

Oklahoma Legislators – Oklahoma Academic Standards

Questions from combined from House & Senate Representatives during the Focus Groups on October 16.

Note: Questions were combined based on similarities from each group.

HOUSE QUESTIONS

1. Because of the culture – the assessment drives the standards – is it still the driving force? - Looking at on-going assessment, good standards can and should drive assessment.
2. It looks like there is more representation from the central part of the state (on the committees) was that a logical choice? Are you getting rural representation for the standards?
3. So as you are traveling, what type of feedback are you getting?
4. Are they (educators) getting the concepts & precepts of the standards? How do they feel about it? Is it truly accessible?
5. What are the themes from feedback on the standards?
6. Have you had feedback based on comparisons from previous standards?
7. Are they (teachers & administrators) concerned about a bumpy implementation? Any pushback?
8. What I hear you saying is that (ELA) is that it must be specific enough to delineate but not so prescriptive to tell them (teachers) “how to teach...”
9. Implementation pressure – the legislature will be interested on how assessment will be handled.
10. Are we looking messaging correctly? – I think standards and assessment get connected to just assessment but should be recognized as separate parts
 1. Standards, 2. Frameworks & 3. Assessments.
11. The reality is that (the standards) are not dictated at the federal level – we could take out the high stakes to make sure everything that works before high stakes is implemented (with the new standards) Do you agree with that?

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12. Have you thought, in terms of messaging – of getting business on board? It would be critical about them pushing “when” assessment should be done...
13. We get criticized in Oklahoma, was there a glaring weakness in the states (previous) standards – was there anything where we missed the mark?
14. Something I noticed – It seems like there is such a press to move faster – are we speeding through the basics?
15. Repetition and show your work? Is that still a normal teaching philosophy or is it changing? (related to math)
16. Something that resonates with me – If we are moving kids to the next level (in math) because they have 70% demonstrated knowledge that means that they are still missing 30% of their math skills, that can cause problems down the road – are you taking that into account with the standards?
17. Do we have a number of how many students are at grade level? Meeting the standards now and will that number change due to the change in standards?
18. Schools are already doing so much, will this be a big deal to them? How do they feel about implementation?
19. Where are we at with the emphasis on writing (do you mean penmanship? – yes) it is built into the standards that students need to be able to read and write cursive.

SENATE QUESTIONS

1. What is a litmus test for this? How do we know that we have good standards?
2. How are we addressing the gaps that occur with students as we switch standards?
3. If we find people in other states are we reaching out to them?
4. I don't want to burst the bubble? Does it matter if the standards are good or the best? - it matters how our kids perform on national normed tests. If the

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teachers aren't prepared then kids won't be ready for assessments. ... we can talk about the best but the public will want to see how the students perform on national normed tests (e.g. ACT).

5. Once the standards are finalized – how do we do the implementation? What is the plan? What about textbooks that don't match to the standards?
6. I don't know about planning – for teachers to erasing all they had before and have to start with all new stuff... Who is responsible for everything (new stuff – erasing old stuff) and have the teachers ready for August 2016?
7. If you talk to teachers – some kids/classes are more talented than others – Do these standards adjust for all students?
8. How/What are we integrating current reading programs or other programs to match with the new standards (are we going to have to reinvest in new materials)?
9. What have we done to make middle schools different – compared to current and new standards?
10. Are aligned to national normed test s like the ACT?
11. At what age are we looking at teaching reading? Is it in Pre-K? What does the research tell us? Does that change implementation?
12. It looks like more representation from the central part of the state (on the committees) was that a logical choice? Are you getting rural representation for the standards?

General Comments/Big Ideas from the Group(s) –

1. Standards are significantly different than assessments because the cart is before the horse – how can we effectively get this message across?
2. I have serious concerns with the short term time frame for implementation
3. Must be ready to address implementation and testing – how/when to meet new assessment dates
4. May want to consider possibly changing the term “familiar” – compare to “locate and apply”.

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5. Like that writing & English is side by side.
6. I am thankful that you are working with the business community and that you are looking at the kids and their capabilities – not as cogs in a machine. It looks like you focused on individuals.