



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

Joint Meeting of Members of House and Senate

Oklahoma State Department of Education Presentation of Oklahoma Academic Standards

February 1, 2016 Senate Assembly Room 535

9:30 a.m. – 10:30 a.m.

OKLAHOMA ACADEMIC STANDARDS

Oklahoma Academic Standards

70 O.S. §11-103.6a(B)(1)

“...on or before August 1, 2016, the State Board of Education, in consultation with the State Regents for Higher Education, the State Board of Career and Technology Education and the Oklahoma Department of Commerce, shall adopt subject matter standards for English Language Arts and Mathematics.”



Standards Adoption

- January 28, 2016 State Board of Education adopts Oklahoma Academic Standards in English language arts and mathematics
- January 28, 2016 Oklahoma State Regents for Higher Education certified the Oklahoma Academic Standards in English language arts and mathematics as college- and career-ready

Consultation

Oklahoma Department of Career & Technology
Education and Oklahoma Department of
Commerce

- Reviewed and provided consultation during the standards writing process from June 2015 through January 2016
- Provided Letters of Support (see packet)

The Process

- Writing Teams represent Higher Education and Pre Kindergarten-12th Grade Education
 - 36 % Doctorates
 - 59 % Masters
 - 5% Bachelors
- Average Years of Experience = 20 years
 - 767 years of combined education experience

Evaluation of Standards

- Oklahoma State Department of Education
- Oklahoma State Regents for Higher Education
- Oklahoma State Board of Career & Technology Education
- Oklahoma Department of Commerce

“...Determined to address the goals of reducing the need of remedial coursework at the postsecondary level and increasing successful completion of postsecondary education.”

70 O.S. §11-103.6a(B)(1)



Public Comments

“State Board of Education ...shall provide reasonable opportunity, consistent with best practices, for public comment on the revision of the standards, including but not limited to comments from students, parents, educators, organizations representing students with disabilities and English language learners, higher education representatives, subject matter experts, community-based organizations, Native American tribal representatives and business community representatives.”

70 O.S. §11-103.6a(B)(2)



Public Comments

- Oklahoma State Regents for Higher Education
- Oklahoma Department of Career Technology
- Oklahoma Department of Commerce
- Oklahoma Tribal Representatives
- Oklahoma State School Boards Association
- Oklahoma business, community organizations, parents & students
- Subject matter content experts
- Oklahoma educators – teachers and administrators
- Oklahoma reviewers representing special populations, including special education, English language learners, and gifted and talented students
- Oklahoma reviewers representing diverse student populations, including Hispanic, African-American, and Native American

Public Comments

**INCLUSIVE
TRANSPARENT
FOCUSED**

- Surveys
- Town Halls
- Engage OK Conference
- Content Consortiums
- Focus Groups
- Stakeholder Feedback Toolkit



By the Numbers...

- 185 Oklahoma Pre-K through 12th Administrators
- 1,964 Oklahoma teachers
- 50 Oklahoma Higher Education representatives
- 186 Oklahoma community members
- 36 Oklahoma business representatives
- 27 Oklahoma State Legislators
- 118 Oklahoma parents



Reviewers

- Oklahoma State Regents for Higher Education
- Cooperative Council for Oklahoma School Administrators
- Oklahoma Educated Workforce Initiative
- Oklahoma School of Science & Mathematics
- Oklahoma Technical Advisory Committee
- Oklahoma State School Boards Association
- Oklahoma Teaching & Learning Advisory Group

Reviewers

- Partnership for 21st Century Skills (P21)
- College & Career Readiness & Success Center
- South Central Comprehensive Center (SC3) at OU
- Southern Regional Education Board (SREB)
- Dr. Larry Gray, Professor of Mathematics, University of Minnesota
- Dr. Sandra Stotsky, Professor Emeritus, University of Arkansas
- Dr. Christopher Yakes, Salem State College
(reviewer for Fordham Institute)
- Shelli Klein (reviewer for Fordham Institute)
- Dr. John Paul Cook, Assistant Professor of Mathematics at OSU
- Dr. Robert Con Davis-Undiano, English Professor & Executive Director of World Literature Today at OU



- ✓ **Standard Mathematical Algorithms**
- ✓ **Grade to Grade Vertical Progressions**
- ✓ **Reading and Writing Connections in ELA**
- ✓ **Grade-Level Appropriate in ELA and Mathematics**
- ✓ **Increased Rigor, Clarity, Accuracy and Alignment**
- ✓ **Early Literacy – Explicit Phonics**
- ✓ **Cursive Handwriting**
- ✓ **Writing Research**
- ✓ **Fluency with Mathematics Tables**
- ✓ **Verbs based on Bloom’s Taxonomy**

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Overarching Oklahoma College- and Career- Ready Standard for English Language Arts

1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Vertical
Grade-level
Progressions

Reading

Students will develop and apply effective communication skills through speaking and active listening.

5th Grade

5.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.

5.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.

5.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.

6th Grade

6.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.

6.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

6.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.

7th Grade

7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.

7.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

7.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.

Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

5.1.W.1 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience.

5.1.W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.

6.1.W.1 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience.

6.1.W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.

7.1.W.1 Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea.

7.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

Recursive
Reading and
Writing Strands

with Guiding
Principles

Standard
Objectives

delineated
for each
grade and
vertically
aligned

Standard Code

Grade . Standard Number . Strand . Objective

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EIGHT CONSISTENT STANDARDS

The standards were developed with consideration to teachers and curriculum designers. **Rich units of study can be designed by incorporating each of the eight overarching standards.** Further grade-specific guidance is provided in the Reading and Writing strands.

READING and WRITING STRANDS

The standards were designed to develop the total literacy of students by intentionally taking into consideration what they do when reading and writing. **Every standard includes a reading and writing strand with standard objectives delineated by grade-level.**

Reading instruction supports the development and refinement of writing skills. Writing instruction supports the development and refinement of reading skills.



RECURSIVE TEACHING and LEARNING

Teaching and learning language arts is a recursive endeavor: students will revisit concepts again and again as they use language at increasingly sophisticated levels. **Skills are repeated with an implied expectation that they are attributed to increasingly more complex texts.**

Because of this recursive learning process, language arts learning does not progress for students in a strictly linear way.

Oklahoma ELA standards are not taught in isolation. Standards can be bundled for educators to develop grade-appropriate lessons, tasks, and assessments.

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Companion Materials

Glossary

A

Academic vocabulary : refers to words associated with content knowledge. Within every discipline there is a specific set of words to represent its concepts and processes.

Abbreviation : a short form of a word.

Active listening : the process of hearing and understanding what is being said.

Affix : a morpheme or group of morphemes that is added to a word to change its meaning or grammatical function.

Alliteration : the repetition of the same letter or sound at the beginning of words in a series.

Allusion : a brief and indirect reference to a person, place, or thing.

Analogy : a comparison between two things, one of which is familiar, to make an unfamiliar thing more understandable.

Annotation : a critical comment or note.

Antagonist : the character or force that opposes the protagonist.

Antonyms : words with opposite meanings.

Appropriate technology : technology that is suitable for a particular situation or environment.

Archetype : a symbol or character that represents a universal concept or type.

Standard 3: Critical Reading and Writing Genre Guidance

The following provides a broad index of appropriate genres. This index does not include all genres or subgenres that students are expected to read. The genres align with expectations of the Standard 3 Critical Reading and Writing - Reading Strand - Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

By end of **third grade**, students will have read grade-level appropriate texts in following genres:

- informational text
- fiction
- nonfiction
- poetry
- drama
- nursery rhyme
- fable
- folk, fairy, and tall tale
- autobiography and biography

Standard 3: Critical Reading and Writing Text Complexity Bands

In order to determine the complexity of a text, it is essential to consider three inter-related aspects: quantitative measures, qualitative measures, and reader-task considerations. (Fisher, Fry, & Walshaw, 2009)

Quantitative measures

Readability ranges (e.g. ATOS, Lexile Framework) are available in order to measure the difficulty of a text. Word frequency and sentence length are two predictors of how difficult a text is to comprehend.

Qualitative measures

Readability ranges (quantitative measures) do not capture the subtleties of meaning, structure, language, and content demands; therefore, Oklahoma educators use their professional judgment and research-based rubric.

Matching readers with texts

Input from parents, local classroom teachers, and school librarians help determine the appropriate text for the reader's age, interests and the context. Reader variables are foremost in self-selection with texts and tasks are foremost in self-selection. Reader variables include motivation, experiences, and task assigned and the text's complexity.

Prekindergarten through Kindergarten

According to Dr. Douglas Fisher in *Text Complexity: How to Plan and Teach with Texts that Challenge Students*, the need to be carefully scaled so the young learners can practice with decoding and fluency.

Standard 5: Language Grammar Companion

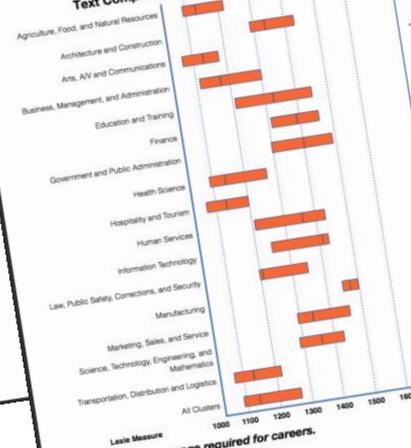
Eight Parts of Speech

Noun - a word that names a person, place, thing, or idea.

- Proper Noun - the specific name of a person, place, or thing.
Ex: Mr. Smith, Riverdale Elementary
- Common noun - refers to a general group or category.
Ex: teacher, school, citizen
- Concrete noun - these can be sensed by the five senses.
Ex: apple, ball, telephone
- Abstract noun - represents a feeling, idea, or concept.
Ex: hope, love, peace, hatred
- Collective noun - refers to things or people taken as a group.
Ex: team, family, class

Standard 3: Critical Reading and Writing College- and Career-Readiness Reading Range

National Career Clusters® Framework Text Complexity for 16 Career Clusters



Minimum reading range required for careers.

Typical Lexile Reader Measures, by Grade

lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart

Grade	Lexile Reader Measures, Mid-Year 25th Percentile to 75th percentile (IQR)
1	Up to 300L
2	140L to 500L
3	330L 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210L

If students read in the mid range and continue to progress through the grades, they should be effectively prepared for postsecondary education or the workforce.

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Companion Materials

Mathematics Standards

- Numbers and Operations
- Algebraic Reasoning and Algebra
- Geometry and Measurement
- Data and Probability

Mathematical Strands

Develop a Deep and Flexible Conceptual Understanding

Develop Accurate and Appropriate Procedural Fluency

Develop Strategies for Problem Solving

Develop Mathematical Reasoning

Develop a Productive Mathematical Disposition

Develop the Ability to Make Conjectures, Model, and Generalize

Develop the Ability to Communicate Mathematically

Number & Operations (N)

5.N.1 Divide multi-digit numbers and solve real-world and mathematical problems using arithmetic.

5.N.1.1 Estimate quotients to solve real-world problems in order to assess the reasonableness of results.

5.N.1.2 Divide multi-digit numbers, by one- and two-digit divisors, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.

5.N.1.3 Recognize that quotients can be represented in a variety of ways, including a whole number with a remainder, a fraction or mixed number, or a decimal and consider the context in which a problem is situated to select and interpret the most useful form of the quotient for the solution.

5.N.1.4 Solve real-world and mathematical problems requiring addition, subtraction, multiplication, and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.

5.N.2 Read, write, represent, and compare fractions and decimals; recognize and write equivalent fractions; convert between fractions and decimals; use fractions and decimals in real-world and mathematical situations.

5.N.2.1 Represent fractions (e.g., $\frac{1}{10}$, $\frac{1}{100}$) using a variety of models (e.g., 10 by 10 grids, rational number wheel, base-ten blocks, meter stick) and make comparisons of fractions and decimals.

5.N.2.2 Represent, read and write decimals using place value to describe decimal numbers including fractional numbers as small as thousandths and whole numbers as large as millions.

5.N.2.3 Compare and order fractions and decimals, including mixed numbers and fractions less than one, and locate on a number line.

5.N.2.4 Recognize and generate equivalent decimals, fractions, mixed numbers, and fractions less than one in various contexts.

5.N.3 Add and subtract fractions with like and unlike denominators, mixed numbers and decimals to solve real-world and mathematical problems.

5.N.3.1 Estimate sums and differences of fractions with like and unlike denominators, mixed numbers, and decimals to assess the reasonableness of the results.

5.N.3.2 Illustrate addition and subtraction of fractions with like and unlike denominators, mixed numbers, and decimals using a variety of representations (e.g., fraction strips, area models, number lines, fraction rods).

5.N.3.3 Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals, using efficient and generalizable procedures, including but not limited to standard algorithms in order to solve real-world and mathematical problems including those involving money, measurement, geometry, and data.

5.N.3.4 Find 0.1 more than a number and 0.1 less than a number. Find 0.01 more than a number and 0.01 less than a number. Find 0.001 more than a number and 0.001 less than a number.

Navigating the Standards



Oklahoma Academic Standards for Mathematics PK-1 Vertical Alignment

Number & Operations (N)			
Topic	Pre-Kindergarten (PK)	Kindergarten (K)	First Grade (1)
Fractions	Topic addressed at other grade levels.	<p>K.N.3 Understand the relationship between whole numbers and fractions through fair share.</p> <p>K.N.3.1 Distribute equally a set of objects into at least two smaller equal sets.</p>	<p>1.N.3 Develop foundational ideas for fractions.</p> <p>1.N.3.1 Partition a regular polygon using physical models and recognize when those parts are equal.</p> <p>1.N.3.2 Partition (fair share) sets of objects into equal groupings.</p>
Money	Topic addressed at other grade levels.	<p>K.N.4 Identify coins by name.</p> <p>K.N.4.1 Identify pennies, nickels, dimes, and quarters by name.</p>	<p>1.N.4 Identify coins and their values.</p> <p>1.N.4.1 Identify pennies, nickels, dimes, and quarters by name and value.</p> <p>1.N.4.2 Write a number with the cent symbol to describe the value of a coin.</p> <p>1.N.4.3 Determine the value of a collection of pennies, nickels, or dimes up to one dollar counting by ones, fives, or tens.</p>
Algebraic Reasoning & Algebra (A)			
Topic	Pre-Kindergarten (PK)	Kindergarten (K)	First Grade (1)
Patterns	<p>PK.A.1 Recognize, duplicate, and extend patterns.</p> <p>PK.A.1.1 Sort and group up to 5 objects into a set based upon characteristics such as color, size, and shape and explain verbally what the objects have in common.</p> <p>PK.A.1.2 Recognize, duplicate, and extend repeating patterns involving manipulatives, sound, movement, and other contexts.</p>	<p>K.A.1 Duplicate patterns in a variety of contexts.</p> <p>K.A.1.1 Sort and group up to 10 objects into a set based upon characteristics such as color, size, and shape. Explain verbally what the objects have in common.</p> <p>K.A.1.2 Recognize, duplicate, complete, and extend repeating, shrinking and growing patterns involving shape, color, size, objects, sounds, movement, and other contexts.</p>	<p>1.A.1 Identify patterns found in real-world and mathematical situations.</p> <p>1.A.1.1 Identify, create, complete, and extend repeating, growing, and shrinking patterns with quantity, numbers, or shapes in a variety of real-world and mathematical contexts.</p>
Number Sentences	Topic addressed at other grade levels.	Topic addressed at other grade levels.	Topic addressed at other grade levels.

Vertical Progressions

Mathematics Standards

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Companion Materials

Stakeholder Feedback

“We feel strongly that these standards will **provide our students with a more rigorous and deep understanding of the concepts and skills** needed to be equipped citizens and successful in college and career.”

Janet C. Dunlop, Ph.D.

Associate Superintendent

Broken Arrow Public Schools



Stakeholder Feedback

“Providing a rigorous set of academic standards will ensure that all Oklahoma children are college-and/or career-ready. The standards and accompanying documents will serve as a beneficial guide for our teachers. I am particularly pleased with the documents’ vertical progressions, user-friendly format, and ease of navigation. **I was impressed with the evidence of developmentally appropriate expectations embedded in the standards at all grade levels.**”

Joseph M. Pierce, Ed.D.

Head of School & Superintendent

John Rex Charter Elementary School



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Stakeholder Feedback

“Given my prior experience studying state standards, I approached this task of examining the Oklahoma Standards with a healthy amount of skepticism. I was pleasantly surprised. Overall, I found the standards to be clearly stated, explicit, relevant and appropriate. I feel that **students who are in classes that follow these standards will be well-prepared for college and be capable of pursuing STEM majors, if they chose to do so.**”

Frank Y.H. Wang, Ph.D. in Mathematics, M.I.T.

President, Oklahoma School of Science and Mathematics



Stakeholder Feedback

“We believe that the standards represent an upgrade over the current **Oklahoma math and reading standards and will help ensure that **students in our state are college- and career-ready.**”**

Brent Bushey, Executive Director,
Oklahoma Public School Resource Center (OPSRC)

Stakeholder Feedback

“We appreciate that Superintendent Hofmeister has **included the business community at the table.** In order to give every Oklahoma student a shot at their dream job, it is imperative that our standards are rigorous and relevant.”

Jennifer Monies, Executive Director,
Oklahoma Educated Workforce Initiative (OEWI)

Stakeholder Feedback

“I believe these standards provide a roadmap for teachers to move students towards college readiness and other postsecondary options. I congratulate the committee for their work.

It is important for the students of Oklahoma for our leaders to move forward and adopt these standards so our teachers can begin the work of implementation: revising curriculum, selecting materials, creating units and lessons, and developing appropriate assessment.”

Dr. Joseph Siano, Superintendent
Norman Public Schools



Stakeholder Feedback

“I personally have had veteran teachers within my district who have worked on subject area committees and even more who have commented on the standards as they were being developed. **They have expressed to me that they are so proud to have their voices heard and their expertise in their field acknowledged and utilized!**”

Gerri D. Gilstrap, Superintendent
Stilwell Public Schools

Comparison of Standards

“Upon completion of the adoption of English Language Arts and Mathematics subject matter standards, the State Board of Education shall compare such English Language arts and Mathematics standards with the English Language Arts and Mathematics standards that were adopted by the State Board of Education prior to implementation of this act.”

70 O.S. §11-103.6a(G)(1)



Comparison of Standards

- *“The Board of Education shall consider public comments, the use of best practices, evidence and research in the evaluation of both sets of standards. The State Board of Education shall compare the standards in the areas of:*
 - a. Effective preparation for active citizenship and postsecondary education or the workforce,*
 - b. Subject matter content,*
 - c. Sequencing of subject matter content and relationship to measurement of student performance and the application of subject matter standards,*



Comparison of Standards

- d. *Developmental appropriateness of grade-level expectations, academic content and instructional rigor,*
- e. *Clarity for educators and parents,*
- f. *Exemplars tied to the standards,*
- g. *Measurability of student proficiency in the subject matter,*
- h. *Pedagogy,*
- i. *Development of critical thinking skills, and*
- j. *Demonstration of application of acquired knowledge and skills.”*

70 O.S. §11-103.6a(G)(1)

Comparison of Standards



OKLAHOMA STATE DEPARTMENT OF
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Report Submission

“Upon completion of the comparison of the English Language Arts and Mathematics subject matter standards, the State Board of Education shall submit to the Governor, the Speaker of the House of Representatives, the President Pro Tempore of the Senate, the Minority Leader of the House of Representatives and the Minority Leader of the Senate a report outlining the results of the comparison of the standards.”

70 O.S. §11-103.6a(G)(2)

Report Delivered February 1, 2016



Steps to Implementation

After approval of the standards, districts across the state, with the support of the OSDE, need to immediately start their work to develop **curriculum frameworks** in every grade level in both subjects for the new standards.

Curriculum

“School districts shall exclusively determine the instruction, curriculum, reading lists and instructional materials and textbooks, subject to any applicable provisions or requirements as set forth in law, to be used in meeting the subject matter standards.”

70 O.S. §11-103.6a(F)(1)



District Support from OSDE

A committee of representatives from Pre-Kindergarten -12th Grade education, higher education, career technology and business and community will be invited to participate in the development of curriculum frameworks.

Week	Activities
February 1, 2016	Guiding Coalition Members Named Meeting Date Set and Regional Locations Identified Content Task Force Members Invited
February 8, 2016	Communicate OSDE Implementation Support to Districts Plan, develop and deliver informational videoconferences and/or webinars Determine frequently asked questions and provide online responses
February 15, 2016	Plan, develop and deliver short learning videos Begin development of PD on your Plan Recruit members for principal leadership academy
February 22, 2016	Tulsa Summit - Curriculum Frameworks
February 29, 2016	Oklahoma City Summit - Curriculum Frameworks
March 7, 2016	Develop Curriculum Frameworks High School in ELA and mathematics
March 14, 2016	SPRING BREAK
March 21, 2016	Develop Curriculum Frameworks Middle School in ELA and mathematics
March 28, 2016	Develop Curriculum Frameworks Grades 3-5 in ELA and mathematics
April 4, 2016	Develop Curriculum Frameworks Draft Documents to Post on Web
STATE TESTING BEGINS APRIL 11, 2016	
April 11, 2016	3-8 and EOI Testing PK-2 Curriculum Frameworks for ELA and mathematics
April 18, 2016	3-8 and EOI Testing PK-2 PD on Your Plan short videos by and for teachers
April 25, 2016	3-8 and EOI Testing Draft Curriculum Frameworks posted for review
May 2, 2016	3-8 and EOI Testing Draft Curriculum Frameworks posted for review
May 9, 2016	3-8 and EOI Testing Draft Curriculum Frameworks posted for review AP Tests
May 16, 2016	AP Tests
May 23, 2016	Post Draft Curriculum Frameworks for review
May 30, 2016	MEMORIAL DAY
June 6, 2016	Regional Summit and Curriculum Frameworks
June 13, 2016	Regional Summit and Curriculum Frameworks Principal Leadership Academy
June 20, 2016	Regional Summit and Curriculum Frameworks Principal Leadership Academy
June 27, 2016	Regional Summit and Curriculum Frameworks
July 4, 2016	HOLIDAY
July 11, 2016	Regional Summit and Curriculum Frameworks
July 18, 2016	ENGAGE OK Summer Conference
July 25, 2016	Regional Summit and Curriculum Frameworks
August 1, 2016	Regional Summit and Curriculum Frameworks
August 8, 2016	Regional Summit and Curriculum Frameworks

Content Task Force

To better support teachers in understanding and implementing the new Oklahoma Academic Standards, there will be a creation of a **taskforce** that will strategically work within 8 different regions throughout the state to share best practices.

Summits and Regional Meetings

Educators across the state need to be empowered with **instructional strategies, formative assessments** and a **unified vision for high quality instruction.**

Beginning in Spring 2016 and continuing throughout Summer 2016, teachers and leaders from across the state will come together at Summits and Regional meetings to learn and collaborate together.



PD on Your Plan Modules

- **PD on Your Plan** is a platform for the dissemination of high quality professional learning experiences that individual teachers can utilize during their plan periods or groups of teachers can utilize during professional learning community meetings.
- The goal is to produce high quality PD on Your Plan modules around effective teaching and learning practices.





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