



**COALITION OF  
OREGON SCHOOL  
ADMINISTRATORS**



March 30, 2021

To: Oregon Senate Committee on Education  
From: COSA and OSBA's Board and Superintendent Equity Committee  
Re: Letter of Support for SB 334-1

Dear Chair Dembrow, Vice Chair Thomsen, and Members of the Senate Education Committee:

On behalf of the Coalition of Oregon School Administrators and Oregon School Boards Association's Board and Superintendent Equity Committee, we write this letter to strongly urge you to support Senate Bill 334-1.

In September 2020, our membership organizations -- COSA and OSBA -- formed a Board and Superintendent Equity Committee to prioritize shared professional development for boards and their superintendents because the collaborative partnership between boards and their respective superintendents is critical for improving student success across Oregon.

There is a growing body of research that connects how a board functions to student achievement. For example, boards that work together on the following core areas are able to help enhance student success:

- A. Provide responsible school district governance;
- B. Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations;
- C. Create the conditions districtwide for student and staff success;
- D. Hold the school district accountable for meeting student learning expectations; and
- E. Engage the community.

As we reflected on the research and best practices in Oregon and around the country, and our lived experiences, we decided to pull together a legislative proposal.

Together, we developed SB 334-1 to help:

1. Strengthen the partnership between boards (and board members) and superintendents in service of Oregon students.
2. Improve access to shared professional learning and training around educational equity and governance for board members and superintendents that is on-going, meaningful, and action-oriented.

This bill would apply to:

- K-12 School District Boards and their Superintendent;
- ESD Boards and their Superintendent;
- Elementary School District Boards and their Superintendent; and
- Public Charter School Boards and their School Director and/or Executive Director.

In order to inform what professional development areas need to be prioritized, SB 334-1 will require each board and their superintendent to complete a board self-assessment together every two years. The board self-assessment will focus on helping boards and superintendents examine their work in educational equity and board governance.

Boards and their superintendents will utilize the findings from their board self-assessment to create and implement a professional learning plan that is tailored for their local district context.

Because each board and their superintendent will have different needs, each professional learning plan will look different. With that in mind, our intention is to provide a balance between clear minimum requirements for plans and flexibility for local decision making.

At a minimum, each board and superintendent will be expected to outline:

- Their shared professional learning goals, what on-going professional development in educational equity and board governance the board and superintendent will complete together in order to support student success, especially for students from historically underserved and underrepresented communities; and
- The professional development and training requirements board members who are interested in serving as a board chair or vice chair must complete before pursuing these leadership positions.

At the end of each year, each board and their superintendent will report on their progress at a public board meeting. They will also update their plan every two years based on their progress and findings from their self-assessment.

To support boards and superintendents with this work, our membership organizations will partner closely with the Oregon Department of Education and other key stakeholders, including students from historically underserved and underrepresented communities, education service districts, public charter schools, experts in board training and professional learning, to:

1. Support the development of a professional learning framework which shapes: guidance; minimum professional learning and training requirements; and tools and templates.
2. Create an online directory of board trainers and coaches whose professional learning and training align with the professional learning framework; a process for registering to be part of the online directory of trainers and coaches; minimum requirements for board trainers and coaches.
3. Develop incentives and technical supports for boards and their respective leaders.
4. Organize timelines, communication, and technical support provided to ESDs, districts, and public charter schools.

All of the work outlined in SB 334-1 is intended to help build a foundation for board and superintendent professional learning that is on-going, meaningful, and action-oriented so that we can improve outcomes for each and every student in Oregon.

We urge you to vote yes on SB 334-1.

Warmest Regards,

**OSBA and COSA's Board and Superintendent Equity Committee**

(organized by district in alphabetical order)

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