



June 2018

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Noteworthy with Dr. Shelly Ellis

Happy Summer! While I hope that you all are enjoying your summer, I know that you never completely stop working on school. Many of you engage in professional growth opportunities to positively impact your students in the fall. One of the many things I love about educators is...you never stop learning. The Oklahoma State Department of Education is so excited to once again offer our FREE PD, EngageOK on the Road. We will be traveling around Oklahoma to provide FREE training in a multitude of areas. Below are the dates and locations:

July 9 - Ada High School

July 10 - Owasso High School

July 11 - Bartlesville High School

July 12 - Norman North High School

July 17 - Durant High School

July 18 - Duncan High School

July 19 - Woodward High School

We hope that you will join us. You may register here:

<https://www.eventbrite.com/o/engageok-on-the-road-10658062825>

See you soon!

Grant Talk with Zada Sery

- FY18 Project 515 and SIG funds must be claimed by 8/1/2018.
- Claims submitted after 8/1/2018 are considered late and will require an explanation as well as approval by the State Board of Education.
- Funds not claimed in FY18 will carryover to FY19. Our office will complete the closeout after the August State Board meeting and carryover will be loaded no later than 9/1/2018.
- LEAs are not responsible for closing out SIG or Project 515.
- The Project 515 allocation made in March 2017 will need to be encumbered by 9/30/2018 and will expire 12/31/2018. There are no exceptions or extensions.
- The final Project 515 allocation made in March 2018 will be available for all of FY19.
- LEAs opting to release the funds can do so after 6/30/2018 by submitting a letter on letterhead, signed by the Superintendent, to Dr. Shelly Ellis.

We encourage LEAs to expend their remaining allocations in FY19. Please know that while current designations end 6/30/2018, the funds are still tied to those designations and must be budgeted and expended accordingly.

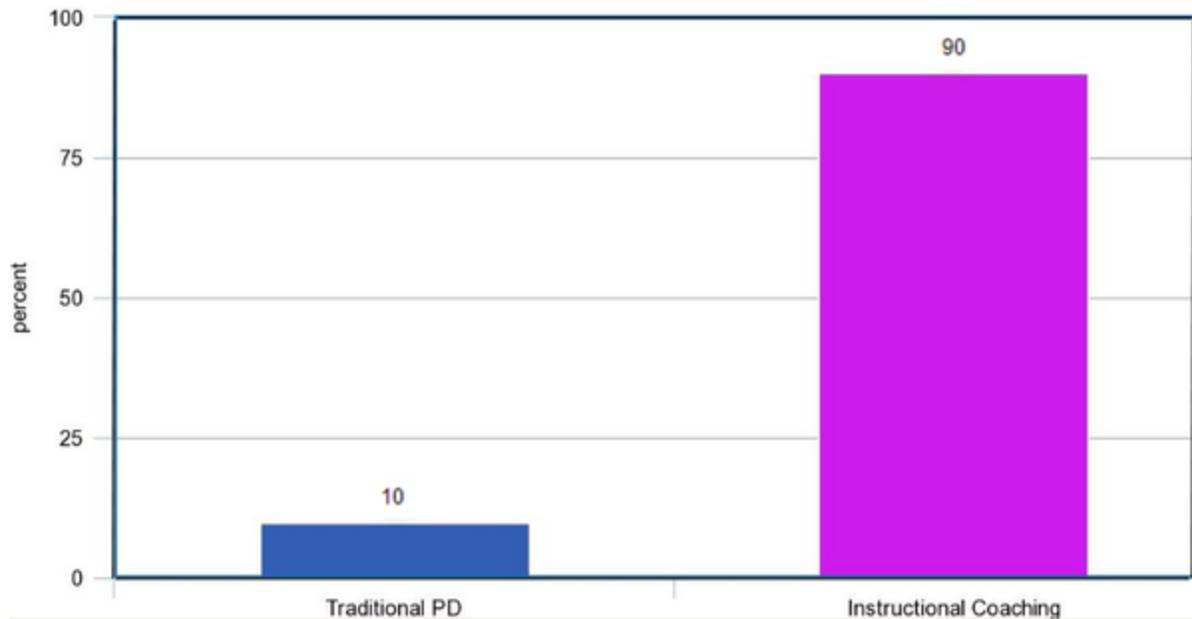
Leading Edge

Written By : Dawn Miller

Why Coaching?

There's no doubt that schools, leaders and teachers are under tremendous pressure these days to improve student outcomes. The last few decades in public education have ushered in an era of high stakes testing and schools everywhere are on the hunt for proven ways to increase student achievement. Given the positive impact an effective teacher makes in the lives of students, it makes sense that education leaders would turn their attention to instructional practices. Traditional training methods (workshops, seminars, conferences etc.) have attempted to fill this need and provide teachers with the knowledge and skills needed to sharpen their practice. However, the heightened interest in increasing teacher effectiveness as a means to increase student achievement has highlighted the shortcomings of those traditional forms of professional development (PD).

Implementation Rate of Traditional PD vs Instructional Coaching (Knight, 2007)



As the above graph shows, “one shot” PD, which usually involves an “expert” talking at a room full of people, rarely achieves the desired results. At best, about ten percent of attendees will successfully implement newly learned ideas, content or strategies. At worst, teachers will leave frustrated and disappointed. Attending a “one-size-fits-all” PD does little to honor the expertise, teaching style, unique student needs and personality of the individuals in the room and we run the risk of completely turning teachers off to any new ideas and approaches.

Furthermore, traditional PD rarely leaves participants with a realistic plan for implementation, feedback, nor ongoing support. It’s no surprise then when teachers are blamed for “resisting change” (Knight, 2007, p. 3). Feeling disrespected, teachers hold out and tell themselves “this too shall pass” whenever a new initiative, innovation or method is introduced. Ultimately, what results is a cycle of blame and resistance.

There’s a better way! Teachers engage in meaningful professional development every day—they share lesson plans, discuss assessment data, chat about activities and how to meet individual student needs. When teachers are given ample support for learning, research shows that 90% adopt new approaches that positively impact students’ attitudes, achievement and behavior (Knight, 2007). Enter the instructional coach (IC)! ICs work from the premise that professional learning is best when it is job-embedded. Whether it’s during the teacher’s planning time, during one-on-one meetings, PLCs or by modeling instructional practices in the classrooms, ICs work shoulder-to-shoulder with teachers. The primary work of an IC is centered on empowering teachers to effectively implement evidence-based instructional practices that respond directly to the teachers’ needs. This approach treats teachers and students as the unique individuals they are. It is one-size-fits-one professional development.

And it works too! In one of the most comprehensive reports to date, Harvard researchers identified strong evidence that supports the link between coaching, instruction and achievement (Kraft et al., 2018). According to “The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence”, the 43 studies that included a measure of instructional practices as an outcome had a pooled effect size of 0.49 (Kraft et al., 2018). Coaching is estimated to have raised student performance on standardized tests by 0.18 (Kraft et al., 2018). The evidence certainly suggests coaching can be a more effective alternative to traditional PD and at the very least could be done in conjunction with more traditional approaches.

Instructional coaching is a cost-efficient professional development approach that is not a “quick fix”, but rather a long term investment in our teachers and students. There is an abundance of literature available on different types of coaching, as well as the different models used by schools and districts. Does your school have an instructional coach? Maybe you’re thinking about making the investment? Reach out to your school support specialist...we’d love to discuss how instructional coaching could be the right kind of professional development for your school.

Knight, J. (2007). *Instructional Coaching-A Partnership Approach to Improving Instruction*. Thousand Oaks, CA: Corwin Press.

Kraft, M.A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*

Spotlight School-Mill Creek

Written By : Jan Foreman

BRITE: A Shining Example of Rural Collaboration

Professional development and collaborative opportunities often prove challenging for Oklahoma rural schools. Many rural schools consist of one grade level or content area teacher. Administrators ask, “How can our district’s teachers participate in meaningful collaboration when there is only one 3rd grade teacher, one high school English teacher?” And, the hurdles of time and cost are always considerations.

Four rural districts answer these challenges by combining their resources and expertise. Bringing Rural Educators Together 4 Excellence, BRITE, was launched by Scott Morgan, Roff Superintendent. BRITE, a four-district consortium, consists of Roff, Vanoss, Stonewall, and Mill Creek. Shelby Morgan, retired Latta administrator and Texas curriculum director, facilitates the group’s activities. Since these districts follow a four-day school week, activities are scheduled on Fridays; the districts rotate as hosts.

Lorinda Chancellor, Mill Creek Superintendent, shares that the consortium provides teachers the opportunity to collaborate with other grade level teachers and to share best practices.

Upcoming Professional Development.

New Life Ranch's annual EdCamp in Colcord, OK is on Friday, August 31st from 7:45-3:00. -You can come for all or part if interested.

Here is an outline the day:

7:45am Check-in at New Life Ranch

8:15am Welcome - Conference Center

9:00am Session One

10:00am Session Two

11:00am Session Three

12:00pm Lunch (provided)

1:00pm Session Four

2:00pm Closing at the Conference Center

3:00pm Promise you will be out of the door by 3:00!

As always with the EdCamp philosophy you can “vote with your feet” by moving around to various topics as you see fit. If you're not getting a lot out of your current setting- you're free to move to another topic. EdCamp is very “unstructured” and those who went last year can attest to the “free flowing” nature of the EdCamp. As you probably know it's sort of “anti-presentation” and more a “meeting of the minds” to share ideas and problem solve with other like-minded educators.

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