elementary School
- ◆ Eric Wright
Assistant Principal,
Corvallis High School
- ◆ Terryl Ross
Director for Community and Diversity,
Oregon State University
- ◆ Anna Lopez
Hispanic/Latino Outreach Coordinator,
Boys and Girls Club of Corvallis
- ◆ Corvallis School Board
Members of the school board attended the Planning Committee meetings providing input to the process.

including one conducted in Spanish. Individual facilitators also met with a wide variety of civic, business, political, and community organizations. Discussions were facilitated at each district school to gather input from staff and parent groups. Several high school student groups also took part in the process. An online survey was made available to all individuals.

On March 13, 2007, the district hosted a culminating event at Corvallis High School. Attendees participated in several activities to help the district further explore and refine preliminary information and themes that had emerged over the course of the visioning process. The goal was to develop broad consensus around a number of key issues and concerns. Throughout the process more than 1,300 community members participated in a visioning discussion or responded to the online survey.

After the culminating event, one step in the visioning process remained. Superintendent Tarzian and the school board formed a Synthesizing Committee of local stakeholders to study areas of consensus and propose recommendations for change. Working with the district, this committee met multiple times in May and June. They dug deep into the themes that emerged from the community process and built upon the work of the committee that developed the district's Continuous Improvement Plan to craft a vision and recommendations for the district's future.

Many of the goals came directly from recommendations made by participants during the visioning process. Others resulted from blending the ideas and opinions given by the community, the wisdom and experience of representative stakeholders on the Synthesizing Committee, and the goals of the district's current Continuous Improvement Plan.

While the recommendations blend community input with the work of the Synthesizing Committee, there are recommendations that were predominantly generated from community input. Other recommendations were predominantly generated by the Synthesizing Committee to meet the student outcomes desired by the community. Specifically, the

following recommendation topics were developed based on the input of participants in the community visioning process.

- ◆ Individualized Learning & Class Size Reduction
- ◆ Unique Schools with Consistent Curriculum
- ◆ Safe Environment
- ◆ Welcoming, Inclusive Schools
- ◆ School Grade Configurations
- ◆ Equity, Access, & School Choice
- ◆ Sustainability
- ◆ Technology/Information Literacy
- ◆ Hands-on/Project-Based Learning
- ◆ Career Preparation
- ◆ Personal Finance
- ◆ Arts and Music
- ◆ Global Perspective
- ◆ World Languages

The other recommendations were created by the Synthesizing Committee to meet the identified student outcomes. The community expressed a desire for students to engage in community service, and the Synthesizing Committee identified service learning as a technique to foster community service while also imbedding instruction of a core subject. The Synthesizing Committee also recommended the use of power standards and ongoing assessment as a vehicle to ensure that students district-wide receive a consistent quality education in the most critical areas. Finally, the committee made recommendations about quality staff to deliver the educational program identified by the community. The following recommendation topics were developed based on the expertise of the Synthesizing Committee.

- ◆ Curriculum, Instruction, & Assessment
- ◆ Quality Staff
- ◆ Service Learning/Civic Engagement

The final recommendations were presented to the school board in late July, and the document was approved by the school board in November 2007. In the coming years, this vision will guide the future actions of the Corvallis School District and serve as a model for student success.

Corvallis Student Success

Participants in the Corvallis Community Vision for Education were presented with three guiding questions as the basis for their feedback. Guiding Question One asked: As a community, what knowledge and skills do we believe our students need to possess to be successful?

The charts beginning on the following page represent the community's beliefs about the knowledge and skills that are most important to student success in Corvallis. The information is organized in the following four areas: (1) Academic Competency, (2) Social Competency, (3) Self-Management & Personal Responsibility, and (4) Career & Life Skills. These attributes are integral to student success and should be foremost in determining a definition of a quality education for our students.

As a community, what knowledge and skills do we believe our students need to possess to be successful?

Participants identified vital areas of focus for elementary, middle, and high school students. Certain knowledge and skill attributes were commonly presented by participants during the input sessions. The prevalent themes were reviewed and enhanced by the Synthesizing Committee and attendees of the Culminating Forum. The following sheets articulate the knowledge and skills that were identified as central components to student success.



Elementary School — Knowledge and Skills

These knowledge and skills represent the community visioning participants' collective view about what is most important for students to learn in our K-12 educational program. The table below specifically identifies the knowledge and skills that students should obtain and refine before they complete the fifth grade.

Academic Competency	Social Competency (Social/Character/Cultural)
<ul style="list-style-type: none"> ◆ Reading ◆ Mathematics ◆ Writing ◆ Science ◆ World Languages ◆ Technology/Information Literacy ◆ Arts and Music ◆ Communications (receptive and expressive) ◆ Social Studies 	<ul style="list-style-type: none"> ◆ Teamwork/Collaboration ◆ Multicultural Awareness ◆ Respect for Self and Others ◆ Compassion/Empathy ◆ Adaptability ◆ Conflict-Resolution Skills ◆ Participation in, and Appreciation of, the Arts
Self-Management & Personal Responsibility	Career & Life Skills
<ul style="list-style-type: none"> ◆ Organization/Time-Management Skills ◆ Problem-Solving/Critical-Thinking Skills ◆ Self-Motivation ◆ Study Skills ◆ Anger-Management Skills ◆ Goal-Setting ◆ Responsibility ◆ Accountability and Ownership of Actions ◆ Citizenship ◆ Confidence ◆ Manners 	<ul style="list-style-type: none"> ◆ Wellness Skills (nutrition and physical fitness) ◆ Research Skills ◆ Lifelong-Learning Skills ◆ Hygiene ◆ Personal Safety

Middle School — Knowledge and Skills

These knowledge and skills represent the community visioning participants' collective view about what is most important for students to learn in our K-12 educational program. The table below specifically identifies the knowledge and skills that students should obtain and refine before they complete the eighth grade.

Academic Competency	Social Competency (Social/Character/Cultural)
<ul style="list-style-type: none"> ◆ Reading ◆ Mathematics ◆ Writing ◆ Science ◆ World Languages ◆ Technology/Information Literacy ◆ Arts and Music ◆ Social Studies/Global Perspective ◆ Communications (receptive and expressive) 	<ul style="list-style-type: none"> ◆ Teamwork/Collaboration ◆ Multicultural Awareness ◆ Respect for Self and Others ◆ Compassion/Empathy ◆ Adaptability ◆ Conflict-Resolution Skills ◆ Participation in, and Appreciation of, the Arts ◆ Integrity/Honesty ◆ Positive Interactions with Peers
Self-Management & Personal Responsibility	Career & Life Skills
<ul style="list-style-type: none"> ◆ Organization/Time-Management Skills ◆ Problem-Solving/Critical-Thinking Skills ◆ Self-Motivation ◆ Study Skills ◆ Anger-Management Skills ◆ Goal-Setting and Follow-Through ◆ Responsibility ◆ Accountability and Ownership of Actions ◆ Citizenship ◆ Confidence ◆ Independent Thinking ◆ Ability to Find/Use Resources ◆ Ability to Self-Assess 	<ul style="list-style-type: none"> ◆ Wellness Skills (nutrition and physical fitness) ◆ Research Skills ◆ Lifelong-Learning Skills ◆ Public Speaking Skills ◆ Personal Finance Skills ◆ Vocational Skills

High School — Knowledge and Skills

These knowledge and skills represent the community visioning participants' collective view about what is most important for students to learn in our K-12 educational program. The table below specifically identifies the knowledge and skills that students should obtain, refine, and demonstrate before they graduate from Corvallis School District.

Academic Competency	Social Competency (Social/Character/Cultural)
<ul style="list-style-type: none"> ◆ Reading ◆ Mathematics ◆ Writing ◆ Science ◆ World Languages ◆ Technology/Information Literacy ◆ Arts and Music ◆ Communications (receptive and expressive) ◆ Social Studies/Global Perspective <ul style="list-style-type: none"> • Global Studies • History/Government/Economics/International Relations • Geography • Environmental Studies 	<ul style="list-style-type: none"> ◆ Teamwork/Collaboration ◆ Multicultural Engagement ◆ Respect for Self and Others ◆ Compassion/Empathy ◆ Adaptability ◆ Conflict-Resolution Skills ◆ Participation in, and Appreciation of, the Arts ◆ Integrity/Honesty ◆ Ethics ◆ Civic Involvement
Self-Management & Personal Responsibility	Career & Life Skills
<ul style="list-style-type: none"> ◆ Organization/Time-Management Skills ◆ Problem-Solving/Critical-Thinking Skills ◆ Self-Motivation ◆ Study Skills ◆ Anger-Management Skills ◆ Goal-Setting and Follow-Through ◆ Responsibility ◆ Accountability and Ownership of Actions ◆ Citizenship ◆ Confidence ◆ Independent Thinking ◆ Ability to Research, Assess, and Utilize Resources ◆ Ability to Self-Assess ◆ Self-Reflection and Self-Advocacy ◆ Initiative ◆ Self-Efficacy ◆ Discipline ◆ Perseverance 	<ul style="list-style-type: none"> ◆ Wellness Skills (nutrition and physical fitness) ◆ Research Skills ◆ Lifelong-Learning Skills ◆ Public Speaking Skills ◆ Personal Finance/Fiscal Responsibility ◆ Vocational Skills ◆ Knowledge of Career Options ◆ Job Application/Interview Skills ◆ Business/Entrepreneurship Skills ◆ Strong Work Ethic ◆ Vision ◆ Leadership/Leading Groups

Emerging Themes

During the community input sessions, several recurring themes emerged:

Quality Education: Provide a comprehensive, aligned curriculum that is rigorous and includes academic, self-management, social, career, and life skills taught by a highly qualified and well-trained staff.

- ◆ Hands-on/Experiential Learning: Students at all levels have frequent opportunities to learn beyond textbooks, applying what they are learning to real-world situations. Students are given opportunities to connect individual interests to learning at school.
- ◆ Personalized Learning Opportunities: Students are known by teachers and receive individualized support as needed; class sizes support personalized learning.
- ◆ Enriched Academics:
 - Literacy: All students master literacy skills of reading, writing, speaking, listening, and comprehension. Students are exposed to a variety of literature and develop a love of reading.
 - Math and Science: All students have a strong foundation in math and sciences. Students learn applicable math skills and participate in hands-on science opportunities.
 - Social Studies and Global Perspective: All students receive a thorough exposure to social studies with an emphasis on obtaining a global perspective. Students study history, government, economics, international relations, geography, and environmental studies.
- ◆ Arts and Music: Students at all levels have ongoing instruction in the arts.
- ◆ Physical Education and Health: Students have health and physical education classes and activities as an ongoing part of their K-12 experience. Curriculum is designed to create individual student commitment to wellness.

Community Schools: Schools foster a welcoming culture that is inviting to students, parents, and the community. Schools are a center for learning and understanding.



- ◆ Welcoming, Inclusive Schools: School is an inclusive, accepting environment for all students and parents.
- ◆ Equity: All students have access to quality educational programs; equity exists between program offerings at schools across the district.
- ◆ Diversity: Schools foster a culture that is accepting of differences, encourages understanding, and that embraces diversity.

Prepared for the Future: Students have the knowledge, skills, and experiences to prepare them for future success in an ever-changing world and a 21st century global community.

- ◆ Technology Education: All students learn to use current technology as a tool in their education, personal, and professional lives.
- ◆ Second Language Learning: Students at all levels have opportunities for learning world languages, especially those that are most relevant in our community and global society.

Provide a comprehensive, aligned curriculum that is rigorous and includes academic, self-management, social, career, and life skills.

- ◆ Cultural Experiences/Global Community: Throughout their K-12 experience, students learn about world cultures and how to be a contributing member of our global community.
- ◆ Life Skills: As part of their K-12 learning, all students learn life skills such as teamwork, collaboration, and critical thinking. Specifically, all students will learn personal finance skills.
- ◆ Vocational Education/Career Skills and Preparation: Students are prepared for success after high school graduation.
- ◆ Community/Civic Involvement: Students are contributing members of their communities and engaged citizens.

Synthesizing Committee

The Synthesizing Committee worked in collaboration to review the community input and use it as a springboard to create a vision and recommendations to guide the educational program for Corvallis School District.

Members

- ◆ Kari Rieck
Chair, School Board
- ◆ Dawn Tarzian
Superintendent,
Corvallis School District
- ◆ Jim Hogeboom
Assistant Superintendent,
Corvallis School District
- ◆ Jeanne Holmes
Director, Human Resources
- ◆ Mike Strowbridge
Principal, Franklin K-8 School

- ◆ Dawn Granger
Principal, Cheldelin Middle School
- ◆ Dan Reynolds
Teacher, Mt. View Elementary School
- ◆ Mike McAfee
Teacher, Linus Pauling Middle School
- ◆ Therese Patterson
Teacher, Corvallis High School
- ◆ Lisa Brown
Parent, Franklin K-8 School
- ◆ Samhir Vasdev
Student, Crescent Valley High School
- ◆ Terryl Ross
Director for Community and Diversity,
Oregon State University

The Corvallis Community Vision for Education process and final report were developed by True North Consulting in collaboration with Corvallis School District. For more information about similar processes, visit the True North website at www.360eval.com.

Recommendations

Many themes consistently emerged through the course of the community visioning process. Identifying these themes was the first step toward creating the final visioning recommendations. As representative stakeholders, the Synthesizing Committee studied these themes and then created vision statements and recommendations that blended the input from the community visioning process, the goals of the district's current Continuous Improvement Plan, and the wisdom and expertise of Synthesizing Committee members. The community's feedback on Guiding Question Two and Guiding Question Three provided the groundwork for the following recommendations.

The recommendations are organized into the following three areas:

- ◆ Educational Program
- ◆ District Structure & Support
- ◆ Programmatic Focus

Educational Program

Individualized Learning/Class Size

Vision: All students learn in a classroom environment where they are known by the teacher, receive support as needed, and have opportunities for self-directed learning based on personal interests, talents, or goals. Class sizes across the district are equitable.

Recommendation: Make lowering class size a priority in the district budget process. Set class size reduction targets as part of staffing and make class size reduction the first step in allocation of new staff. Keep class size data and review periodically. As part of this review, compare Corvallis class sizes to state averages.



Unique Schools with a Consistent Curriculum and Instruction Foundation

Vision: Every school in the district will have a shared curriculum and instruction foundation. Regardless of where students attend, they will have the same core learning outcomes that are aligned from one year to the next. Learning outcomes and prioritized standards are articulated through the district power standards, the K-12 literacy program, and curriculum guides. Instruction at all schools is designed to meet the learning needs of all students. In addition, each school will have its own unique personality that reflects the character, creativity, and interests of its community. This distinctive personality may be reflected through unique units of instruction, special projects, or greater emphasis in certain areas.

Recommendation: Align power standards from grade to grade throughout the K-12 educational program. Develop and publish a curriculum guide for parents, students, and staff that outlines the foundation curriculum and common prioritized power standards for each grade. Complete and prioritize both the K-12 Literacy and K-12 Math alignments. Work with staff to ensure that the power standards are understood and implemented.

Quality Education: Curriculum, Instruction, & Assessment

Vision: Teachers use power standards to prioritize state standards in all disciplines. Assessments are a systematic and integral part of instruction for every student and include common assessments across schools. Summative assessments, that are cumulative and comprehensive, are used to determine what students have learned over time. Formative assessments are used frequently to help guide instruction. Data from assessments is used to plan the instructional program at the district, school, and classroom levels. Instruction is tailored to meet the learning needs of individual students.

Recommendation: At the district level, identify power standards for every subject at each grade level. Align power standards across grade levels. Publish a power standards curriculum guide for students and parents. Align the purchase of instructional materials to support teaching power standards. Continue to build a comprehensive K-12 assessment system that is developmentally sensitive and includes state, district, and common classroom assessments as well as the Linn Benton Lincoln Educational Service District (LBL ESD) data program information. Formative assessments are used throughout the year to determine how students are learning and to adjust instruction as needed. Ensure formative assessments are shared with students and parents and that they guide classroom instruction. Oregon Statewide Assessments and other summative assessments are shared with parents annually.

District Structure & Support

Safe Environment

Vision: When students come to school, they experience a learning environment where they feel safe and respected. Consistent behavior expectations are in place district-wide. Staff, students, and parents understand these expectations. Data is used to strategically identify and plan interventions and system changes to address behavior issues.

Recommendation: Communicate consistent behavior expectations at all levels. Universally communicate that bullying is not acceptable behavior. Universally communicate and teach that sexual, racial, physical attributes, religious beliefs, and gender harassment are unacceptable and will not be allowed in district schools. Provide curriculum and instruction that teaches students appropriate behavior and appropriate ways to handle peer conflict. Create a clear reporting system for parent concerns with articulated response steps to reduce worry about retribution. Improve behavior data tracking and assessment for better identification of areas that need to be addressed. Heighten participation in Positive Behavior Instructional Support district-wide.

Welcoming, Inclusive Schools

Vision: School is an inclusive, accepting environment for all students regardless of their race, socioeconomic status, religion, culture, physical attributes, ability, gender orientation, or other attributes that cause others to perceive them as different. Barriers are removed so that all students have access to quality learning. Schools recognize and acknowledge the richness that diversity brings to their community, and that all students must be prepared to understand, interact with, and work in a world culture as adults. Students have ongoing opportunities to interact with others who are different from themselves to help foster an understanding and appreciation of differences and similarities. Staff reflects the diversity of the students in the district, and each staff member models and

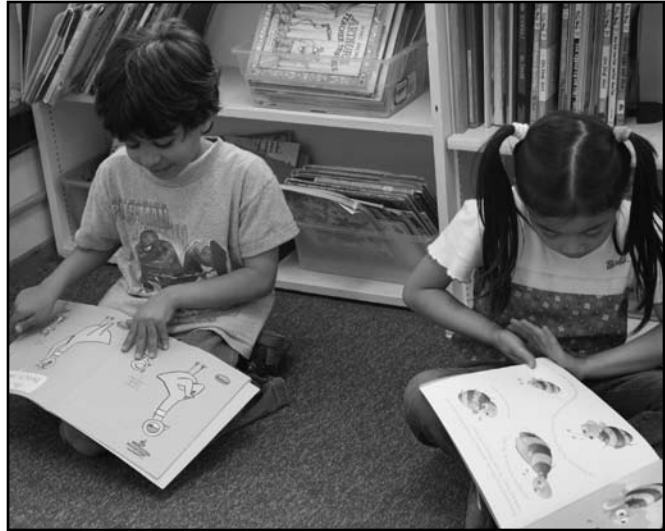
teaches inclusive behavior. Parents are welcome, active partners in their children’s education.

Recommendation: Remove barriers to learning so all students can be successful in school. Identify practices in the district that separate students and eliminate these practices if they are barriers to inclusivity. Acknowledge the richness that diversity brings to a school and world community. Provide structured opportunities for students to expand their understanding of those who are different from themselves. Provide training opportunities to help staff increase their understanding of inclusion and diversity issues. Develop strategies to address these issues and support student learning in this area. Recruit a diverse staff that more closely reflects the diversity of our student population. Create a superintendent’s advisory group to help identify areas of concern and suggest strategies for addressing these concerns.

Quality Staff

Vision: Our district provides highly qualified and well-trained staff to meet the diverse learning needs of all our students.

Recommendation: Hire quality staff and provide ongoing mentoring and training. Staff development should be aligned with district and school improvement plans and offer a combination of district-directed and staff-selected opportunities.



School Grade Configurations

Vision: Offer a variety of grade configuration options to meet the needs of students and parents. Provide a combination of K-5 to 6-8 and K-8 grade configurations. Conduct periodic assessments of the need for each option.

Recommendation: Continue to provide the following school structure options: K-5 elementary school, K-8 school, 6-8 middle school, and 9-12 high school. Offer a variety of options for students to attend K-8 schools whether they choose to enroll for the entire K-8 program or only K-5 or only 6-8 grades. Ensure that there is room for enrollment of new students in K-8 schools at both kindergarten and sixth grade. Research access issues in our community to ensure that the district is providing adequate opportunities for students to enroll in K-8 schools.

Equity, Access, & School Choice

Vision: The district should foster equity between schools and ensure that students have equal access to educational programs and offerings. This system will ensure that all Corvallis students receive the quality education outlined through the Corvallis Community Vision for Education.

Recommendation: Continue to allow students to attend schools that are not identified as their boundary area or neighborhood school as long as it does not exceed a school’s capacity, create significant

imbalances in school populations, or negatively impact educational offerings at schools. Conduct periodic assessments to determine if school choice is negatively impacting equity across schools.

Sustainability

Vision: District work is conducted in a manner that maintains a healthy environment for this generation of students and those who follow. Impact on our environment is considered in building construction, operation and maintenance of facilities, energy use, and recycling. Instructional goals are in place that support student understanding and engagement in sustainability. In addition to studying sustainability issues at the state, national, and global levels, students learn about our local bio-region.

Recommendation: Investigate how our school district can become more sustainable in our operations. Include a cost/benefit analysis. Implement an ongoing assessment of our sustainability practices and engage in ongoing research about how to improve our work in this area. In future construction, use “green” building guidelines. Use energy efficient materials in future replacements. Provide learning opportunities for students in environmental studies and sustainability. Connect service learning to environmental sustainability.



Programmatic Focus

Technology/Information Literacy

Vision: Students work on information literacy throughout their K-12 experience and learn about current technology tools. Students are able to discern the accuracy of information accessed electronically. Schools have up-to-date technology equipment and staff that are trained and skilled at integrating technology into their lessons across a variety of disciplines. Protocols are in place for appropriate use of technology. Technology systems are in place that support better communication and efficiency of work in the district.

Recommendation: Establish and fund an ongoing replacement cycle for technology equipment. Provide appropriate technology to support math and science instruction. Teach students skills for using technology for library research at the college/university level. Provide staff training for using technology and integrating technology into instruction. Hire staff who are technology literate and able to integrate technology into instruction. Teachers model use of technology and encourage student use as part of their project-based learning. Create and communicate clearly articulated technology outcomes for each school level. Establish protocols for appropriate use of technology. Explore use of technology systems to increase communication and work efficiency in the district.



Hands-on/Project-Based Learning

Vision: Students at all levels have frequent opportunities to learn beyond textbooks, applying what they are learning to real-world situations. As part of this hands-on experience, students also have opportunities for self-directed discovery learning. At higher levels, this learning is cross-disciplinary and employs a variety of skills. Students are provided opportunities to be self-directed and creative in their selection and engagement in hands-on/project-based learning experiences, learning to work independently and as part of a team.

Recommendation: Provide resources for hands-on and project-based learning. Align purchase of curriculum and materials to support this learning. Hire staff who can deliver hands-on and project-based learning. Provide training for current staff. Provide primary students with daily opportunities to engage in hands-on learning experiences and secondary students with a hands-on/project-based learning experience at least once a semester. Nurture community partnerships that support hands-on learning.

Service Learning/Civic Engagement

Vision: Students take part in service learning, which is an educational approach that imbeds the instruction of core subjects in a real world issue or

problem that students address. Community service and civic engagement are part of this learning. Students are encouraged to be self-directed when engaged in service learning experiences and are given opportunities to participate in creative problem-solving through this instructional approach.

Recommendation: Implement a model for quality service learning experiences. Provide additional training for staff to effectively deliver quality service learning. Grow more partnerships in the community to create additional service learning opportunities. Provide service learning opportunities in leadership, civic engagement, environmental study, sustainability, wellness, and world culture. Create a data base/resource list of service learning options throughout the community. Provide students with at least one service learning experience at each level: K-5, 6-8, and 9-12.

Career Preparation

Vision: As part of their K-12 education, students explore a variety of career options. They develop an understanding of their personal strengths and interests and set goals for their future. Students achieve a level of academic preparedness to access and be successful in an institution of higher education. Pathways for vocational/technical education are offered at the high school level that prepare students to earn a viable wage post-high school. Students find work that is personally rewarding and learn career-related life skills and values that will help them be successful in the world of work or the pursuit of a higher education degree.

Recommendation: Develop an articulated plan for career preparation and exposure with participation from school staff and members of the business community. Form a continuum of learning in this area that begins with exploration, moves to greater understanding of job requirements, and then flows to selection of a career pathway. Beginning in middle school, provide opportunities for professional/technical/career exploration. At the high school level, provide access to vocational career pathways and relevant, hands-on career

preparation opportunities. Provide students access to real-world work internship experiences and connect students with professionals currently in the work world. Connect with local industries/businesses, Linn Benton Community College, and Oregon State University. Create an on-line version of career planning for student and parent use. Provide a business liaison at the high schools to connect students to local business opportunities.

Personal Finance

Vision: When students graduate from high school, they are well prepared to deal with the challenges of becoming financially independent and make responsible decisions related to their personal finances.

Recommendation: Use stakeholders in the community to help define personal finance skills and knowledge every student should have. Include this as a graduation requirement. Identify the earliest level this learning could begin. Provide hands-on, real-life application learning opportunities. Engage the finance community as partners in this learning.



Arts and Music

Vision: Students at all levels will have instruction in arts and music. As part of this instruction, they will develop an appreciation of the arts, experience professional art, and learn to express themselves through the arts. Continue to offer music and art options at the secondary level.

Recommendation: Create an art and music program at the elementary level that will provide consistent learning at all schools. Review K-12 state standards for art and music.

Global Perspective

Vision: When students leave our K-12 system, they are prepared to participate in the global world culture and economy. They have an understanding and appreciation for world cultures, languages, religions, political systems, economic systems, geography, languages, business, current events, and human rights.

Recommendation: Review and revise current curriculum to provide instruction in global studies across content areas. Provide geography instruction on critical regions of the world. Provide instruction on current events, how they impact our lives and our global community, and how they relate to historical events.

World Languages

Vision: All students have the opportunity to learn a world language in elementary school during the regular school day. World language learning is a district-wide initiative so students have continuity in instruction at all schools and between levels. Students will learn a language that is used regionally or that is identified as a key language in the global community.

Recommendation: Create an articulated K-12 world language program. Evaluate current language offerings. Create a language learning program that is not mutually exclusive of other electives. Begin language instruction at the elementary level.

Process Participation

We appreciate the more than 1,350 community stakeholders who participated in the Corvallis Community Vision for Education. The input and expertise gained through these sessions was integral in articulating a shared vision of student success and the subsequent recommendations for the future of Corvallis schools. Thank you to everyone who participated.

Community Group Presentations	Event Date	Members	Attendees
Academy for Lifelong Learning	1/24/07	306	18
Basic Rights Action Team	2/18/07	35	9
Benton County Democrats	2/15/07	40	25
Boys and Girls Club (Torch and Keystone)	1/30/07	25	20
Community Alliance for Diversity	3/01/07	20	4
Corvallis Clinic	2/23/07	500	14
Corvallis-Benton Chamber Coalition	1/17/07	23	9
Jaycees	2/20/07	30	5
Linn-Benton Hispanic Advisory Committee	1/30/07	22	8
NAACP	2/08/07	130	18
Old Mill School Staff	1/26/07	35	15
OSU College of Education	2/12/07	98	13
Realtors	1/31/07	300	18
Rotary	2/21/07	26	26
TOTAL		1590	202

The following groups did not host specific presentations for their membership but were invited and encouraged to participate in the January 25, 2007 Community Forum.

- ◆ 4-H Extension
- ◆ Art Centric
- ◆ Elks #413
- ◆ Love, Inc.
- ◆ Republican Women
- ◆ Altrusa
- ◆ Benton County Republicans
- ◆ Good Samaritan Hospital employees
- ◆ Preschools
- ◆ SMART

Parent, Staff, and Student Input Sessions	Event Date	Members	Attendees
Adams Elementary Parents	1/25/07	348	12
Adams Elementary Staff	1/10/07	42	26
Cheldelin Staff, 6th Grade Team	1/22/07	7	7
Cheldelin Staff, 7th Grade Team	12/11/06	5	4
Cheldelin Staff, 8th Grade Team	1/16/07	12	12
CHS Honors Government Class	1/24/07	33	33
CHS Leadership Class	2/20/07	30	30
CHS Parents	1/24/07	1000	7
CHS Staff	3/06/07	92	42
College Hill Staff	1/10/07	8	8
CVHS Leadership Class	2/13/07	24	24
CVHS Parent Group	2/07/07	765	9
District Intervention Team	2/01/07	10	10
District Office Staff	2/21/07	70	12
District Speech Therapists-Speech Team	2/07/07	6	6

Parent, Staff, and Student Input Sessions	Event Date	Members	Attendees
Franklin K-8 PTA	12/12/06	250	15
Franklin K-8 Staff	12/13/06	31	16
Garfield Elementary Parents	2/08/07	288	6
Garfield Elementary Staff	1/17/07	47	23
Hoover Elementary Parents	2/06/07	311	17
Hoover Elementary Staff	2/07/07	40	17
Jefferson Elementary PTA	1/23/07	239	4
Jefferson Elementary Staff	1/24/07	49	19
Lincoln K-8 Parents	1/19/07	302	7
Lincoln K-8 Spanish-speaking Parents	1/20/07	126	5
Lincoln K-8 Staff	2/07/07	50	25
Linus Pauling Middle School PTO	1/17/07	556	4
Linus Pauling Middle School Staff	1/10/07	65	40
Mt. View Elementary Parents	1/30/07	320	6
Mt. View Elementary Staff	3/31/07	40	14
VELA Student Group	2/08/07 2/20/07	26	15
Wilson Elementary PTA	1/09/07	230	13
TOTAL		5422	488

Community Vision for Education Forums	Event Date	Members	Attendees
Parent Forum	11/2/06	NA	32
Community Forum	1/25/07	NA	16
Community & Business Leaders	2/22/07	NA	15
District-wide Spanish-speaking Parents	3/09/07	NA	10
Culminating Event	3/13/07	NA	54
TOTAL		NA	127

Online Survey	Dates	Members	Attendees
	1/27/07 thru 3/23/07	NA	548

The online survey was made widely available to community members, parents, and staff through various communications, including: school newsletters, all-staff emails, and at all forums hosted by the district.

Summary Information

In total, more than 1,350 people from a diverse array of school and community groups participated in the Corvallis Community Vision for Education. More than 45 input sessions were conducted with specific community and school groups. In addition, several open forums were hosted by the district to target specific representative stakeholder groups. The immense support for the process and breadth of respondents greatly contributed to the success of this program.

	Total Representation	Total Attendees
Total Community Groups	1580	202
Parent, Staff, and Student Input Sessions	5422	488
Community Vision for Education Forums	NA	127
Online Survey	NA	548
TOTAL	7002	1365

Glossary

Community Visioning Process — A process to identify the community’s collective vision of quality education for students. The process engages a wide-variety of the organization’s stakeholder groups.

Continuous Improvement Plan — A district-wide strategic and continuous plan that outlines ongoing goals, outcomes, or objectives and focuses on quality education and high levels of student achievement, directing the overall improvement of educational programs and services.

Formative Assessment — Any form of assessment used by an educator to evaluate students’ knowledge and understanding of particular content and then to adjust instructional practices accordingly toward improving student achievement in that area.

Information Literacy — A set of competencies that an informed citizen of an information society ought to possess to participate intelligently and actively in that society. Knowing when and why you need information, where to find it, and how to evaluate the quality of the information as well as knowing how to use and communicate information.

Literacy — The ability to read, write, and speak.

Multicultural Engagement — Active involvement in creating a community that fosters inclusion and values the mosaic created by diverse cultures.

Positive Behavior Instructional Support (PBIS) — A comprehensive set of strategies meant to redesign environments in such a way that problem behaviors are prevented or inconsequential and to teach students new skills, making problem behaviors unnecessary. Strategies include modification to the environment, teaching skills to replace problem behaviors, effective management of consequences, and promotion of positive life-style changes.

Post-secondary — The period beyond the high school experience in which students pursue additional educational opportunities, technical or vocational training, or entry into the job market.

Power Standards — Standards describe what students should know and be able to do at each level of learning. When they are prioritized, power standards

are the most critical of these learnings. All students should master the power standards.

Project-based Learning — An instructional process in which students explore real-world problems and often create presentations to share what they have learned. Compared with learning solely from textbooks, this approach has many benefits for students, including deeper knowledge of subject matter; increased self-direction and motivation; and improved research and problem-solving skills.

School Improvement Plan — At the individual school level, a strategic and continuous plan that outlines ongoing goals, outcomes or objectives and focuses on quality education and high levels of student achievement, directing the overall improvement of educational programs and services. Used by schools to improve instruction, services, environment, and organization at school sites according to plans developed by school site councils.

Service Learning — A learning process that combines service objectives and learning objectives with the intent of positively impacting both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the tasks to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge.

Summative Assessments — Periodic assessments, such as state and district benchmark assessments, to determine at a particular point in time what students know and do not know.

Sustainability — Meets the needs of the present without compromising the ability of future generations to meet their own needs.

Vocational / Technical Education — Organized educational programs that are directly related to the preparation of individuals for employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

World Languages — Languages that are most utilized in the global culture/economy.



CORVALLIS COMMUNITY VISION FOR EDUCATION



Corvallis School District | 1555 SW 35th Street | Corvallis, OR 97333 | 541.757.5811 | www.csd509j.net

If you would like more information about the visioning process, please contact Superintendent Dawn Tarzian at 541.757.5841 or email CommunityVision@corvallis.k12.or.us