

Individual Application for Coaching Through the Oklahoma State Systemic Improvement Plan Part B, Cohort 1

Oklahoma State Department of Education
Office of Special Education Services

Purpose

The State Systemic Improvement Plan (SSIP) is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. Each state must develop its own SSIP to improve a student outcome selected by local stakeholders.

Oklahoma has selected early literacy (kindergarten through third) as the state's target area. The Office of Special Education Services is working with several OSDE offices and grants to improve early literacy at struggling school sites by implementing a tiered intervention framework (modeled as a multi-tiered system of support). The three tiers in the framework will provide different types of evidence-based interventions to site personnel who will implement those practices in their classes to benefit all students.



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Submit this application via google form by **June 1st, 2023**, with late entries to be accepted until **August 1st, 2023**, or when capacity is reached whichever occurs first. For more information regarding application please reach out to alexa.hudak@sde.ok.gov or Kristen.coleman@sde.ok.gov. Capacity limit, once reached, will be indicated on the website.

I. What is the Oklahoma State Systemic Improvement Plan (SSIP)?

The Oklahoma State Systemic Improvement Plan (SSIP) is a comprehensive, multi-year plan for improving academic results for children with disabilities. Each state must develop an SSIP and determine the focus based on local stakeholders. Oklahoma's SSIP focus is K-3 early literacy outcomes. The targeted school sites include sites that serve K-3 students, are committed to the three-year improvement plan, and are preferentially designated for additional targeted supports and improvement (ATSI) through the Office of School Support.

Sites and districts interested in the program will need to consider specific individuals serving K-3 students that would benefit from the program.

II. Overview of Application for Instructional Coaching Cohort 1

The purpose of this application is to identify and select up to ten participants from approximately one to three school sites who would most benefit from the services and resources provided by the SSIP supports for cohort 1 of implementation. Participants may include educators of K-3 students such as: general educators, special education educators, reading interventionists, paraprofessionals, library media specialists, instructional coaches, and others based on their professional connection to K-3 students. SSIP staff will provide access to universal supports, sequenced self-paced professional development, paired synchronous professional development support, an in-person data literacy training, and five semesters of instructional coaching from August 2023 until December 2025. For more information on the training and resources, please refer to section V. *Benefits of Participation*.

The outcomes sought from the implementation of this plan are intended to positively impact student achievement in early reading at participating school sites. **School sites should consider the educators who support K-3 students and base their application as a K-3 site where all educators supporting students participate in the program.** The program is sequenced and designed to encourage teams to work together to create a comprehensive system to support students.



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This application is open to all educators who educate students K-3, within the State of Oklahoma, who are designated as Additional Targeted Support and Improvement (ATSI) as determined by the state's ESSA plan. Sites should complete [this application](#) in full, with a signature from their site administrator verifying that the application is accurate and comprehensive.

III. Application timeline and selection process

All individual cohort 1 applications must be submitted via google form (see top page) to the SSIP Team for on-time consideration by **June 1st, 2023**. Late applications will be accepted until **August 1st, 2023**, or until capacity is reached whichever occurs first. Applications will be reviewed following a standardized rubric to measure capacity and readiness for SSIP implementation. Selected educators will be contacted to schedule a virtual meeting during the weeks of **August 1st-15th**, to establish a professional relationship and begin implementation.

The rubric selection will award additional points for the following areas:

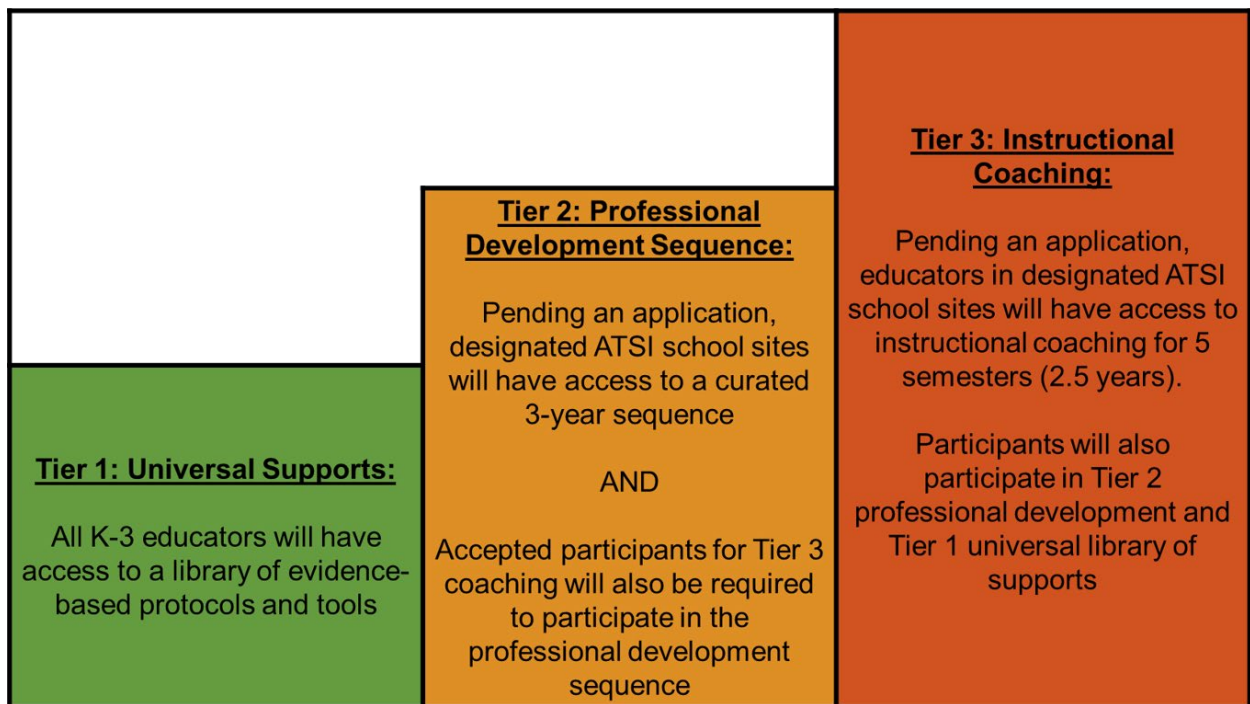
- Designation of ATSI as defined by the Office of School Support
- Higher percentage of k-3 educators from the school site participating in the program
- Demonstration of need based on current reported practices
- Participation in the professional development sequence through the SSIP



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IV. Benefits of Participation

Sites statewide have access to SSIP materials, tools, and trainings via the state learning management system, virtual connections, and in-person experiences. Sites selected to participate in the professional development sequence will be granted additional rubric points to be used towards the separate application to participate in instructional coaching beginning August 2023. Capacity for instructional coaching will be highly limited. Information regarding the required professional development sequence is described below as well as in the paired application.



Tier 1: Universal Supports

All school sites in the state of Oklahoma will have access to provided universal supports. The supports will be directly related to the content in provided professional development experiences. Supports will be categorized into the following:

1. Evidence-Based Practices
2. Sustainable Teaming
3. Continuous School Improvement
4. Data Based Decision Making



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Supports include protocols for evidence-based instructional strategies and intervention, templates for school support, and additional pre-made professional development tools sites can utilize as needed.

Tier 2: Professional Development
Self-Paced Modules

SSIP has developed three years of sequenced professional development in the form of self-paced modules that are intended to support the needs of K-3 students and educators (see below). Each professional development is approximately **45 minutes** of self-paced learning. Modules will be available for participants on the first of every month, excluding December, June, and July. Modules are supported with real-time virtual professional development opportunities that support educator collaboration and deeper resource understanding.

Each module begins with a content assessment to determine participant understanding before the module. The module is comprised of recorded instruction with opportunities for reflection. The last step of the module is the completion of a content assessment and professional development feedback survey.

Optional modules will also be available during the summer (June/July). The optional modules will focus on additional information specific to participant role. The content included in these modules is not included in the sequenced professional development and are considered additional support. Content in the optional modules could alter after the first cohort providing a wide range of relevant K-3 early literacy content for educators.

Tier 2: Professional Development
Synchronous Events

SSIP professional development asynchronous modules are structured to provide information in paired groups. Following each pair of modules, a half-day synchronous virtual professional development will support the content learned independently. These pairs allow for a total of **four half-day** virtual professional development opportunities that dive deeper into the module content and provide collaborative experiences with other educators.



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| Module | Aug. 1 | Sept. 1 | Oct. 1 | Nov. 1 | Jan. 1 | Feb. 1 | Mar. 1 | Apr. 1 | May 1 |
|-----------------------|--------------------------------|---------|----------------------------|--------|------------------------------|--------|-----------------------------|--------|-------|
| Synchronous PD | Sept. 25 (AM) Sept. 27 (PM) | | Dec. 4 (AM) Dec. 6 (PM) | | Feb. 26 (AM) Feb. 28 (PM) | | April 29 (AM) May 1 (PM) | | N/A |

Two days will be offered to accommodate schedules. Participants will be expected to attend one of the following sessions for each synchronous PD opportunity:

Day 1: 8:00-11:30am

Day 2: 12:00-3:30

Information to utilize funding for substitutes can be provided as needed.

| Self-Paced Modules | | | |
|--------------------|-----------------------------------|------------------|--|
| Year 1 | Content | Year 2 | Content |
| August | Universal Design for Learning | August | Science of Reading: Recap |
| September | Accommodations & Modifications | September | Science of Reading: Fluency |
| October | MTSS Framework | October | Science of Reading: Vocabulary |
| November | Implementing Interventions | November | Science of Reading: Reading Comprehension |
| January | Science of Reading: Oral Language | January | Science of Reading: Implementation & Support |
| February | Science of Reading: Phonology | February | Professional Learning Communities (PLCs) |
| March | Science of Reading: Phonics | March | Data Analysis |
| April | Science of Reading: Word Study | April | Unpacking Standards |
| May | Instructional Coaching Practices | May | Target Task Alignment |
| Year 3 Option 1 | Content | Year 3 Option 2 | Content |
| August | Sustainable Leadership | August | Classroom Management |
| September | Engaging Families | September | Creating Your Instructional Playbook |
| October | Data Driven Decisions | October | Grouping Students for Success |
| January | Plan of Improvements | January | Impactful Questioning |
| March | A Whole School System | March | Early Writing Instruction |



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Tier 2: Professional Development
Data Literacy Retreat

Educators selected to participate will gain access to participate in a two day, in-person data literacy training that focuses on site and classroom-based data analysis. This will be located at a OKC Metro Tech Center. The event will occur **October 23 and 24, 2023**. Participants will have time to register in advance. Training registration information will be posted on the SSIP website, sent to participants, emailed to district leaders.

Tier 3: Instructional Coaching

Instructional coaching begins in August 2023 with applications to be available in the Spring of 2023. Participants in the full scope of the professional development opportunities for the pilot year of 2022-2023 will be offered additional points towards selection. ATSI designated sites will also receive an additional point toward selection. **Concurrent participation in the professional development sequence will be a requirement for coaching applications.**

Instructional coaching will run for 5 semesters or two and a half academic years per cohort. Participants will receive weekly coaching interactions based on Jim Knight's Instructional Coaching Model. They will access one hour of support per week either via in-person or digitally through a coaching platform. Within the hour of support, they will access personally curated resources, evidence-based coaching strategies that support instructional change, and continued guidance through their practice.

V. Expectations of Participation

Participants should represent a high percentage of the site's K-3 general educators, special educators, reading interventionists, administrators, library media specialists, paraprofessionals, site instructional coaches, and other educators working with K-3 students focused on literacy and should participate fully in:

- Modules and synchronous learning opportunities
- Implementing instructional strategies explored in coaching opportunities with fidelity
- Providing feedback to the SSIP team to promote improved learning opportunities
- Participating in the data retreat held in October
- Engaging with the instructional coach in-person and virtually



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- Requesting support when expectations may not be met prior to a request for dismissal

Data Collection Requirements

Because services are provided via a federal grant, the Oklahoma SSIP must collect specific data to report our project outcomes and effectiveness to the United States Department of Education Office of Special Education Programs.

Each professional development self-paced module will contain the following assessments:

1. A pre-assessment regarding the content taught in the module
2. A post-assessment regarding the content taught in the module
3. A professional development feedback survey to assess the quality of the professional development

The registration for the synchronous professional development training will contain the following assessments:

1. An implementation survey assessing the implementation of the instructional practices taught in the module

Additionally, educators agree to provide accurate data regarding the following information:

1. Percentage of students on IEPs at risk for reading: Beginning of Year, End of Year
2. Percentage of students not on IEPs at risk for reading: Beginning of Year, End of Year

Coaching data requested includes:

1. Logged interactions between coach and collaborating educator.
2. Completed Impact Cycles as defined by Jim Knight
3. Formative assessment scores as related to the Impact Cycle outcomes
4. A coaching feedback survey to assess the quality of the professional development

Attendance and Participation



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Because the project is operated under a federal grant with limited capacity, it is expected that applicant makes use of all training opportunities offered.

Additionally, the focus of implementation is dependent on the outcomes seen from each educator. Therefore, continued participation for the entire duration of the program (2.5 consecutive years) is expected. It is also expected that the participant will remain at their current site for the duration of the coaching.

VI. Potential Costs Associated with Implementation

The Oklahoma SSIP is a professional development project; therefore, our funds are used to support training and coaching activities. This project does not have the capacity to cover all other costs associated with SSIP implementation, such as the purchase of appropriate evidence-based curriculum and assessment products. However, applicants are highly encouraged to leverage existing funding sources to offset implementation costs to develop, implement, and sustain district capacity for implementation of the program. For more information on using multiple funding streams, please refer to the [Oklahoma Edge Consolidated ESSA Plan, pages 40-42](#).

As districts/sites enter the SSIP participation process with differing levels of readiness, the following is a list of potential, but not exhaustive, costs that districts/sites may incur through the implementation process. Many districts/sites will already have in place some or all these components and would not consider them additional costs.

- Universal screening tools for math, reading, and behavior (K-3) or all qualifying grade levels)
- Evidence-based adoptions, addendums, and/or modifications to reading instruction (at minimum K-3)
- Professional learning (other than what is provided via SSIP support)

VII. Administrative Commitments

Please review the individual level commitments below. The site administration must sign the overall commitment to ensure they have understood that a coach will

| INDIVIDUAL LEVEL | |
|------------------|--|
| | Ensure that communications from the OSDE SSIP staff are responded to in no more than five (5) school days. |



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| | |
|-------------------|---|
| | Attend SSIP professional development opportunities. |
| | Provide data related to SSIP participation/implementation and student outcomes as requested. |
| SITE LEVEL | |
| | The site administration will ensure that the individual participants will release faculty from regularly assigned duties when meeting with an SSIP representative. (<i>Meetings will be scheduled in advance.</i>) |
| | The site administration will ensure that the school site will utilize the tools included in the SSIP Universal Supports to support evidence-based practices, continuous school improvement, data-driven decision making, and sustainable teaming. |
| | The site administration will ensure that they will provide literacy data consistent with the Reading Sufficiency Act (RSA) timelines related to SSIP participation and implementation. |

For more information regarding application please reach out to alexa.hudak@sde.ok.gov or Kristen.coleman@sde.ok.gov.

VIII. One-Party or Mutual Contract End

Through the completion of this application, both parties (SSIP Team and application site) agree to meet the expectations and actions set forth in the document. However, if one or both parties are unable to uphold their agreement to the expectations, it is requested that the following actions are taken to mutually end the contract agreement. School sites that end the contract or are asked for dismissal may not be considered for additional participation based on their rationale and reason for dismissal.

Applicant Initiating Contract End

If the participant has determined that the program no longer serves their goals, and an end of the program would best suit their needs the applicant must complete the following:

1. Submit a written letter including the following information:
 - a. Rationale for request for dismissal
 - b. Ending participation date



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- c. Participant signature
- d. Site Administration signature(s)
2. Submit requested data to SSIP team such as but not limited to:
 - a. Percentage of students on IEPs at risk for reading: Beginning of Year, End of Year
 - b. Percentage of students not on IEPs at risk for reading: Beginning of Year, End of Year

Participants determining a mutual contract end recognize that with dismissal from the program they will not have access to the *V. Benefits of Participation*.

SSIP Initiating Contract End

If the SSIP team has determined that the program expectations are no longer being met from the application site or participants, and an end of the program would best suit their needs the SSIP team will complete the following:

1. Send a written letter to the applying site including the following information:
 - a. Rationale for request for dismissal
 - b. Ending participation date
 - c. SSIP Team signatures
2. Submit requested data to SSIP team such as but not limited to:
 - a. Percentage of students on IEPs at risk for reading: Beginning of Year, End of Year
 - b. Percentage of students not on IEPs at risk for reading: Beginning of Year, End of Year

School sites dismissed recognize that with dismissal from the program they will not have access to the *V. Benefits of Participation* beginning from the date indicated on the written letter sent to the applying site.



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IX. Interviews

If your site is selected as a finalist, SSIP staff will complete a virtual site interview with the site administration. All site visits within the applying district will be conducted the weeks of August 1st- 15th. Each interview will be approximately 30 minutes and will offer opportunities for both parties to ask and answer questions.

X. Site Level Administration Signatures

| Printed Name | Signature | Site |
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