

2019 REPORT

For the People

A Vision FOR OKLAHOMA PUBLIC EDUCATION



PROMISING AND TRANSFORMATIONAL PRACTICES

Culture and Climate

Promising and Transformational Practices

The Culture and Climate committee researched schools implementing best practices in order to enhance the learning experience of students, teachers and families. Some of the best practices to promote quality climate and culture in schools involve developing an innovative, collaborative atmosphere; committing to monitor climate and culture; attending to student and staff health and well-being; and engaging students, their families, and the community to support student learning. Other examples include leveraging students' leadership strengths to empower them in and out of the classroom, providing targeted services for students within the school building, and developing community schools.

Supporting Quality Learning and Innovation

Quality learning and innovation require strong leadership, a willingness to struggle through the sometimes difficult process of improving schools, and a sense of shared purpose. Innovation is critical in supporting the improvement process by introducing new ideas and methods to produce change (Serdyukov, 2017). For transformative practices to be successful, they must be innovative based on the needs of the entire school community. Hofer and Johnson (2017) recommend the development of a “hack mindset” within schools to support innovation. This mindset operates with the idea that it is acceptable to start a project without all the answers by starting small and being willing to see “failure” as a meaningful learning experience.

Building a culture of shared leadership and collaboration. This culture can encompass a mindset that values innovation, creative problem solving, and shared visioning.

Hack Mindset. A hack mindset helps to develop empathy among teachers and students and fosters an implicit attitude toward growth and improvement. Learn more: <http://www.ascd.org/publications/educational-leadership/jun17/vol74/num09/How-the-Hack-Mindset-Can-Foster-Innovation-in-Schools.aspx>

Innovation in Education. This paper traces the state of innovation in education, particularly regarding technology, and it provides best practices and action steps to foster innovation. Learn more: <https://www.emeraldinsight.com/doi/full/10.1108/JRIT-10-2016-0007>

Commissioner's Leadership Academy, Florida. This professional development program implemented by the state of Florida trains school leaders to create a shared vision within their school, and collaborative, constructive space for teachers to grow in their instructional practices. Learn more: <https://www.youtube.com/watch?v=k6E-Nu5fgUI>

Butner Public Schools, Oklahoma. To foster a culture of unity and respect, Butner Public Schools instituted a “house” system to sort their entire school into teams. Since the program began, students and teachers report reduced bullying, increased attendance and participation, the development of peer mentorship by older students, and a feeling of being welcome within the school. Learn more: <https://www.youtube.com/watch?v=BSFoTPNNDzk>

Identify, reflect, and build upon areas of strength and opportunities for growth. To develop and maintain positive climate and culture, schools must take steps to assess the

perceptions of students, faculty and staff, families, and the community. Several organizations provide survey instruments for climate assessment. Clayton Public Schools (Clayton, MO) exemplifies the practice of assessing and addressing school climate concerns (NSCC, 2016a). The school climate survey revealed bullying and social exclusion as problems within one middle school, which the administration tackled by forming a student-teacher advisory committee and introducing service learning projects to build connections and respect among students and faculty.

School Climate Standards. The National School Climate Council has established national standards for school climate and developed a toolkit for assisting schools in implementing the standards. The Council offers a five-step school climate improvement process. Learn more: <https://www.schoolclimate.org/about/our-approach>

School Climate Surveys. The Center for the Study of School Climate conducts national education surveys assessing student and teacher perceptions of school climate. The organization makes available both teacher and student versions of the 25 question American School Climate Survey. Learn more: <http://www.schoolclimatesurvey.com/surveys.html>

National Blue Ribbon Schools. The USDE’s Blue Ribbon award recognizes schools that meet rigorous criteria for exceptional student engagement, academic culture, professional development, community involvement, and robust curriculum, among others. Learn more: <https://nationalblueribbonschools.ed.gov>

ELEVATE School Improvement, Oklahoma. The Oklahoma State Department of Education publishes examples of innovative and transformational practices in schools across the state on its ELEVATE blog and YouTube channel. Learn more: <http://sde.ok.gov/sde/elevate>

Gallup. Oklahoma City Public Schools recommends using Gallup as a resource for assessing school climate. Gallup specifically offers targeted support to develop “engaged and thriving schools.” Learn more: <https://www.schoolclimate.org/publications/practice>

Ensuring Equitable Opportunities

Identify and provide within-school systemic support to students. When considering students’ needs, it is important to go beyond academics for students who may need additional support. Schools should prepare future citizens for active participation in the democratic process by providing them with the knowledge, skills, and dispositions to deliberate and problem solve within a community.

Generation Citizen Oklahoma. In 2018, the Hewlett Foundation awarded Oklahoma City Public Schools, Generation Citizen and the Center for Information and Research on Civic Learning and Engagement a \$1 million grant to revitalize civic learning in all middle and high schools across the school district, impacting over 5,000 students each year. “Civics education is the cornerstone of our American political system,” said OKCPS Superintendent Dr. Sean McDaniel. “After identifying issues that are meaningful to them, Generation Citizen’s Action Civics program empowers our students to research, debate, connect with community members, and develop a plan of action to mitigate the root cause. Through this interactive program, our young men and women find their voice and become engaged in the political process, ultimately equipping them to become lifelong, active citizens.”

U.S. Grant High School, Oklahoma City Public Schools. U.S. Grant High School in Oklahoma City recently introduced a daycare on campus to help teen parents complete their education in their home school (Douglas, 2018). These students may or may not struggle academically but might have previously been hindered academically because they lacked adequate child care resources.

Human Sexuality Group. Rather than creating a Gay-Straight Alliance (GSA) club, one Midwestern high school opted to create a highly successful “psycho-educational” program sponsored and facilitated by the school counselor. The group meetings occurred during class time as an additional instructional space that generated student advocacy initiatives. Learn more: https://www.counseling.org/knowledge-center/vistas/by-year2/vistas-2016/docs/default-source/vistas/article_240ec024f16116603abcacff0000bee5e7

Universal Design. Rather than reactively accommodating the needs of diverse learners, teachers can use a Universal Design approach. Universal Design attempts to make material accessible to as many people as possible without having to supplement. Learn more: <http://universaldesign.ie/What-is-Universal-Design/>

Embrace diversity through purposeful inclusion of all students. Shifting away from a deficit perspective in education means engaging with students and their families from a perspective of what their strengths are and what they can do, learn, and contribute rather than what they cannot.

Tulsa’s Zarrow International School. Foreign language immersion schools offer students an introduction and understanding of different cultures, languages, and an awareness of our global community. The Zarrow International School immerses children in the Spanish language. Learn more: <https://zarrow.tulsaschools.org/about-us/mission>

Teaching Tolerance. Even though tolerance alone should not be aspirational, the materials provided in the Teaching Tolerance program are effective means of helping students build understanding and respect for one another. Learn more: <https://www.tolerance.org/classroom-resources/teaching-strategies>

Combating Racism. Education World offers a series of effective classroom approaches to developing multicultural understanding and anti-racist dialogue. Learn more: https://www.educationworld.com/a_curr/combating-racism-multicultural-classroom.shtml

Teaching for Change. The Teaching for Change website highlights several lessons for civil rights education and provides other anti-bias, justice-oriented resources as well. <http://www.teachingforchange.org/teacher-resources/featured-lessons-resources>

Ensuring Safety and Well-Being

Shape Your Future, Oklahoma. This statewide, comprehensive healthy living initiative provides tips, recipes, and guidelines to help Oklahomans make healthier, more active choices in their diet, physical activity, and physical well-being. Learn more: <https://shapeyourfutureok.com/>

Youth Risk Behavior Surveillance System (YRBSS). The CDC collects national data and provides surveys that assess student risk behaviors across a broad range of health and safety concerns. Learn more: <https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>

Actively Address Socioemotional Concerns. A variety of resources exist for supporting the health and well-being of students, faculty, and staff in schools. Climate surveys at Tenafly Middle School (Tenafly, NJ) revealed that students rated socioemotional well-being poorly (NSCC, 2016b). Tenafly’s response exemplifies how schools might address socioemotional concerns in their buildings. The school introduced an advisory period and curriculum to develop students’ social, emotional, behavioral, and conflict resolution skills.

Set Boundaries Rather than Rules. By setting boundaries rather than rules, teachers and students create a culture of respect and support that can reduce conflict among all participants. Boundaries reduce power struggles and shift focus to positive rather than negative consequences. Learn more: http://www.educationworld.com/a_curr/bluestein-rules-boundaries-classroom-behavior-management.shtml

Safe Supportive Learning Environments. The National Center on Safe and Supportive Learning Environments offers thorough resource packages for a variety of emotional and mental health concerns in schools, including trauma and self-care. Learn more: <https://safesupportivelearning.ed.gov>

Safe Place to Learn. This specific resource package from Safe and Supportive Learning Environments targets Title IX concerns of sexual harassment and violence among students. The program includes a targeted self-care plan to address the socioemotional needs of teachers and other school staff. Learn more: <https://safesupportivelearning.ed.gov/safe-place-to-learn-k12>

Effective Social and Emotional Learning Programs. The Collaborative for Academic, Social, and Emotional Learning (CASEL) offers a guide to research-based programs for effective social and emotional learning for all grade levels. Learn more: <https://casel.org/guide/>

Maintain and practice crisis plans. In addition to socioemotional well-being, physical safety of students must be considered, particularly in emergency situations. Readiness and Emergency Management for Schools (**REMS**) provides a comprehensive guide for development of effective school emergency operation plans (EOP) which include (at minimum) natural disasters, fire, intruder, active shooter, and medical emergencies. The guide includes step-by-step actions and resource considerations necessary for a thorough EOP. A variety of additional frameworks, guidelines, and examples from other agencies are provided below.

School and Workplace Violence. The Department of Homeland Security (DHS) provides guidelines and best practices for preventing and responding to school violence. Learn more: <https://www.dhs.gov/school-and-workplace-violence>; <https://www.dhs.gov/news/2018/03/12/dhs-working-enhance-school-safety-increase-preparedness>

Psychological First Aid for Schools (PFA-S). The National Child Traumatic Stress Network offers training and best practices resources to attend to the needs of students, faculty, and families following natural disasters or other traumatic events. Learn more: <https://www.nctsn.org/treatments-and-practices/psychological-first-aid-and-skills-for-psychological-recovery/about-pfa>

Framework for Safe and Successful Schools. Provided by the National Association of School Psychologists, the Framework outlines research-based practices to produce safer school environments. Resources include an assessment tool, action steps, and policy recommendations.

Learn more: <https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/a-framework-for-safe-and-successful-schools>

El Reno Public School Safety (Oklahoma). OSDE ELEVATE offers an example of how El Reno developed and implements safety in its schools. Learn more: <http://sde.ok.gov/sde/newsblog/2017-02-10/elevate-when-fire-drills-aren%E2%80%99t-enough>

Oklahoma Emergency Guidelines for Schools. The Oklahoma State Department of Health provides emergency guidelines for an extensive list of health concerns. Learn more: https://www.ok.gov/health/Family_Health/Maternal_and_Child_Health_Service/Child_and_Adolescent_Health/School_Health/

Norman Public Schools (Oklahoma). Norman residents approved a public safety sales tax to provide funding to add police officers to implement a School Resource Officer (SRO) Program. SROs are sworn law enforcement officers responsible for providing security and crime prevention services in the Norman Public School District.

Proactively implement and maintain anti-bullying measures. Oklahoma schools offer exemplary ways of proactively dealing with bullying. Several schools are specifically using “buddy benches” as a way to create and sustain social bonds. Students who are alone or want company use the benches as a way to communicate their need to others. Students and staff schoolwide are encouraged to act as “buddies” and join or invite students who sit on the benches to ensure no one is left out.

Buddy Benches: Schools across the state—including Enid, Weatherford, Piedmont, and Oklahoma City—have adopted Buddy Benches. Learn more: <http://sde.ok.gov/sde/newsblog/2016-10-04/elevate-everyone-needs-buddy>

Youth Violence Prevention. OKSDE provides organizations, contact numbers, resources, and tips for addressing student violence, including bullying, and its impacts. They also recommend several evidence-based anti-bullying curricula. Learn more: <http://sde.ok.gov/sde/youth-violence-prevention>; <http://sde.ok.gov/sde/bullying-prevention-curriculum>

Cyberbullying (Scholastic). Scholastic provides suggestions and guidelines, including warning signs and steps to take, for teachers and schools to address cyberbullying. Learn more: <https://www.scholastic.com/teachers/articles/teaching-content/cyberbullying-what-teachers-and-schools-can-do/>

Cyberbullying Research Center. The Center’s website offers a variety of infographics, fact sheets, curricula, and tips for educators to address cyberbullying in schools. The website also includes legal information and research regarding cyberbullying. Learn more: <https://cyberbullying.org/resources/educators>

Staff full-time RNs and counselors. To address the school nursing shortage and need for adequate student health care, Norman Public Schools formed a partnership with the Norman Regional Health System and Norman Regional Health Foundation. Through this partnership Norman Public Schools can staff healthcare professionals in all of their schools and provide training for the nursing staff through the Norman Regional Health System.

Norman Regional Health System, Foundation, and District partnership. The Norman Regional Health System and Foundation together provided half of the funding necessary to staff nurses in Norman Public Schools. Learn more:

<https://www.normanpublicschools.org/site/default.aspx?PageType=3&DomainID=100&ModuleInstanceID=2252&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=152&PageID=2249>

Shawnee Public Schools. Telemedicine clinics, partnering with tribes and the local hospital, are housed in four Shawnee Public School sites. The goal is for the district to provide more “wraparound” services to students and families and this is a way to provide a basic level of health care needs.

Creative Solutions to Nurse Shortages. *USA Today* highlights several strategies being implemented in states to address issues of access to school nurses. Learn more;

<https://www.usatoday.com/story/news/health/2017/10/22/school-districts-address-nurse-shortage-creative-ways/762073001/>

OKSDE Health Professional Development. The Oklahoma State Department of Education provides resources and trainings for a variety of physical health issues including diabetes, vision care, and concussions. While this training does not solve the nursing crisis, it does provide teachers with some measure of preparedness for issues that might arise in their buildings. Learn more: <http://sde.ok.gov/sde/hpe-professional-development>

Children’s Mental Health Resources. The Substance Abuse and Mental Health Services Administration’s website offers guidelines and resources to address student mental health. As with OKSDE’s professional development, this information is helpful information though it does not contribute to staffing counselors and other mental health professionals in schools. Learn more: <https://www.samhsa.gov/children>

Engaging Students, Parents, and Community Members

Connecting with parents and the broader community requires a concentrated effort to engage in meaningful interactions. The process begins by building trust and can lead to partnerships that benefit schools, families, and the community.

Develop trust and confidence within the school community. An exemplary Connecticut school developed and leveraged secondary students’ leadership skills to engage their community to develop meaningful partnerships. Students distributed school perception surveys and shared the results with participants and the community at large to begin a dialogue about school improvement. Local businesses, mental and physical health organizations, and parents responded positively to student outreach, and many committed to collaborate with the school (Ice, et al., 2015).

¡Colorín Colorado! This organization suggests effective ways of framing dialogues with families by seeking their input and experiences rather than simply informing them. Learn more:

<http://www.colorincolorado.org/article/what-are-my-choices-facilitating-meaningful-conversations-families-culturally-and#h-what-communication-choices-might-i-make-during-meetings>

Techniques To Increase Confidence. This brief blog summarizes research on community confidence in organizations. Learn more: <https://www.thoughtexchange.com/5-techniques-to-increase-community-confidence/>

Reform Support Network. The Reform Support Network provides strategies for community engagement in successful school reform. Recommendations include prioritizing sustainable plans for community engagement and increasing active, intentional community communication and involvement. Learn more: <https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/resources.html#st>

International Association for Public Participation (IAP2). IAP2 offers resources for developing relationships and involving the public across many types of organizations. Its “3 Pillars for Effective Public Participation” include the variety of ways the public participates with an organization, and the related promises an organization makes to the public. Learn more: <https://www.iap2.org/page/pillars>

Act as the hub of the community. Schools in communities with strong social capital (i.e., active religious participation, collective efficacy, and extensive connections to outside neighborhoods) are more likely to exhibit support systems for school improvement (Bryk et al., 2010). There are several national organizations that promote community schools. Twenty-seven states are a part of the Community in Schools network, including Oklahoma as part of the multi-state Mid-America affiliate. The Tulsa Area Community School Initiative represents the only Oklahoma community that is a part of the Coalition for Community Schools. In early 2014, one elementary school in Oklahoma City was approved to become a community school.

Whole School, Whole Community, Whole Child. The WSCC overview document details the model and foundational elements and offers explicit action steps and exemplars for how to make the model functional in practice in communities. The Oklahoma State Department of Health has adopted the approach to achieve its long-term health goals. Learn more: <https://www.cdc.gov/healthyschools/wscc/index.htm>

The Coalition for Community Schools. Building capacity for community schools provides a series of monographs to support members in a local school partnership. Learn more: http://www.communityschools.org/resources/capacity_building.aspx

Community-in-Schools. Community-in-Schools partners with schools to determine the needs of students and build relationships with local agencies, businesses, health care providers, and volunteers to provide resources to improve student learning. Learn more: <https://www.communitiesinschools.org/>

OKC Harvest. Oklahoma City Beautiful supports the development of community gardens through partnerships among schools, businesses, neighborhood organizations, and other community members. These gardens support classroom learning and overall engagement, health, and mental well-being of the local community. Learn more: <https://www.okcbeautiful.com/programs/oklahoma-city-harvest/>

Actively and intentionally engage parents with all aspects of school. Rather than passively accepting low parental involvement in their district, Windsor Public Schools (CT) developed an active recruitment plan to reach out to families in a way that encouraged their contributions and voices in decision making and planning within the schools (NSCC, 2016c).

Parent Engagement Strategies (CDC). The CDC offers an informational pamphlet offering strategies for connecting parents to health in schools. Examples include ways to connect, engagement strategies through volunteer opportunities, parental support, and community collaboration, and sustainability solutions. Learn more: <https://www.cdc.gov/healthyschools/physicalactivity/family-community.htm>

Learning, Teaching, and Assessing for Student Success

Promising and Transformational Practices

The Learning, Teaching, and Assessing for Student Success committee researched schools implementing best practices in order to enhance the learning experience of students, teachers and families. Some of the best practices to promote learning involve developing innovative learning experiences; engaging all stakeholders in professional learning community development to support student learning; and college and career planning. Other examples for learning include a focus on teacher preparation and professional development for educators.

Elevating the Profession

National Board Certification (NBCT). NBCT is a voluntary, advanced teaching credential that goes beyond state licensure. NBCT has national standards for what accomplished teachers should know and be able to do. The National Board certifies teachers who successfully complete its rigorous certification process. The process was designed to develop, retain and recognize accomplished teachers and to generate ongoing improvement in schools nationwide. Learn more: <https://www.nbpts.org>

Teach to LEAD. Teach to LEAD is an initiative jointly convened by the National Board for Professional Teaching Standards, ASCD and the U.S. Department of Education. The program's mission is to advance student outcomes by expanding opportunities for teacher leadership. This is achieved by providing resources, facilitating stakeholder consultation, and encouraging professional collaborations to develop and amplify the work of teacher leaders. Teach to Lead envisions a world in which teachers are valued as the foremost experts in instruction and, as such, are leaders of informing, developing, and implementing education policy and practice to steer systematic improvements to benefit student learning. Mission: Teach to Lead envisions a world in which teachers are valued as the foremost experts in instruction and, as such, are leaders in developing, informing, and implementing education policy and practice to steer systemic improvements to benefit student learning. Learn more: <https://www.ed.gov/teaching>

Social and Emotional Learning

Collaborative for Academic, Social and Emotional Learning (CASEL). The mission of CASEL is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school. They are part of a broad network of collaborators working together to turn momentum for SEL into a national movement. Learn more: <https://casel.org/>

Core SEL Competencies. Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. Like many similar frameworks, CASEL's integrated framework promotes intrapersonal, interpersonal, and cognitive competence. There are five core competencies that can be taught in many ways across many settings. See the competencies: <https://casel.org/core-competencies/> See a list of states and districts with illustrations of each of the key features of

high-quality practices and guidance for SEL here: <http://www.casel.org/wp-content/uploads/2017/02/Key-Features-final-2-22-17.pdf>

The Josephson Institute's Model Standards for Academic, Social, Emotional and Character Development - Character Counts! (CC!). Introduced in 2016, CC! 5.0 has been revised to place greater emphasis on establishing a positive school climate and instilling critical academic, social and emotional skills, as well as core character traits. Introducing the Four Wheels of Success, this fully-integrated student development framework incorporates critical findings and current theories from major research and evidence-based strategies. The framework instills academic, social, emotional and ethical values, mindsets and character to help students 1) reach their academic potential and have the ability to succeed in school, 2) succeed in the workplace and their careers, 3) live happy, worthy and fulfilling personal lives, and 4) become engaged, responsible and productive citizens. Learn more: <https://charactercounts.org/program-overview/>

Great Expectations. is a professional development program that provides teachers and administrators with the skills needed to create harmony and excitement within the school atmosphere, elements that are basic for inspiring students to pursue academic excellence. With a focus on the human quality of teaching and learning, GE provides renewal and inspiration for teachers who may have lost their way and forgotten why they became teachers in the beginning. Learn more: <http://www.greatexpectations.org> Review a list of 2017-18 model schools in Oklahoma: <http://www.greatexpectations.org/model-schools>

Capturing Kids Hearts is a research-based process designed to improve the five key indicators of school performance: fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction. It shows teachers how to create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior. Learn more: <https://flippengroup.com/education/capturing-kids-hearts-1/>

Positive Behavioral Interventions and Supports (PBIS). Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), the Technical Assistance Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. Learn more: <https://www.pbis.org>

EduGuide. Founded in 2000, EduGuide is an award-winning nonprofit that specializes in research and tools that thousands of schools, colleges and organizations have used to guide more than one million people to take measurable steps to success. EduGuide achieves measurable impact on multiple levels with collaborative social and emotional activities for staff and students. Learn more: <https://www.eduguide.org/content/>

Fort Gibson Public Schools Lunch Buddy Program. Fort Gibson Public Schools mentoring program, Lunch Buddy, matches 3rd-8th grade at-risk students with a community mentor to fill an adult void in the child's life.

Diversity

Universal design for learning (UDL). UDL is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The UDL framework guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs. Learn more: <http://www.cast.org/our-work/about-udl.html>

Learning by Design and Multimodality. The pedagogy of Learning by Design, and the ways in which it represents an inclusive approach to learner diversity, builds into curriculum the idea that not every learner will bring the same lifeworld experiences and interests to learning, and creating pedagogical scaffolds which do not assume that every learner has to be on the same page at the same time. Introduced is the idea of Multimodality in which learners move between written, oral, visual, audio, tactile, gestural and spatial modes of meaning-making, giving all students more opportunities to demonstrate not only knowledge but understanding. Learn more: <http://newlearningonline.com/learning-by-design/pedagogy>

Culturally Relevant Pedagogy. An approach to teaching that values the culture of the learner and promotes an inclusive classroom environment. Gloria Ladson-Billings (2009) states: "Specifically, culturally relevant teaching is a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes." As classrooms become more diverse, instruction needs to support the full and diverse range of learners and this approach guides teachers in the development of skills to do so.

Sheltered Instruction Observation Protocol (SIOP). The SIOP model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. As the number of English learners increases in schools across the United States, educators are seeking effective ways to help them succeed in K-12 ESL, content area, and bilingual classrooms. Research shows that when teachers fully implement the SIOP Model, English learners' academic performance improves. In addition, teachers report that SIOP-based teaching benefits all students, not just those who are learning English as an additional language. Learn more: <http://www.cal.org/siop/about/>

Students Engaged in Learning

Authentic Learning/5E Lesson Model. In this instructional strategy, students delve deeply into content, explore relationships among concepts and make connections to the real world. The K20 Center offers a free, easily-searchable lesson library on the K20 LEARN website. Find lessons by grade level, content area, keywords, state/national standards, and time frame. This collection includes vetted lessons compiled through years of curriculum development and outreach to K-12 public schools across the state of Oklahoma. K20 LEARN lessons are developed using the 5E learning cycle model (Engage, Explore, Explain, Extend, Evaluate) to deliver authentic learning experiences that: engage students above and beyond traditional lesson plans, facilitate in-depth inquiry learning, and promote the mastery of critical academic concepts. There is also an Instructional Strategies page with over 100 interactive cards featuring ideas to engage students and promote higher-order thinking in classroom instruction. Learn more: <https://learn.k20center.ou.edu/>

Internship Programs. Internships have long been positioned as a gateway to career learning. They also provide experiences in gaining real world skills that young people need to prepare them for any post-high school goals they may have. The Duncan Public School's *Pathways to Future Careers* program is available to high school juniors and seniors who are on track for graduation and allows students to have a real experience in a career field. Students spend two class periods in a cooperating business in the career path they are interested in. Students must complete career aptitude assessments, soft skills training, Career Success training with Junior Achievement and prepare a cover letter and resume before interviewing with the company. Businesses have the option to allow or deny the student intern based on fit.

Individual Career Academic Plans (ICAP). The Oklahoma State Department of Education, in conjunction with the Oklahoma Department of Career and Technology Education and the Oklahoma State Regents for Higher Education, is implementing this program to help students discover and chart their interests regarding career and college opportunities. Individual Career Academic Plans are intended not only to equip all students with awareness of possible careers that they might be interested in, but also to give them a clear path to understanding what steps are necessary for readiness in those careers, in turn supporting student autonomy and relevance to real life. This endeavor is intended to increase student awareness and preparedness as well as address the ever-changing needs of Oklahoma's workforce and in-demand careers. Learn more about ICAP implementation timeline, components, planning template, assessment tool, and career clusters at: <http://sde.ok.gov/sde/documents/2017-08-29/icap-one-page>

Community Partnerships/STEM. The BlueSTEM AgriLearning Center is a collaborative effort between the USDA Grazingland Research Laboratory (GRL) and Historic Fort Reno, Inc. (HFRI). The purpose of this center is to strengthen ties between Agricultural Research Service (ARS) and local school districts, to enhance STEM (Science, Technology, Engineering, and Math) educational opportunities for elementary, secondary, undergraduate and graduate students through outreach and education, internships and student research projects to be conducted with ARS mentors, and to improve communication about the importance of agriculture, agricultural research and the findings of the GRL to the public. El Reno Public Schools students are able to participate in primary research under the mentorship of a research scientist. Learn more: <http://bluestemagrilearning.org/>

Clinton Public Schools Makerspaces. Through the use of innovative technology and creative 'MakerSpaces', Clinton Public School District strives to offer students an avenue to succeed as citizens as a part of a global society in the 21st Century, and do so by offering students abundant opportunities to succeed and grow in the areas of curiosity, creativity, and innovation. Clinton PS currently houses a 'MakerSpace' at every school site.

Project Based Learning (PBL). PBL experiences involve students in meaningful inquiry that meets an educational objective (Larmer & Mergendoller, 2010), while Authentic Learning Experiences (ALE) is a similar program (Newman, Bryk, & Nagaoka, 2001). Project-based learning starts with a motivating question, proceeds with inquiry and collaboration with curriculum materials, and culminates in student products. Authentic learning has many of the same facets, focused on the construction of knowledge that arises from deep inquiry and discourse around a relevant or real-world topic (Newman, Marks, & Gamoran, 1996). Using the core of learning sciences to develop LeTUS science's PBL lessons, students showed significant learning gains (Krajcik & Blumenfeld, 2012). Both PBL and ALE increase student engagement

and achievement by helping students answer deeper questions in the context of their learning and by allowing student voice and choice. As students conduct a deep inquiry into the content, these innovative ways of teaching encourage 21st Century skills, such as collaboration, communication, critical thinking and the use of technology. Learn more about PBL: <http://www.bie.org/>

Project Lead the Way (PLTW). PLTW provides transformative learning experiences for K-12 students and teachers across the U.S. It creates an engaging, hands-on classroom environment and empowers students to develop in-demand knowledge and skills they need to thrive. PLW also provides teachers with the training, resources, and support they need to engage students in real-world learning. Bartlesville Public Schools uses the nationally recognized PLTW STEM curriculum. In 2017-18, the district introduced computer science modules into all elementary classrooms, kindergarten through fifth grade. The district's two middle schools, Central and Madison, were the only public schools in Oklahoma to be named "Distinguished Schools" in Project Lead the Way's program. Bartlesville High School is one of about 100 high schools in the country to pilot a PLTW Cybersecurity course for the 2018-19 school year. Learn more: <https://sites.google.com/a/bps-ok.org/website/home/programs/stem> and <https://www.pltw.org/>

Academic Escape Rooms. Breakout EDU is the immersive learning games platform. With Breakout EDU kits, you can turn your classroom into an academically-focused escape room and facilitate games where players use teamwork and critical thinking to solve a series of challenging puzzles in order to open the locked box. Games are available for all ages and content areas. Learn more: <https://www.breakoutedu.com/>

Guided Inquiry Design is a framework for designing inquiry learning experienced in eight phases: Open, Immerse, Explore, Identify, Gather, Create, Share, and Evaluate. Through inquiry, students engage in research around interesting ideas and important questions within an area of study in the curriculum. When that learning is guided, students are supported and not overwhelmed. Through inquiry students engage in discovery, ask real questions about academic topics, and are interested to learn more and to share with others (Maniotes & Kuhlthau. 2014). Learn more: <https://guidedinquirydesign.com/gid/>

Total Physical Response (TPR) TPR was developed by Dr. James J. Asher in the 1960s. It is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process mimics the way that infants learn their first language and it reduces student inhibitions and lowers stress. The purpose of TPR is to create a brain link between speech and action to boost language and vocabulary learning.

Oklahoma Library of Digital Resources (OKDLR). The Oklahoma Library of Digital Resources is an innovative initiative to provide Oklahoma educators with high-quality, interactive teaching resources. It launched in August 2016 with a collection of resources for 10 high school courses so teachers can incorporate digital learning opportunities into their lessons. It now contains resources for multiple grades and subject areas. All resources will be free to teachers via iTunes U. All materials are curated by Oklahoma teachers to ensure their alignment to state academic standards. <https://www.ossba.org/services/okdigitalresources/>

Open Educational Resources (OER) Broken Arrow Public Schools. Open Educational Resources (OERs) are defined as high-quality, openly licensed online educational materials that

allow educators to share and reuse knowledge. The textbook resources are generated by reputable scientists and educational experts and then assembled by Broken Arrow Public Schools' curriculum coordinators under the [Creative Commons License](#). The OER textbooks content is grade-level appropriate and includes online interactive resources, such as virtual labs, animated demonstrations and other explanatory videos. See: <http://www.baschools.org/vnews/display.v/ART/572b98c7b615d>

Adopting a Coherent Curriculum

Understanding by Design. This popular curriculum design framework from Wiggins and McTighe (2005) is a curricular planning and school reform approach, providing a set of curriculum design tools and standards to produce a higher standard of achievement for students.

Curriculum 21. Curriculum 21 is a widely-used curriculum strategy that encourages curriculum mapping strategies that support a collaborative inquiry process among teachers centered on curriculum, instruction, and assessment (Jacobs & Cloud, 2010).

The Oklahoma Department of Career and Technology Education. Oklahoma CareerTech is often used as a model for programs across the United States and around the world. The Oklahoma Department of Career and Technology Education provides leadership and resources and assures standards of excellence for a comprehensive statewide system of career and technology education. The system offers programs and services in 29 technology center districts operating on 58 campuses, 395 K-12 school districts, 16 Skills Centers campuses that include three juvenile facilities and 31 Adult Basic Education service providers. Each technology center works closely with advisers from local industries to ensure students learn the skills needed to be valued members of the workforce. Learn more: <https://www.okcareertech.org/about>

Balanced Approach to Assessment ~ A student is more than one test on one day.

Professional Learning Communities (PLCs). When PLCs become high functioning they can become an effective structure in which to analyze and use formative assessment data. Teachers can then make decisions regarding the next steps of instruction and curriculum, or decide upon appropriate interventions.

Student-Led Conferences. Traditional parent teacher conference leave out an important member of the learning cycle; the student themselves. Allowing students to be responsible for conveying their learning to their family promotes a sense of ownership for the student, and group support of the endeavor. This technique includes participation from not just the teacher and the students' family members, but puts the student center stage in discussing their learning goals and outcomes. It often has the added benefit of growing presentation skills and preparation, which also serve students capacity for real world skills. Learn more: <https://www.edutopia.org/practice/student-led-conferences-empowerment-and-ownership>

Levels of Technology Integration for Meaningful Learning. Technology should make a difference in the classroom. November Learning promotes five levels of technology integration that move from automating student products to transforming them through critical thinking, collaboration, developing audience and building legacy. Learn more: <https://novemberlearning.com/educational-resources-for-educators/educational-handouts-lesson-plan-tips/>

The Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS). Since the collaborative was formed in 2006, it has been committed to establishing formative assessment as a component of a balanced assessment system so that teachers have the ongoing information they need to guide student learning day-by-day. The FAST SCASS supports state members by creating resources for state use, building member capacity to be the primary experts in their state on formative assessment, and serving as a network for members to share ideas and experiences related to implementing formative assessment. Learn more: <https://ccsso.org/resource-library/formative-assessment-students-and-teachers-fast>

Balanced Assessment System, Delaware. The state partnered with the Council of Chief State School Officers to implement a comprehensive and balanced assessment system. State teams in the study used the text and workbook, Classroom Assessment for Student Learning (CASL), a DVD professional development package, as well as facilitator guides and internet support. Learn more: http://www.cpre.org/images/stories/cpre_pdfs/cpre_ten-state_assessment_web%20copy.pdf

Response to Intervention. Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. It often consists of a three-tiered approach that increase in intensity. See: <http://www.rtinetwork.org/learn/what/whatisrti>

Oklahoma State Department of Education (OSDE) Resources on Assessment- The OSDE offers resources, guidance and materials regarding the state testing system and calendar on their website. These resources offer the latest information as well as resources on the English Language Proficiency Assessment and WIDA testing and professional development. See: <https://sde.ok.gov/office-assessments>

Teachers' and Leaders' Learning

Teacher-Led Learning Days. Teachers can prepare short presentations or extended learning sessions to share innovation and best classroom practices, that other teachers can rotate through. Topics could include technology integration, best practices, engaging instructional strategies, classroom management, or other areas in which site based professionals excel. One way this can be accomplished without losing teacher instructional time is through flexible scheduling, including early release and late start days. This structure provides a way to share ideas from professional development sessions attended off site by a limited number of teachers.

Norman Public Schools "GET FIT" Professional Development Conference. "Gaining Excellence in Teaching Through Focused Instructional Tools (GET FIT)" is hosted biannually for Norman Public Schools teachers to bring resources from different conferences back to the district for teacher-led breakout sessions.

OSDE's special education professional development. Project 613 and 615 identify and creatively operationalize federal and state financial resources to expand professional development opportunities for educators in the areas of special education. Some examples of state financial resources include:

- Project 613: Special Education Professional Development - OSDE Sponsored, a program implemented by OSDE in 2016 to increase the ability of educators to attend events/trainings by reimbursing districts the costs of travel, substitute teachers, hotel, and registration for eligible events/trainings
- Project 615: Special Education Professional Development - District, an OSDE program to increase access to professional development activities that increase the ability of teachers to ensure positive outcomes for students with disabilities.

Learning Walks/Instructional Rounds. A tool that promotes peer observation and learning, instructional rounds or learning walks provide dedicated, focused time for teachers to observe each other's practice with the goal of gaining knowledge and ideas about their own instruction. Reflections at the conclusion of these rounds enhance interaction and communication by giving participants a space in which to debrief on practices or questions and self-reflect. Instructional Rounds are never evaluative in nature, and are not designed to provide feedback to the observed teacher, rather they are an opportunity to observe and interact with colleagues. (Marzano, 2011) Learn more: <https://www.edutopia.org/blog/instructional-rounds-ells-observations-elena-aguilar>

Continuous Strategic Improvement (CSI). The Oklahoma State School Boards Association, in collaboration with the K20 Center for Educational and Community Renewal, offers the service of working with school districts and communities to develop a five-year strategic plan. This year-long research based, four-phase model is designed to assist school districts in the development of a strategic plan focused on improving student achievement.

Early and Expanded Learning Opportunities for Student Success

Promising and Transformational Practices

The Early and Expanded Learning committee researched schools implementing best practices in order to enhance the expanded learning experiences of students, ranging from early childhood and before/after school programs to summer school and career services.

Smart Start of Central Oklahoma. Smart Start Central Oklahoma’s mission is the mobilization of the community to build an early childhood system that supports young children and their families in the most effective and efficient way possible. The organization provides free programming and resources to fill the gap in school-readiness services for young children and their families. Smart Start’s goal is to increase positive outcomes for children and families in the areas of family support, early care and education, physical and mental health, and public awareness and engagement. There are ten Smart Start communities in central Oklahoma that are implementing strategies to support young children from birth to age six and their families.

Birth Through Eight Strategy for Tulsa (B.E.S.T.). Birth through Eight Strategy for Tulsa (BEST) is funded through the George Kaiser Family Foundation and Blue Meridian Partners. BEST is a comprehensive, continuous, and integrated approach to breaking the cycle of intergenerational poverty for families in Tulsa. The program is building a network of services to create a continuum of support from preconception through third grade, including personalized guidance from qualified staff. BEST has outlined four main goals linked to later prosperity and life security. Specifically, this organization aims to increase the percentage of children in Tulsa who are born healthy, raised in safe and nurturing homes, ready to enter kindergarten, and achieving success by third grade.

BEST’s preconception services focus on reducing teen and unplanned pregnancies to improve healthy birth outcomes. Once a woman is pregnant, BEST seeks to improve her use of prenatal care and parenting education. Through a navigation system known as ConnectFirst, pregnant women receive personalized support, including engagement with physicians to ensure that they receive referrals to doctors and services. The rollout will include Bright Beginnings, an initiative through which all women who give birth in Tulsa County will receive a literary-focused baby gift from a registered nurse who also discusses positive parenting practices with them. Building on that initial visit, BEST will implement Family Connects, an evidence-based model developed at Duke University that provides families with home visits by registered nurses. Family Connects will also introduce parents to a Family Advocate and Community Connector to help them navigate and identify which early childhood and parent engagement programs fit their needs. Another component of the program will focus on school-age children and how to develop their math, literacy, and social-emotional skills.

Enid Public Schools. Enid Public Schools is home to two unique early childhood programs: an intergenerational program through a partnership with a senior retirement home and a learning center through a partnership with a local university.

Fort Gibson Public Schools. Fort Gibson School’s “Tiny Tigers” program is a fee based three year old program organized through the Family and Consumer Science program. The program

provides day care services for 12 month – 3-year-olds, but also is used as an early childhood training program for Family and Consumer Science students at the high school.

Norman Public Schools iTech Initiative. The Norman Public Schools iTech Initiative has invested more than \$16 million in student-led technology and the infrastructure needed to support it. The iTech initiative ensures students from all socioeconomic backgrounds have equitable access to the most sophisticated technology in the student 1-to-1 initiative for all middle and high school students.

Oklahoma Partnership for Expanded Learning (OPEL). The Oklahoma Partnership for Expanded Learning (OPEL) is a collaboration of agencies and organizations throughout Oklahoma which helps build and expand school-based programs to enhance learning opportunities for students, and provides technical assistance to new and established programs. OPEL is the C. S. Mott Foundation Statewide Afterschool Network for Oklahoma.

Tulsa Regional STEM Alliance (TRSA). Tulsa Regional STEM Alliance works as a catalyst to create a collaborative system that encourages business and industry and the education community to produce broad, deep, and innovative pathways for students, resulting in a highly skilled STEM workforce. TRSA provides information to parents about extended STEM learning opportunities for all children and seeks to engage students in STEM activities at a younger age. TRSA members strive to identify pathways and partnerships in STEM-related activities and to cultivate mentorship for students in future STEM careers.

True Blue Neighbors – Youth Mentoring Program. This 21st Century Community Learning Centers program assists students attending high-poverty, low-performing schools in meeting academic standards in core subjects by providing services to students and their families during out-of-school hours through grants. There are currently 58 21st Century grantees in Oklahoma (OSDE, 2018). The 21st Century Community Learning Centers (21st CCLC) initiative is the only federal funding source dedicated exclusively to supporting out-of-school learning programs (After School Alliance).

The True Blue Neighbors Youth Mentoring Program (TBN-YMP) is one 21st CCLC program that exemplifies a unique partnership between K-12 districts and higher education. The University of Tulsa is the program grantee, managing and implementing the afterschool program five days per week. Afterschool snack and homework help is followed by research-validated activities to complement the academic day, including art, music, and a variety of enrichment programs provided through community partnerships. Students also benefit from the mentoring relationship with university students serving as volunteers and interns and working in federally funded work study positions. This model not only serves a practical need for program implementation, but also incorporates the numerous benefits at-risk youth receive from mentoring. These important relationships build a culture of awareness and goal-setting related to the college and career interests of at-risk students.

Family support and engagement is incorporated into the program through language translation, navigating the school system, and connecting families with resources related to food assistance, medical and behavioral healthcare, and legal resources. Daily communication with families at pick-up time helps establish trust, while ongoing family engagement events support the literacy, technology, and other educational needs of the family.

Hilldale Public Schools' Senior Internship Program. The Hilldale Senior Career Internship began at Hilldale High School in January 2017. Available to seniors on-track for graduation and when schedules allow, students are typically enrolled in three hours of elective, at either the beginning or end of the day, for one semester. In the spring of their junior year, students elect to sign up for Internship, indicating their career interests. During Internship, time is spent in the classroom with instruction on work skills, soft skills, and the structure and expectations of the program. Students spend approximately eight weeks for two sessions, typically at two different sites, which may be in one or two career areas of interest. Academic work, on-site performance reviews, and student participation make up the student's grade for Internship. Nearly 50 local businesses have partnered with Hilldale Schools to provide this extended learning opportunity for students, giving students insight to make decisions for their future.

Woodward Public Schools. Woodward Middle School partners with High Plains Technology Center in Woodward to offer a program aimed at helping students learn hands-on skills and inspire an interest in different industries. The Technical Application Program (TAP) offers students the chance to get a head start on career and technical education.

Oklahoma State Department of Education. The 21st Century Community Learning Centers Program focuses on community-based before/after school programs across the state of Oklahoma. This program supports the creation of 21st Century Community Learning Centers that provide academic enrichment opportunities during non-school hours. Designed as a supplementary program to enhance state or local reform efforts, this program assists students in meeting academic standards in core subjects (math, reading, science, social studies) by providing out-of-school services to students and their families.

Early Birds. Early Birds is a Smart Start Central Oklahoma program designed just for parents. This family-based school readiness program arms parents with information, activities, and educational toys and books to use with their young child to stimulate their development and learning. Early Birds supports parents in their role as a child's first and most influential teacher.

Edmond Public Schools Parent University. Together with community partners, Edmond Public Schools offers Parent University to provide education from experts who have valuable suggestions and solutions addressing concerns of interest to parents of children ages 4-18 years.

Oklahoma City Public Schools Parent Academy. Oklahoma City Public Schools offers parent academy classes to provide tools and information on topics important to students success, including behavior (in and out of the classroom), attendance, literacy and advocating for their child's education.

Governance, Leadership & Accountability

Promising and Transformational Practices

Based on a study of the literature and applications both in Oklahoma and beyond, the practices foregrounded below have the potential to transform public education in the area of Governance, Leadership and Accountability. Each of the transformational practices is described and examples are provided.

Improving Training for Board Members

Academic rigor, college readiness and on-time graduation are important to every student. School boards provide governance and oversight for these issues. Waters & Cameron (2007) admit that “with increasing expectations in society and in the workplace for knowledgeable, skilled, responsible citizens, the pressure on schools intensifies” (p. 60). An example of how these issues are being addressed provide a transformational practice.

OSSBA - New pre-election board member training. Officially beginning in September 2019. Pilot schools will be starting as a 2018 cohort. Participants will receive a Leadership & Public Administration School Board Certificate at the end of the program. The course will be held on both campus and online through Oklahoma City University. This course is designed for potential candidates and provides the realistic expectations of board members.

Maximizing Academic Learning Time

Extending the quantity of time in school can help to increase achievement; however, quality of extended time experiences impact achievement, and more research is needed to determine the most significant factors contributing to achievement (Redd, Boccanfuso, Walker, Princiotta, Knewstubb, & Moore, 2012).

Deer Creek High School. They average 180 instructional days each year and received an A+ on the 2015-2016 A-F Report Card. In 2017 the average ACT score for Deer Creek High school was 23.8, whereas the state average was 20.6.

Balancing Quality and Efficiency

Buy Board Program. Buying consortium is free to join and allows schools to receive the best prices, school furniture, supplies, etc. Give schools of all sizes buying power.

Dewey Public Schools. Recently installed LED lighting throughout the entire school. The estimated cost savings is anticipated to be roughly thirty thousand dollars annually. They have also transitioned to paperless classrooms by using Google Classroom via Chromebooks.

Yukon Public Schools. Utilize smart hours and do not run any utilities on eight Fridays in the summer. They are also adding energy management software for the auditorium to reduce energy waste.

Fort Gibson Public Schools. Implements an energy management program to run schools efficiently, resulting in a savings of over \$100,000 per year since the original benchmark in 2007.

Addressing Educator Shortages

A key way to improve teacher retention is to address the conditions that cause dissatisfaction, which include attending to and supporting new teachers, offering more generous salaries, addressing student discipline problems, providing resources and classroom supplies, and involving faculty in decision-making (Ingersoll & Perda, 2008; Ingersoll & May, 2011).

Kellyville. Provides school supply stipends for new and returning teachers each year.

Oklahoma Autism Center. New special education teachers apply and receive mentoring, guidance for student behaviors, and visits from staff members in an effort to help with teacher retention.

Oklahoma Department of Career and Technology Education. Career Tech Leadership Co-hort (TAP) provides information, mentoring, and support for new career tech principals and leaders.

Managing Accountability and Transparency

CCOSA. School districts typically handle their own webpage management however CCOSA has developed guidelines to keep pages consistent and professional.

Yukon Public Schools. They live stream all board meetings, provide a 30 day posting of all board policy for community review, and involve community members in strategic planning. They inform parents and community of updates, closures and other applicable information through school messenger and social media outlets.

Western Heights Schools. An assistant professor of education at Oklahoma State University has been working with the school district to develop and implement a system that maps individual student growth through a pre-test, mid-year test and end-of-year test. The growth model testing not only provides timely feedback to teachers, parents and students but also data to assist teachers in diagnosing student learning needs and planning appropriate instruction. Learn more: <https://news.okstate.edu/articles/education-health-aviation/2014/a-model-for-student-growth.html>

Increasing trust and communication for accountability. Several mechanisms exist to engage and communicate with parents and community members, and examples are included:

Opening communications through school websites. School websites can be effective communication tools. A middle school in California uses Joyce Epstein's model for parental involvement, using the school's website as an integral component of their outreach and support for parents (Piper, 2012). In 2012, when Hurricane Sandy closed school for nine days during the Atlantic hurricane season, community members stayed connected through the school website (Labbe, 2013). The remotely hosted website was promoted as a community resource before the disaster and provided pertinent community information during the disaster.

School Connect. A mobile app allows districts to communicate information to parents and community members about school events and emergencies, while it also allows parents to easily locate information about their schools. Learn more: www.school-connect.net.

Remind. A website and mobile app that schools and teachers can use to provide two-way communication with class rosters and parents. It also provides translation for free. Learn more: <https://www.remind.com>.

SeeSaw. This digital portfolio is a space where students can post their work and parents have access to see and comment in real time. Learn more: <https://web.seesaw.me>.

GroupMe. This app allows group text messaging. Schools can create groups by classroom, grade-level, or how ever they see fit. It allows for groups to share information through text, images, files, etc. and can be used via Smartphone or standard text message. Learn more: <https://groupme.com/en-US/>.

Offering Choices

A meta-analysis of ninety studies on the effects of religious private, charter, and public schools indicate that enrollment at religious private schools is associated with the highest level of academic achievement and there was no significant difference between students who attend public and charter schools (Jeynes, 2012). Public schools have begun to provide more choice options through intra-district or magnet schools as well as inter-district or virtual schools.

Norman Public Schools. Norman Net is a district wide online learning and virtual school. Students have the flexibility to take online classes in an on-campus computer lab or independently. Students can recover lost credit or fast-track their learning through this program.

Union Public Schools. The Union Virtual Learning Academy offers students the opportunity to take online courses using Internet-based curriculum that can be accessed anytime, anywhere. Courses are interactive and supported as students communicate with highly qualified teachers.

Pryor Public Schools. Created partnerships with local businesses and local career tech to create a variety of avenues for students to have a plan after high school graduation. The internship program allows students to be interviewed by employers for a training program. After successful completion of program students will receive a certificate for OSHA 10/30.

Union City High School. The Spark program is a personalized learning program that allows students to be on flextime and self-paced schedule, but all have set criteria they must meet. Students scan upon entry and receive a Chromebook. Study groups are offered for those who need it and students must report to an assigned mentor.

Mid-Del Public Schools. In 2018, Mid-Del Schools began providing internships for students in a partnership with local businesses through its *Career & Community Connections (C3)* senior internship program.

Morris Public Schools. Utilize their Gifted and Talented Program to provide flexibility to students who are involved in activities that their school district does not offer. These activities contribute to student academic and/or extracurricular development.

Rose State College, Midwest City, OK. Ticket to Rose is a scholarship program sponsored by Rose State College for graduates from the Carl Albert, Choctaw, Del City, Midwest City, and Star Spencer high school districts.

Oklahoma City Community College (OCCC). OKC-GO program offers a scholarship program to students in the OKCPS and Western Heights districts who can attend OCCC for free by taking concurrent classes and after graduation coursework.

Human Capital Development

Promising and Transformational Practices

The Human Capital Development committee identified transformational practices in the areas of teacher recruitment and retention, differentiated teacher pay, professional development, teacher retirement, leadership development and organizational supportive conditions. Based on study of the literature and practices both in Oklahoma and beyond, these identified practices have the potential to transform public education, specifically in teacher and leader preparation, recruitment and retention.

Recruiting, preparing, mentoring, and retaining effective teachers and school leaders

To retain high-quality teachers, they need to be thoroughly prepared, continuously developed, properly paid, and well mentored and networked with each other to maximize their own improvement (Fullan & Hargreaves, 2012). Mechanisms to be examined should include across-the-board pay, differentiated pay, supply-and-demand approaches to teacher compensation, stipends for teaching in critical shortage areas, signing bonuses, retention and longevity bonuses, grants for educational loans, low- interest mortgages and college tuition waivers for teachers and their children. This section will profile examples of initiatives enacted to recruit, retain, and develop teachers and leaders.

Oklahoma District Data. Legislation in 2015 and 2017 allowed Oklahoma school districts to offer retention stipends outside of collective bargaining agreements and to more easily hire teachers with out-of-state experience.

Muskogee Public Schools. Muskogee Public Schools has increased its signing bonuses for math, English and foreign language teachers from \$1,500. to \$5,000 and created a \$10,000 annual stipend for speech pathologists.

Tulsa Public Schools. Tulsa Public Schools is offering \$3,000 incentives for high-need areas including special education, speech pathologist and \$2,000 for secondary math/science. Current employees can also receive \$250 for referring potential employees to the district. The district also launched the *Tulsa Teacher Corps* program in 2018 to help better prepare its novice teachers for the classroom.

Shawnee Public Schools. Shawnee Public Schools established telemedicine clinics at four of its schools, offering employees (and students and families) easy access to medical care.

Southern Nazarene University. Southern Nazarene University offers seniors in high school who are interested in becoming educators opportunities to earn college credit towards a teaching degree before they graduate high school.

CCOSA and ODSS. CCOSA and ODSS First-year Special Education Directors Project is a partnership that assigns an experienced director/mentor to each first-year director and provides in-person and online training and resources. OSDE provides stipends for first-year directors and travel reimbursement for mentor directors. Almost 300 first year Special Education directors have participated in the program since it began in July 2013.

Administrative Internship Programs. Several districts; including Enid, Mustang, Oklahoma City, Putnam City, and Shawnee; offer administrative internship programs where aspiring school administrators are paid as a teacher, but serve as an assistant principal. The administrative internship programs are designed for educators who are working on the completion of an administration certification.

Denver Public Schools. A bargaining agreement was formed between Denver Public Schools and the Denver Classroom Teachers Association to establish ProComp in 2005. The program was designed to link teacher compensation more directly with the district mission. ProComp was introduced in order to recruit and retain high-quality teachers in an attempt to improve student achievement. Award bonuses were offered for 1) obtaining advanced degrees or certifications, 2) achieving a rating of “proficient” on the teacher evaluation tool, 3) working in a high-needs school, 4) working in a high-needs profession, 5) meeting classroom learning objectives, 6) exceeding student achievement expectations, and 7) working in a school with distinguished student achievement and attendance. Bonuses not only improved retention and effectiveness of teachers, but also resulted in student achievement increases in math and reading. Denver Public Schools found that teachers were not willing to work in high-needs schools for \$1,000 stipend but were more willing to consider it for \$2,500. They also found that teachers were not willing to put forth the effort to become certified to teach more demanding subjects unless the value of the stipend was significant (Wiley, Gaertner, Spindler & Subert, 2010).

Learn more: <http://denverprocomp.dpsk12.org/about/overview>.

Connecticut. Started in the 1990s, the University of Connecticut’s Administrator Preparation Program (UCAPP) provides expanded field experiences with graduate coursework. The preparation program engages principal candidates in data-driven decisions and evidence-based classroom observations. Some candidates receive additional intensive professional development in reform leadership from Hartford Public School District as supported by the University of Pittsburgh. This program has expanded into other districts. Connecticut has been successful in school reform as a state and has supported pre-service leadership development and district in-service principal development, especially in urban areas. Hartford schools have shown improved test scores and have successfully filled high-need leadership positions.

Aligning teacher certification to current research-based practice

Teacher preparation and knowledge of teaching and learning, content knowledge, experience and qualifications measured by teacher licensure all influence teacher effectiveness (NCATE, 2008). Full certification of teachers shows a positive association with student achievement (RMC Corporation, Buck & O’Brien, 2005). In April 2011, the Interstate Teacher Assessment and Support Consortium (InTASC), a program of the Council of Chief State School Officers (CCSSO), released the revised set of model standards for teachers. The standards provide a common knowledge and skill set for all subject areas and grade levels.

Pre-service programs are needed in content knowledge and pedagogy while grounded in clinical practice. A recent National Council for Accreditation of Teacher Education [NCATE] report (Snyder & Lit, 2010) stated:

Most educators, however, have not been prepared to apply knowledge of child and adolescent development and learning and are thus not sufficiently able to provide developmentally oriented instruction. If our children, our communities, and our country are to meet their potentials, then teachers need opportunities to learn, practice, and assess

their abilities to provide developmentally oriented instruction. The need is urgent and the time is now.

Network for Transforming Educator Preparation. In 2012, the Council of Chief State School Officers formed a national task force whose mission was to provide guidance on what will make educator preparation programs more effective and produce better prepared graduates who are entering the workforce. Learn more: <https://ccsso.org/network-transforming-educator-preparation>

Teacher Performance Assessment [edTPA]. This performance assessment process examines prospective teachers through an intense review of the candidate's plans, videotapes, student work and feedback samples. Learn more: <http://edtpa.aacte.org/>.

New Mexico Three-Tier System. The state-level tiered licensure system has locally aligned on-the-job portfolio-based evaluations modeled after the National Board process. Learn more: <http://teachnm.org/home/3-tiered-licensure-system.html>.

Implementing systemic induction and mentoring strategies

Those countries whose students have shown growth on international benchmark assessments provide extensive support to beginning teachers. Beginning teachers need additional time to observe and gain feedback from master teachers. They also need planning and reflection time. Well-selected and well-trained mentors who have time to work intensively with new teachers improve the effectiveness of new teachers (Barlin, 2010). Too often, new teachers are assigned to the poorest schools and most challenging classrooms, but strong mentoring programs help close the teacher-quality gap to ensure all students succeed. Six states -- Delaware, Louisiana, Maryland, Michigan, North Carolina, and Utah -- require an induction period of greater than two years, typically three (Goldrick, Osta, Barlin & Burn, 2012).

The University of Central Oklahoma. The University of Central Oklahoma has rigorous criteria and expectations for their student-teaching program and the host teachers who participate. Teachers are expected to be a mentor as well as a role model for exemplary teaching. Learn more: <http://sites.uco.edu/ceps/tes/Partnership-Schools/index.asp>

Establishing comprehensive professional development

Evidence-based professional development focuses on subject matter content and pedagogy, actively engaging collective participation, coherence (i.e., is consistent with other professional development as well as the district vision), and ongoing for at least 20 contact hours (Desimone, 2011). School-university partnerships further the education profession and advance equity, shared learning and community engagement.

Creating Uplifting Classroom Environments: Providing Support for Early-Career Teachers.

In response to the needs of new and alternatively certified teachers in Oklahoma public schools, the K20 Center and the Cooperative Council for Oklahoma School Administration offers comprehensive three-day professional development institutes focused on best practices in classroom instruction. The classes cover several topics vital to effective teaching, including instructional strategies, how to organize classrooms to maximize student learning, lesson planning, classroom management, establishing classroom procedures, and student-teacher relationships (K20 & CCOSA, 2018). Learn more:

https://www.ccosa.org/index.php?events&a=view&event_id=300

Oklahoma. The Oklahoma State School Boards Association and the Cooperative Council of Oklahoma School Administrators launched the Emerging Leaders Academy in 2017 to strengthen the school district leader pipeline. Association leaders had recognized gaps in understanding and preparation of incoming superintendents, and those areas, including school finance, communication, advocacy and the superintendent-board relationship, receive targeted attention through the year-long program. Instructors include sitting superintendents, experienced school board members, teacher preparation experts and other educational leaders with specific areas of expertise.

Lancaster County, Texas. In 2009, the Southwest Educational Development Lab [SEDL] began working with the Lancaster School District on implementing a job-embedded process based on best practices in professional development and school improvement. The process is a systematic approach that includes professional collaboration, the use of data, alignment of curriculum, instruction and assessment, and monitoring of student learning. The process also establishes leadership support systems for continuous school improvement. Teachers began to collaboratively plan standards-based lessons and share instructional practices. Teachers collectively analyzed student work and shared differentiation strategies. These structures changed the culture in the schools, teachers began to accept collective responsibility for student learning and conversations changed to focus on student needs. Learn more: <http://www.sedl.org/re/reports/PTLC-Lancaster.pdf>.

National Association for Professional Development Schools [NAPDS]. This national organization supports school-university partnerships that provide collaboration among P-12 and college-university communities to share and build new knowledge that shapes educator leadership and best practice. Learn more: <http://www.napds.org/default.html>.

San Diego, California. The Educational Leadership Development Academy (ELDA) at the University of San Diego and the San Diego Unified School District provide a continuum of leadership preparation and professional development through its partnership. The continuum of support focuses on district instructional reform through internships and coaching/networking. This school-university partnership emphasizes not only the development of principals as instructional leaders but also the development of teachers as instructional experts. The program provides highly coherent efforts in the areas of principal and teacher recruitment, evaluation and professional development focused on instructional improvement. California is an extremely diverse state with a standards-based reform agenda but has experienced many fiscal, programming and philosophy challenges. Graduates of the ELDA improved the quality of teaching and learning in their schools, and veteran principals who participated in the intensive professional development were becoming stronger instructional leaders.

Jefferson County, Kentucky. Since the 1980s, Jefferson County Public Schools and the University of Louisville have partnered to offer a supportive leadership development program tailored to the needs of principals working in the district. The program provides a set of leadership development opportunities that address the needs of the district's principals and includes a continuum of pre-service to ongoing in-service support. Recently, this partnership focused on developing a pathway from the classroom to the principalship. The state of Kentucky has enacted wide-reaching reforms through the Kentucky Education Reform Act (KERA) of

1989, which provides a supportive culture for sustained professional development for school leaders. Jefferson County believes that the leadership development programs are a key variable in school improvement and that investing significant resources into the programs has resulted in improvement on state tests that outpaces its Kentucky peers.

Sustaining the Teacher Retirement System

Florida. Starting in 2002, Florida allowed teachers to choose between a defined benefit and a defined contribution plan.

Public Employees' Retirement Association of Colorado [PERAC]. This hybrid plan provides retirement benefits to Colorado public school teachers and serves as a Social Security substitute for most public employees. Working members contribute a fixed percentage of their salary to pre-fund the benefits, while the employer also contributes. Learn more: <https://www.copera.org/>.

Establishing and maintaining strong school/community/state partnerships

Oklahoma City Public Schools. Oklahoma City Public Schools partners with its local education foundation to assist the district's bilingual paraprofessionals in becoming certified teachers. The Bilingual Teacher Pipeline Project covers participants' books, tuition and certification tests.

New York City Region 1. The Principals Institute at Bank Street College partnered with Region 1 of the NYC Public Schools to develop a continuum of leadership preparation that moves school leaders through pre-service, induction and in-service support. The leadership experiences focus on improved teaching and learning linked to the district's instructional reforms. The continuum of support provided complementary and increasingly integrated leadership preparation and development programs and strategies. The state of New York has overhauled its standards for leadership programs, which has resulted in substantial program reforms as well. The partnership of Bank Street College in Region 1 has resulted in improvements in student achievement and decreased the shortage of principal candidates in the area.

Physical Resources

Promising and Transformational Practices

Drawing upon the experiences of other states that have dealt with extraordinary educational infrastructure challenges is beneficial as we review new possibilities in Oklahoma. Across the nation, facility upgrades have often been forced through litigation. The Physical Resources committee identified transformational practices that can be gleaned from these examples. Other examples of transformative practices are community-school partnerships. The ways in which Arkansas, Ohio, Arizona, Texas, and Maryland have addressed facility concerns are discussed.

Arkansas

Arkansas is a prime example of statewide systematic change in educational facilities and transportation funding and support. Litigation was an important first step toward equitable support of educational physical resources as well as a focus on increased quality of these resources. Lakeview School District sued the State of Arkansas, charging that it violated both the U.S. and Arkansas constitutions. The plaintiff claimed that educational facilities in Arkansas were inadequate, unequal, and in violation of the state constitutional guarantee of a free, adequate, efficient, and substantially equal public education for the children of Arkansas. The Supreme Court ruled in favor of the plaintiffs and charged the governor and the Arkansas General Assembly with responsibility for correcting the problem (*Lakeview*, 2000).

Two years later the school district returned to the Supreme Court because the required changes had not yet been addressed. Subsequently, a task force under the direction of the Arkansas General Assembly and a group of volunteers (including engineers and architects) developed a common assessment for examining all educational facilities under AR Law: 6-21-112 Division of Public School Academic Facilities and Transportation. The 2004 assessment included 308 school districts and 5,700 buildings (80 million square feet of floor space). The Facilities Division developed and implemented an ongoing and uniform process for collecting, inventorying, and updating facilities. Additionally, statewide custodial maintenance schedules and support software were deployed to each facility, and a blueprint review was developed to meet all standards set by the facilities division. Bus inspections and bus driver training also fell within the Facilities Divisions purview (Arkansas Division of Public Schools, n.d.).

The Facilities Division as an independent component of the Arkansas Department of Education created a three-prong program to address facilities inadequacies. First, through an immediate repair program, all sites received one-time funding to address all health and safety standards. The second initiative intended to address new construction only but subsequently provided more funding and a bridge from immediate repair to new construction. Finally, the third initiative created a partnership with school districts to assist with new construction needs (Arkansas Division of Public Schools, n.d.). All standards developed through the work of the Facilities Division are publicly available and include space requirements, design recommendations, and templates for every space in an educational facility for an architect to follow. Additionally, the 2004 assessment laid the foundation for a database of ongoing

improvements and qualifying life spans for all systems within a facility (Arkansas Division of Public Schools, n.d.). Support for technology acquisition and infrastructure updates fall under the purview of the Facilities Division, along with transportation maintenance and bus driver training.

Other States

Arkansas is not alone. Lawsuits have been brought against 35 states to challenge school-funding practices that failed to provide equitable facilities for all students (Access Quality Education, 2007; Raya & Rubin, 2006). Courts have ruled in favor of plaintiffs in a majority of these cases and required that new policies be adopted. Arizona, California, Connecticut, Maryland, New Jersey, Ohio, and Texas, are just a few of the states that have developed comprehensive programs for facilities funding over the last 15 years (Raya & Rubin, 2006).

Ohio. The state of Ohio claims one of the oldest state-funded educational facilities assistance programs. In 1991, the Ohio Coalition for Equity and Adequacy of School Funding, an alliance of more than 500 school districts, filed a lawsuit claiming that the funding structure relied too heavily on local property taxes to fund schools and thus could not provide a “thorough and efficient” educational system as dictated by the Ohio Constitution (Ohio Education Matters, 2009). The Ohio Supreme Court ruled in favor of the coalition and charged the Ohio General Assembly to correct the problems through a “complete, systemic overhaul” (*DeRolph*, 1997). Since 1997, the Ohio School Facilities Commission has provided a comprehensive set of standards for school designs for eligible districts. Property wealth is the determinant of eligibility, and participating districts are assessed for a district-wide K-12 determination of needs, facilities plan, and funding-support commitment. A manual of minimum standards for all educational facilities is published annually (Ohio School Facilities Commission, n.d.).

Arizona. Arizona’s Supreme Court ruled in 1994 that the state’s school capital finance system was unconstitutional, as it failed to conform to the constitution’s “general and uniform” clause (*Roosevelt*, 1994). The court interpreted the state’s constitution as requiring funding to provide school facilities that would enable students to meet the state’s student competency standards (Raya & Rubin, 2006, p. 3). Arizona’s Students’ FIRST (Fair and Immediate Resources for Students Today) capital finance program, funded by appropriations from the State General Fund, was created to address inequities in facility expenditures. Administered by a nine-member board, it is responsible for building renewal, deficiencies corrections (including technology), and new school construction (Hunter, 2010; School Facilities Board, 2009). Additionally, the School Facilities Board developed statewide minimum standards for all schools (Raya & Rubin, 2006). In 2011, Arizona revised Stat § 15-946 to adjust transportation support in an effort to equalize spending across the state.

Texas. The Texas Education Agency administers the Instructional Facilities Allotment program, authorized by House Bill 4 (1997), to provide funding for school districts to assist with debt-service payments on qualifying bonds and lease-purchase agreements of new construction, renovation or expansion of educational facilities. Eligibility is determined based on the property wealth per student. Local districts can receive a percentage of funds toward the payment of their debt from the state’s General Revenue fund (Texas Education Agency, 2013).

Maryland. The Hughes Commission was assembled in 1970 to examine the State Aid Foundation Program for Education and determine if the state could fully fund operating costs for schools. In 1971, the Commission recommended that the state fully fund school construction costs. The State School Construction Program was established, and a \$150 million bond was authorized for Fiscal Year 1972. The State Board of Public Works (consisting of the governor, state comptroller, and state treasurer) determines the organization, structure, rules, regulations, and administrative procedures of the program (Bi-Partisan Commission on School Construction, 2011). Maryland's Public School Construction Program reimburses schools for construction of public schools that provide equalized educational facilities. The reimbursements are funded through the sale of state general obligation bonds and appropriated annually (Maryland Public School Construction Program, n.d.).

Partnering with and sharing the cost of construction with the community can provide extra amenities for schools.

Enid Public Schools. The district partners with the Commons Retirement Community and has a four-year-old program with a teacher and assistant from Enid Public Schools in cooperation with the Commons Methodist Health Care (Retirement) Center. Learn more: <http://www.thecommons-umrc.com/about-us/intergenerational-program>.

Additionally, David Allen Ballpark in Enid is an example of a three-way partnership between Enid Public Schools, private donations, and the City of Enid. Both the school district and the community use the ballpark. It will also serve as host to the NCAA Division II College World Series.

Enid Public Schools has also partnered with the City of Enid on an "excess sales tax agreement" to help make improvements to the main campuses serving Vance Air Force Base. EPS passed a General Obligation Bond and the City of Enid simultaneously passed a quarter cent sales tax and used it to finance revenue bonds, which provided funds to EPS for improvements.

Union Public Schools. The Multipurpose Activity Center (UMAC) facility includes John Q. Hammons Arena, with seating for more than 5,000 and meeting rooms that can be used for a daily fee by the community. Learn more: <https://www.unionps.org/index.cfm?id=643>.

The UMAC also has a wellness center, which the district manages in partnership with the YMCA. Learn more: <http://www.unionps.org/index.cfm?id=470>.

Union Collegiate Academy is a new high school wing where students are able to enjoy a facility that emulates a college campus. Learn more: <https://www.unionps.org/index.cfm?id=629>.

Elk City Public Schools. Built on school property, the Pioneer Center Gymnasium and Performing Arts Center was a collaboration between the city and school district. The Pioneer Center houses a gymnasium, performing arts center, and band/chorus rooms that rival facilities for hundreds of miles in any direction. Currently, the school district leases the facility for \$10 per year from the city. After 20 years, the facility will become the property of Elk City Public

Schools. The land that Elk City Elementary School sits on was gifted to the district by the city. The facility is fully owned by the school district and was funded by bonds.

Edmond Public Schools. The school district has partnered with the city and the YMCA to build a new YMCA center (Mitch Park YMCA) which will house an Olympic-size swimming pool that the district swim teams will use for competition and practice. Edmond Public Schools has also partnered with the city to build a tennis center that will be shared by both the district and the city.

Lawton Public Schools. Lawton voters approved an 11-year Sales Tax Extension Program that took effect January 1, 2015. The anticipated revenue from the proposal projected \$100.9 million worth for capital improvements and personnel costs for the city. From the extension, \$12.5 million– \$2.5 million annually –is allocated to Lawton Public Schools (LPS) for the first five years of the program. The funding has enabled LPS to make safety-related upgrades throughout the district to include security systems, secondary window upgrades, fencing, and elementary playground equipment. Learn more: www.lawtonps.org.

services, professional learning, central and school administration, equalization, capital outlay, formula simplification, and changes specific to Georgia laws (Georgia SDE, 2012).

Pennsylvania. In 2014, a lawsuit, *William Penn School District, et al. v. Pennsylvania Dept. of Education, et al.*, was filed as a response to the inability of the Pennsylvania legislature to fully and equitably fund education or provide resources students needed to be successful (The Public Interest Law Center, 2017). This court case is still in progress, but a landmark decision was made by the Pennsylvania Supreme Court in fall 2017 to allow for the case to receive a full trial. Learn more and see updates about the case: <https://www.pubintl.org/cases-and-projects/school-funding-lawsuit/>.

Nevada. Nevada used best practices identified by Chambers and Levin (2009) to review its financing of public education for adequacy and equity. The review considered four areas: the overall plan, the development of an inventory of state finance systems, an analysis of how comparable states addressed student needs and district characteristics, and recommendations for improving the funding model. Learn more: <http://leg.state.nv.us/Interim/76th2011/Committee/Studies/FundingSchools/Other/NVFundingStudyReportFINAL20120822.pdf>.

North Dakota. North Dakota is one state that currently has a Foundation Aid Stabilization Fund, which is funded by 10 percent of the oil extraction taxes collected each month (North Dakota Government Funds, 2018).