

**Minutes of the Meeting of the  
TEACHER AND LEADER EFFECTIVENESS COMMISSION  
OLIVER HODGE EDUCATION BUILDING  
2500 NORTH LINCOLN BOULEVARD, ROOM 1-20  
OKLAHOMA CITY, OKLAHOMA**

**March 12, 2013**

The Teacher and Leader Effectiveness Commission met in regular session at 1:12 p.m. on Tuesday, March 12, 2013, in the Board Room of the Oliver Hodge Education Building at 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma. The final agenda was posted at 11:55 a.m. on Monday, March 11, 2013.

The following were present:

Ms. Laura McGee, Executive Director, Teacher and Leader Effectiveness,  
Oklahoma State Department of Education  
Ms. Kalee Isenhour, Chief Executive Secretary, State Board of Education

Members of the Teacher and Leader Effectiveness Commission present:

Mr. Ed Allen, American Federation of Teachers  
Dr. Keith Ballard, Superintendent, Tulsa Public Schools  
Dr. Janet Barresi, State Superintendent of Public Instruction, Chair  
Dr. Joe Robison representing Department of Career and Technology Education  
Ms. Susan Harris, Tulsa Chamber of Commerce  
Dr. Phyllis Hudecki, Secretary of Education  
Jennifer Gambrell representing Ms. Renee Launey-Rodolf, Oklahoma Commission for  
Teacher Preparation  
Dr. Jeff Mills, Executive Director, Oklahoma State School Boards Association  
Ms. Alicia Priest, Oklahoma Education Association  
Ms. Ginger Tinney, Professional Oklahoma Educators (arrived at 2:24 p.m.)

Members of the Teacher and Leader Effectiveness Commission absent:

Dr. Don Betz, President, University of Central Oklahoma  
Representative Ed Cannaday, House of Representatives  
Ms. Anna King, President, Oklahoma PTA  
Senator John Ford, State Senate  
Mr. Ben Robinson, Brig General USAF (R), Owner/President, SentryOne LLC  
Mr. Robert Ross, President/CEO, INASMUCH Foundation  
Representative Earl Sears, House of Representatives

Others in attendance are shown as an attachment.

**CALL TO ORDER  
AND  
ROLL CALL**

Superintendent Barresi called the Teacher and Leader Effectiveness Commission meeting to order at 1:12 p.m. and welcomed everyone to the meeting. Ms. Isenhour called the roll and ascertained there was not a quorum.

**OPENING COMMENTS**

Superintendent Barresi thanked all of the educators that were involved in the working groups.

**TEACHER AND LEADER EFFECTIVENESS UPDATES**

Laura McGee updated the Commission on TLE. Superintendents have received information regarding roster verification. School District data personnel started training yesterday via webinar. School administrators will receive information tomorrow regarding roster verification training.

Dr. Kerri White and Laura McGee asked the working group to share their ideal plan as to how value added should be calculated for their particular content area. The Commission received the list of educators who participated in the working group, as well as the drafted content area recommendations. Presentations will be presented in alphabetical.

**RECOMMENDATIONS FROM EDUCATORS: VALUE ADDED/STUDENT GROWTHS  
FOR TEACHERS OF NON-TESTED GRADES/SUBJECTS AND TEACHERS  
WITHOUT A TEACHING ASSIGNMENT**

Janet Gorton, Norman Public Schools, and Dr. Charles Barrick, Retired from East Central University, presented the CareerTech recommendations. Janet Gorton said the purpose of the group was to create a goal that would serve all areas of CareerTech, not limited to agriculture, marketing, family consumer sciences and teachers that teach in Project Lead the Way. We wanted to develop a tool that honored the individual content areas, address our standards, guide instruction and impact student learning. We developed a CareerTech education student growth matrix which teachers would be able to use to show their impact on student growth through a variety of categories, whether it is a pre/post assessment, credentials, student passing a certification test in a certain area, student leadership, or a project that a student developed within a course. There would not be an interim plan. Option one matrix would be 50% Qualitative and 50% using the matrix where the Other Academic Measures (OAM) would be rolled into the grid. Option Two would use 35% with the matrix and 15% could be under the local district decision.

Joe Robison and Alicia Priest asked questions regarding the CareerTech matrix.

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Susan Harris stated that law requires plan B with OAM separate. The percentages are set out otherwise we need a law changed.

Superintendent Barresi asked are you getting a consensus among your constituents at CareerTech that there is a support for this.

Janet Gorton said I think there is because the teachers I have spoken with see that it is trying to reflect what they already do and what is already in practice.

Amber Reed, Moore Public Schools, Sunie Killam, Putnam City Public Schools, and Sharon Heatly, Norman Public Schools, presented the Counselor recommendations. Amber said professional school counselors have diverse roles. We felt it was important for us to develop our evaluation based on the American School Counselors Association (ASCA) national model. The rubric that would be developed would be done by a consortium of school counselors. The standard that we would like to use promotes academic, career, and personal social goals. These standards can be aligned with Common Core. Sunie Killam said we would like to have a year to develop the rubric and to train administrators on the evaluation. During the time developing the rubric, we would like to have 85% qualitative and 15% OAM. We would eventually like to have the same proportions as teachers such as 50% qualitative, 35% Value Added Measurement (VAM), and 15% OAM. Sharon Heatly said we can be the piece that helps take our students to the next level. We will have minimal expenses. We are asking for mileage for participating counselors, a stipend for off duty days, and a meeting space. We would like to be measured on the expertise in the areas counselors are trained. Our Plan B would be 75% qualitative, 10% VAM, and 15% OAM.

Superintendent Barresi asked have you had the opportunity to do any general discussions on what would be contained in the rubric.

Sharon Heatly said the ASCA model is very well laid out. There are four standards of program delivery. Each school would look at their attendance, their dropout rate, their English Language Learner (ELL) students, graduation rate, and their Advanced Placement (AP) enrollment. A brief handout was provided to Commission Members that gives a basic overview of the ASCA model.

Joe Robison said that CareerTech has developed a rubric for counselors at the tech centers.

Jeff Mills asked about the timeline of the rubric.

Vicki Cooper, Blanchard Public Schools, presented the Early Childhood/PreKindergarten recommendations. Vicki Cooper said one of the obstacles we had to address was the disparity among Pre-K programs throughout the state. Some of the programs partner with Head Start and have their own mandated developmental assessments that are part of that curriculum. Other Pre-K programs are under the guidance of local administrators. We found that those mostly align

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with Common Core in Kindergarten. We wanted to maximize instructional time with our students and spend little additional time doing assessment. We felt that the Reading Sufficiency guidelines already in place are excellent assessment tools for reading. Currently, there are no statewide math assessments. Our primary goal is to spend no money while maximizing instruction time, minimizing assessment time, and getting the quantitative data back to the teacher. We feel that a committee can come together in a brief period of time using Common Core standards to develop a rubric to put in place.

Susan Harris asked if Common Core in Kindergarten has higher standards than Head Start.

Vicki Cooper said they have different standards. The primary goal of Head Start is a developmental program. They are looking at developmental milestones, but you cannot compare that to an academic setting. My opinion is you cannot hold two sequential grade levels to different standards.

Alicia Priest and Ginger Tinney asked about the timeline.

Amy Braun, Moore Public Schools, and Kim Morris, Mannford Public Schools, presented the Elementary Content Area: (1<sup>st</sup>-6<sup>th</sup> grade) Non-Tested recommendations. Amy Braun said for Plan A we recommended using a value-added score for reading and math so they are both equally balanced. For reading, we recommend using Reading Sufficiency Act (RSA) Assessments that are already in place. For math, we do not have state assessments for these grade levels. That would have to be developed. We would keep the percentages the same with 50% qualitative, 35% VAM and 15% OAM. Plan B would be using reading only with the RSA Assessments. Districts could use reading and math equally if they already have a math assessment. The interim would use school value-added in math and reading and flip the percentages to 15% VAM and 35% OAM. Kim said that because 5<sup>th</sup> grade is already a tested subject area, we did not focus on that. For 4<sup>th</sup> and 6<sup>th</sup> grade, we did not have adequate representation at our meeting so we thought that there should be another group for teachers in those grades. Interim for 4<sup>th</sup> and 6<sup>th</sup> grade would be to use reading and/or math value added of their claimed students.

Superintendent Barresi asked if the state was to develop a Pre-K-2<sup>nd</sup> grade pre and post test assessment not with the intention of making it an accountability issue, just making it a tool useful for teachers, would teachers consider using the assessment or the growth from the pre and post assessment?

Amy Braun said we would agree if it was in lieu of instead of adding more testing.

Rebeca King, Edmond Public Schools, and Janet Gorton, Norman Public Schools, presented the English Language Learners (ELL) recommendations. Rebeca King said to truly measure the teachers competencies, the tool used must fit the teacher's certifications and expertise that they were hired to teach. ELL already has a measure in place, the Accountability Targets for Title III, Part A. There are three AMAOs that must be met. The first AMAO is the

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recommended value added/student growth measure. The other two AMAOs align with the Common Core Standards. Janet Gorton said this is federally mandated and a required test that we currently use so we would not need to develop additional testing.

Mike Raiber, University of Oklahoma, presented the Fine Arts recommendations. He said we cannot assess learning in the Fine Arts through a standardized test. There is no standardized method of art instruction across the state. We advocate for a portfolio process that would allow us to collect artifacts to demonstrate the learning that is taking place. There are models out there already. Tennessee has a model in place that is showing good promise. We would have to relate the model to the Oklahoma State Standards and National Standards of Art Education which are both currently being rewritten. Data collection, storage, and analysis processes will need to be worked out. It is impossible, at this time, to predict an estimated cost for this process. Some items to consider are the design piece, meetings, materials, consultants, and professional development costs. We are asking for a three-year delay for a development process. Plan A, during the development process, would be 85% qualitative and 15% OAM. Plan B would be 10% of the teacher evaluation through VAM and literacy.

April Hutson, Mannford Public Schools, and Romel Muex, Putnam City Public Schools, presented the Gifted/Talented recommendations. We had several concerns when we were developing this because there are such a variety of Gifted/Talented programs in the state. The other issue was with top performing schools, how do we show growth? We recommend a rubric to show student growth because that format is already in the evaluation process. The cost would be minimal. We ask for at least a year in developing the rubric. The rubric category would be statewide and the districts would define areas within the category. We chose 70% qualitative, 15% VAM, and 15% OAM. Romel Muex said that because Gifted/Talented is not all academics, we would like to not be confined to state testing scores.

Superintendent Barresi asked if you have an idea of the components of the rubric.

April Hutson said we discussed the components, but it is very difficult that is why we asked for more time to discuss that. Some of the components considered were how students are identified, what curriculum was used, what type of student learning was taking place, personal leadership, and creative problem solving.

Superintendent Barresi asked if there was an overriding organization that would provide technical assistance.

Romel Muex said there is the National Gifted Association that we can get categorical information and build from.

Michelle Owens, Putnam City School District, and Tonya Morgan, Jenks Public Schools, presented the Instructional Coaches recommendations. Michelle Owens said we had a lot of discussion on what an instructional coach is because it can have multiple definitions. Tonya Morgan said our recommendation is 70% qualitative and 30% OAM which would include the possibility of a VAM if it would be appropriate for the Instructional Coach.

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Susan Harris stated that I am coming to the point where we are going to have to get exceptions to the law. It is my understanding that Instructional Coaches are responsible for helping teachers get better. Would it be appropriate for us to consider using the teachers improvement on their qualitative or value added?

Tonya Morgan said I think it could be a possibility. It is something that the Instructional Coaches could discuss. I like that direction of thinking because when I model and work with a teacher, I am working to make them more effective in the classroom.

Alicia Priest commended the working group on their discussion during this process.

Kathryn Lewis, Norman Public Schools, and Kathleen Lienke, Oklahoma City Public Schools, presented the Library Media Specialists (LMS) recommendations. Kathryn Lewis said that national research in the area of school libraries points to the importance of a strong library program and its impact on literacy and the development of research skills. The Commission was presented with a School Libraries Work handout and a study from Pennsylvania. We would like to begin with 85% qualitative and 15% OAM model as no appropriate quantitative measures can be identified at this time. If it is determined that LMS must have a quantitative element, we would be willing to work under a system that is 75% qualitative, 10% VAM, and 15% OAM. Next year, we would like to analyze the PARCC Assessment piece for appropriate research and/or literacy skills specific to library media standards. The Standards for the 21<sup>st</sup> Century Learning for LMS have been developed by the American Association for School Librarians. We would like to also investigate the use of the Tool for Real-time Assessment of Information Literacy Skills (TRAILS) assessment. The next step we would like to utilize option five, but would use option one if it was required. Plan A would use the PARCC Assessment. Plan B would use the TRAILS assessment. The TRAILS assessment is only assessed at the 3<sup>rd</sup>, 6<sup>th</sup>, 9<sup>th</sup>, and 12<sup>th</sup> grade. We would need to create a rubric for those LMS who do not serve students covered by the PARCC or TRAILS assessment. The cost associated with this would be paying a substitute or a stipend.

Tiffany Gresham, Putnam City Public Schools, and Pam Butler, Tulsa Public Schools, presented the Nurses recommendations. We discussed that so few of our nurses are housed at a single site. Most nurses are responsible for multiple sites representing multiple grade levels. Also, so much of our teaching is focused on not only the students, but the teachers and parents. We felt that the TLE evaluation tool for school nurses has significant weaknesses. We would love to be able to develop a tool to use or as example, such as Tulsa. If we are not allowed to have time to evaluate a better tool that would better represent what we do in the schools, we would recommend being measured just on the qualitative and OAM. Part of the problem there is there is not a nursing component. If we cannot use our recommendations, we request that the VAM would be the smallest allowable that would be approved. Our VAM would be the students that we are responsible for.

Superintendent Barresi asked about a national organization that could give input on objective measures.

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Kathleen Lienke said I think in that situation we can look into the type of teaching being done, how a health plan is developed, that the student understands, but there are issues of compliance. We can do a great job teaching the child, but there is no compliance. There are a lot of issues that could come into play with how effective we were, but we could look at what we did do.

Tiffany Gresham said I am a member of National Association of School Nurses (NASN), but I am not aware of an evaluation tool.

Becky King, Blackwell Public Schools, and Stephanie Canada-Phillips, University of Central Oklahoma, presented the Physical Education recommendations. Becky King said we have suggested in our interim plan to be 35% OAM, 15% VAM, and 50% qualitative. We are in a state of flux right now with new national and state standards. We have proposed two pieces of assessment for VAM to look at student growth, one is the fitness assessment and two is to develop skills to test motor skills. We have tried to build in some latitude and flexibility in those measurements. In the fitness assessment there are five components that are tested, but we would only have them report three and choose the percentage of students. The timeline to complete this would begin with drafting rubrics that would align with the assessments. Pilot the recommendation in the 2014-2015 school year. We have already been in contact with National Association of State Boards of Education since they are implementing a new program. The President's fitness challenge has adopted Fitness Gram which is the standard fitness assessment. They are putting professional development together, as well as the professional organization in the state, Oklahoma Association for Health, Physical Education, Recreation and Dance. When we transition from our interim plan, we would do 35% VAM and 15% OAM because of the embedded cognitive aspect of physical literacy into our physical education curriculum.

Alicia Priest asked about Fitness Gram.

Superintendent Barresi asked is it possible to adopt this as a whole state.

Becky King said yes, but it does not apply to the younger students.

Cynthia Leiter, Bridge Creek Public Schools, presented the Reading Specialists/Response to Intervention (RTI) recommendations. Plan A recommended 65% qualitative, 15% VAM, and 20% OAM. Some of the teachers were concerned TLE would cause competition among teachers. We want the VAM to be considered from the schoolwide literacy composite to create a better climate and community in the school.

Superintendent Barresi asked about the interpretation of competition.

Cynthia Leiter said a lot of people see TLE as a way to reduce the number of teachers in a school by comparing one teacher to another teacher.

Superintendent Barresi said I apologize. That is the last thing that this system is involved with. It is a system of evaluation and professional development. It is designed to support teachers toward the continual improvement of your practice.

Cynthia Leiter said we have teachers wary of a new evaluation system. That is why we recommended the schoolwide literacy composite. If that is not possible, we wish to go with Plan B because it would be ideal until state benchmarks and Common Core Assessments are established and implemented. A small working group would need to come together after the first implementation of PARCC and determine the need for a statewide literacy assessment.

Laura McGee presented the School Psychologists recommendations because a representative was not here. They are asking for 90% qualitative due to the unique requirements/needs of the profession. They could use a portfolio. 10% VAM would be considered as the overall measure of District/Co-op growth. Their plan B would be 10% OAM, 10% VAM, and 80% qualitative.

Desarae Witmer, Edmond Public Schools, presented the Secondary: Non-Test Subjects Recommendations. When you look at this group, you are looking at subjects that are not end of instruction tested. In middle school you are looking at science and social studies for 6<sup>th</sup> grade, geography for 7<sup>th</sup> and Oklahoma history in high school. Our recommendation would be to create a pre and posttest for each subject given at the beginning and end of each year to document the growth of those students. Move to the percentages that are in state law after two years. Our Plan B was to have the school wide VAM in Math. They wanted the math and reading combined to be the schoolwide VAM.

Alicia Priest said I sat in on this group, but I have a concern on the makeup of this group. It was majority administration and only a few teachers. I have concerns about the ability of the teachers to speak out when their administrators were there. I think more input would need to be done before anything is moved on.

Susan Harris asked a question regarding the non-tested subjects.

Carrie Schlehuber, Sand Springs Public Schools, presented the Special Education recommendations. We looked at the types of classrooms in special education where you have a self-contained room to a teacher who co-teaches in a regular education room. Most of us are in a hybrid room. We recommend an increase to a 70% qualitative measure, 15% OAM that have already been developed, and 15% OAM specific to special education. We need to have another working group to discuss what the specific OAMs would look like. Examples of specific special education measures are pre and post assessments and individualized education program (IEP) goals. The 0%-30% would be a sliding scale depending on what their case load looks like.

Wendy Hagy, Putnam City Public Schools, and Nicole Power, Bethany Public Schools, presented the Speech Language Pathologists recommendations. We have recommended 50% qualitative, 10% VAM, and 40% OAM based on a portfolio. The portfolio guidelines are from the American Speech-Language Hearing Association (ASHA) which is the governing board.

We are asking for a 2 year timeline. Plan B would be 65% qualitative and 35% VAM set by the school district. Nicole Power said we took most of our research from ASHA. We are one of the few professions that evaluate, develop a plan, and follow through with the plan in treatment procedures. Our roles are vastly different based on the different needs of the schools. We wanted to develop something that would meet the needs of the schools we work in, in addition to showing growth. Like Special Education, we looked at the IEP goals, but we came to a different conclusion. We felt like IEPs are made to meet the needs of the students. We decided to not use IEP objectives stating the legal and ethical implications would be vast. ASHA recommendations were presented to Commission Members in their meeting materials. Portfolios would include teacher rating scales, parent rating scales, and student work.

Dawna Watkins, Justus Tiawah Public Schools, and Mary Jacobs, Marietta Public Schools, presented the Technology recommendations. Dawna Watkins said there were no large public schools that weighed in on this. That concerns me. Technology is important to our students because this will be a driving factor in their career. Technology means a manner of accomplishing a task using technical processes, methods, or knowledge. We recommend 65% qualitative, 20% OAM, and 15% VAM. Value added would be represented as a portfolio. Plan B we would use schoolwide value added instead of the portfolio. We recommend requesting another working group with larger districts represented.

Janet Gorton, Norman Public Schools, and Rebeca King, Edmond Public Schools, presented the World Language recommendations. Janet Gorton said we have developed an interim and final plan. World Language is about communication and helping students gain spontaneous unrehearsed communication. There is a portfolio assessment platform called LinguaFolio. Commission Members have a copy. All students in Oklahoma can develop their language dossier through this platform. It is not tied to a textbook. Rebeca King said it cannot be tied to a certain grade. It is to their domain proficiency as to whether they are a novice or intermediate. This software is already there. It is free. We would need to train the teachers, but the rubric is already done. Janet Gorton said there are training modules developed by other states that are free. It is about taking what we already do with kids and figuring out what we are doing well. Rebeca King said if that does not work; we would recommend an evaluation that is 50 qualitative, 35% VAM, and 15% OAM because some of our districts do have benchmarks.

### **DISCUSSION/FEEDBACK REGARDING RECOMMENDATIONS**

Superintendent Barresi said the Commission has a full understanding of the work that was done by the various groups and the amount of thought, time, and effort that was put into this. This has produced an extremely large amount of information to absorb. At the department, we will work to put this together within the framework of the law and to come back and ask for more in-depth look with individual groups. We will try to do that virtually.

Ginger Tinney and Jeff Mills commented on the law and timeline.

Secretary Hudecki asked about Tulsa's value added model.

Superintendent Barresi said our next step would be to take a look at other state's best practices and come to a consensus.

Secretary Hudecki said I do not want to give the impression that we are diminishing the importance in the role they play in educating the whole child because everyone is important, but some of this borders on absurd. It is like we are trying to shove a square peg in a round hole.

Superintendent Barresi said she is heartened by these national organizations that have already been thoughtful about this. It is going to take work to make recommendations to the State Board.

Alicia Priest said she sat in on every working group that met and the conversation was thoughtful. The teachers truly wanted to hold themselves accountable to the degree of those tested subjects, but knew that in their particular area there is a not a way to do that. With all of the presentations that have been made and all the decisions that have to come down the pike, I feel that we would be remise if we did not say that a two-year delay is more accurate of what this process needs in order to get the quantitative side down in an appropriate manner.

Susan Harris and Ginger Tinney agreed with Alicia Priest.

Laura McGee read state law 70 O. S. § 6-101.16 regarding the quantitative percentage.

### **QUALITITATIVE SURVEY REPORT**

Laura McGee said the State Department of Education received the qualitative survey responses. It was sent to all superintendents. I only received approximately 330 responses. The highlights of the survey are that people feel the new frame works are providing a great deal of feedback to teachers and leaders, they are distinguishing between the effectiveness of teachers and leaders, and people are satisfied with the training they are receiving. Additional information that we need to know is that most of the training has been strong, but most of the administrators felt it was too rushed and that more additional training needs to take place for teachers. Positive changes have resulted from the implementation of the qualitative portion of TLE for both teachers and leaders in local districts. Principals are seeing an increased communication between teachers and administrators, expectations are being raised, and teachers are becoming more self-reflective in their practice. The challenges districts are facing as they implement the qualitative portion of the TLE are time, money, and additional teacher training needed.

### **UPDATE ON REQUEST FOR PURCHASE FOR VALUE ADDED PROVIDER**

Superintendent Barresi said the request for purchase (RFP) for the value added provider is in the stage now where it is in purchasing's hands. It will take about 30 days to get the results back. We are looking for a robust participation by multiple vendors. This is a standard business practice. It was written general. I cannot show it to you now because I have been told it has been submitted, but as soon as it goes out you are free to take a look online at the RFP.

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Jeff Mills and Keith Ballard asked questions about the Commission's involvement in the RFP process.

Susan Harris asked if the RFP allows districts to own their data. As teachers go about retiring, districts might want to be able to use that data to see which college is preparing the best teachers that they are now educating. Are districts going to be able to get those kinds of reports?

Superintendent Barresi said that legal question has been raised. That in itself, as you just described, is an issue that we are going to need to work through in making sure that it can be done. That is an employer/employee type of relationship.

Susan Harris asked if we have adequate resources to make sure that roster verification is accurately supported. The presentations today have made it clear that for everything we think is certain, there is an exception in Oklahoma. No one does it the same way statewide.

Superintendent Barresi said Battelle is doing a great job with it. We have been working with them very closely. The training for this is short and straight forward. We are confident the system will be fine.

Keith Ballard and Jeff Mills expressed their concern over the RFP process.

Alicia Priest asked about observing the bid and scoring process.

Alicia Priest asked as a Commission, we requested specific information at the last meeting including information from those in the Gear Up program, but the meeting was cancelled, when are we going to hear from that program?

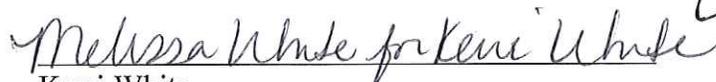
Superintendent Barresi said we have asked the Regents and they are not ready to release the information.

### ADJOURNMENT

There being no further business the meeting adjourned at 4 p.m.

The next regular meeting of the Teacher and Leader Effectiveness Commission will be held on Tuesday, April 23 at 1 p.m. The meeting will convene at the State Department of Education, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma.

  
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Janet Barresi, Commission Chair

  
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Kerri White  
Assistant State Superintendent of  
Educational Support