

Chair Frederick, Vice Chair Weber and members of the committee,

For the record, I am Dr. Carol Greenough, a retired psychologist who worked in schools for 40 years and currently runs the after school program for Family Promise of Tualatin Valley homeless shelter.

I am in support of SB 141 -1. We need to move to more support and more accountability in our schools.

That said, I have a couple of requests.

1. Include a measure of social-emotional well being in the required metrics.

Oregon has one of the worst rates in the nation of poor mental health for children and adults. We are also near the bottom in student achievement. These are connected. Research is pretty clear that parental depression suppresses school achievement. We are trying address these two sets of problems within their silos. We need to systematically address behavioral health in families and children if we are to achieve real success - in school and life. The school is the logical place to do this.

The proposed metrics don't include any measure of social emotional learning or social factors that affect learning. We have such measures available through the SEED¹ survey done in districts throughout the state. It is important that a measure of mental health be included in the required metrics, not in the optional district metrics. **What we measure defines what we work on.**

Possible items from SEED could include:

- There are adults at my school who care about me.
- I like going to school.
- I feel welcome at my school.

¹ https://www.oregon.gov/ode/educator-resources/assessment/Documents/7th_Grade_SEED_Survey_English.pdf

2. Treat our educators as the committed, caring professionals they are. Give them better tools and support but use their knowledge and experience to guide effective local program change.

The first step in changing a dysfunctional system has to be diagnostic - What is not working? This has to be **a bottom up rather than a top down exercise, involving everyone from teachers to lunch people.** It should be a **deep conversation**, not a perfunctory survey. We need to treat our educators as professionals who, given time to reflect, may have a lot of the answers as to what needs to change. Many times we will hear, as we have with early literacy, that teacher prep hasn't given them the tools they need to succeed.

Strategic plans for change will frequently propose professional development including coaching. However, too often, this means a couple of days of training followed by quick coaching sessions, often crammed into a teachers' prep time. It is essential that there be time to integrate this into teacher's practice. This takes more planning time than most teachers have - both to learn and prepare the curriculum and time to think about what needs to be done. **Lack of time to prepare, reflect, collaborate, and adapt is one of the greatest problems our teachers face.**

Our teachers need time to be the excellent educators they want to be. Smaller classes and more time away from instructional demands would let them use the much needed coaching and guidance proposed in this bill to actually teach better. Thank you.

Carol Greenough, Ph.D.