



# Champions of Excellence

## A look into the rationale, structure, and process

*<http://bit.ly/ChampPreso>*

*Levi Patrick - Assistant Executive Director of Curriculum and Instruction*

*<http://sde.ok.gov/ChampionExcellence>*



OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**  
— CHAMPION EXCELLENCE —

“Every child **deserves a champion**, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.”



Rita Pierson



The **Champions of Excellence** strategy collaboratively designs and pursues an ambitious vision, providing support and opportunities to publicly celebrate progress.



ENVISION



SUPPORT



CELEBRATE



# School Report Cards Recognition



ENVISION



SUPPORT



CELEBRATE



2017 - 2018

# MUSTANG HS

09 - 12 Grades

**OVERVIEW** INDICATORS ▾ ABOUT OUR SCHOOL YOUR STUDENT

## PRINCIPAL

TERESA WILKERSON

## ENROLLMENT

3,073 (2018)

## PHONE

(405) 376-2404

## WEBSITE

WWW.MUSTANGPS.ORG

## PROGRAMS OF EXCELLENCE

Beginning next year, Programs of Excellence will celebrate schools working to ensure students receive a well-rounded education in a safe and healthy environment. Schools identified as Programs of Excellence at one of three levels – bronze, silver or gold – will be distinguished for their evidence-based practices and support structures. [Click here](#) to learn more about how your school can foster Programs of Excellence.



Fine Arts



Mathematics



Science



Social Studies and Civics



World Languages



Safe and Healthy Schools

## RELATED PROGRAMS

- Advanced Placement Courses
- CareerTech Courses
- Computer Science
- Fine Arts/Drama/Speech
- Industrial Arts/Technology Education
- International Baccalaureate Courses
- Internships
- ROTC
- World Languages

2017 - 2018

# MUSTANG HS

09 - 12 Grades

**OVERVIEW** INDICATORS ▾ ABOUT OUR SCHOOL YOUR STUDENT

## PRINCIPAL

TERESA WILKERSON

## ENROLLMENT

3,073 (2018)

## PHONE

(405) 376-2404

## WEBSITE

WWW.MUSTANGPS.ORG

## PROGRAMS OF EXCELLENCE

Beginning next year, Programs of Excellence will celebrate schools working to ensure students receive a well-rounded education in a safe and healthy environment. Schools identified as Programs of Excellence at one of three levels – bronze, silver or gold – will be distinguished for their evidence-based practices and support structures. [Click here](#) to learn more about how your school can foster Programs of Excellence.



Computer Science



Fine Arts



Mathematics



Science



English Language Arts



Social Studies and Civics



World Languages



Safe and Healthy Schools

## RELATED PROGRAMS

- Advanced Placement Courses
- CareerTech Courses
- Computer Science
- Fine Arts/Drama/Speech
- Industrial Arts/Technology Education
- International Baccalaureate Courses
- Internships
- ROTC
- World Languages

2017 - 2018

# MUSTANG HS

09 - 12 Grades

**OVERVIEW** INDICATORS ▾ ABOUT OUR SCHOOL YOUR STUDENT

## PRINCIPAL

TERESA WILKERSON

## ENROLLMENT

3,073 (2018)

## PHONE

(405) 376-2404

## WEBSITE

WWW.MUSTANGPS.ORG

## PROGRAMS OF EXCELLENCE

Beginning next year, Programs of Excellence will celebrate schools working to ensure students receive a well-rounded education in a safe and healthy environment. Schools identified as Programs of Excellence at one of three levels – bronze, silver or gold – will be distinguished for their evidence-based practices and support structures. [Click here](#) to learn more about how your school can foster Programs of Excellence.



Computer Science



Fine Arts



Mathematics



Science



English Language Arts



Social Studies and Civics



World Languages



Safe and Healthy Schools

## RELATED PROGRAMS

- Advanced Placement Courses
- CareerTech Courses
- Computer Science
- Fine Arts/Drama/Speech
- Industrial Arts/Technology Education
- International Baccalaureate Courses
- Internships
- ROTC
- World Languages

2017 - 2018

# MUSTANG HS

09 - 12 Grades

- OVERVIEW**
- INDICATORS ▾
- ABOUT OUR SCHOOL
- YOUR STUDENT

## PRINCIPAL

TERESA WILKERSON

## ENROLLMENT

3,073 (2018)

## PHONE

(405) 376-2404

## WEBSITE

WWW.MUSTANGPS.ORG

## PROGRAMS OF EXCELLENCE

Beginning next year, Programs of Excellence will celebrate schools working to ensure students receive a well-rounded education in a safe and secure environment. Schools are recognized as Programs of Excellence at one of three levels: bronze, silver or gold. Schools are distinguished for their evidence-based practices and successful outcomes. Click here to learn how your school can foster Programs of Excellence.



Computer Science



Fine Arts



Mathematics



Science



World Languages



Safe and Healthy Schools

## RELATED PROGRAMS

- Advanced Placement Courses
- CareerTech Courses
- Computer Science
- Fine Arts/Drama/Speech
- Industrial Arts/Technology Education
- International Baccalaureate Courses
- Internships
- ROTC
- World Languages

# Programs of Excellence Rubrics



ENVISION

---



SUPPORT



CELEBRATE

# Programs of Excellence Rubrics

---

- **Emergent** Co-designed with input from educators across the state and always in draft form
- **Ambitious** Speak to a idealized, holistic vision of each program that may be impossible for one school to fully embody
- **Flexible** Respect the unique contexts of Oklahoma's schools whether that be in size, geography, or demography



**Program of  
Excellence**  
Mathematics

---

# Category 3 Instruction

*The school faculty provides an instructional program that actively engages all students by using effective, varied, and research-based practices to improve student academic performance.*



## A BRONZE program...

- A. Promotes, supports, and refines effective teaching that engages students in meaningful learning through individual and collaborative experiences that promote their ability to make sense of and reason through mathematical ideas. Teachers utilize effective teaching practices (NCTM, 2014), including but not limited to:
- Establish mathematics goals to focus learning.
  - Implement tasks that promote reasoning and problem solving.
  - Use and connect mathematical representations.
  - Facilitate meaningful mathematical discourse.
  - Pose purposeful questions.
  - Build procedural fluency from conceptual understanding.
  - Support productive struggle in learning mathematics.
  - Elicit and use evidence of student thinking.
- B. Empowers teachers to regularly select and utilize rich tasks. Tasks should provide students with the opportunity to actively engage in challenging content to develop reasoning, critical thinking, and problem-solving skills that establish a deep understanding of mathematics. In choosing and designing equitable tasks, multiple access points to the relevant material are provided to support the expectation that all students are engaged and expected to learn.

# Category 3 Instruction

*The school faculty provides an instructional program that actively engages all students by using effective, varied, and research-based practices to improve student academic performance.*



## A BRONZE program...

- A. Promotes, supports, and refines effective teaching that engages students in meaningful learning through individual and collaborative experiences that promote their ability to make sense of and reason through mathematical ideas. Teachers utilize effective teaching practices (NCTM, 2014), including but not limited to:
- Establish mathematics goals to focus learning.
  - Implement tasks that promote reasoning and problem solving.
  - Use and connect mathematical representations.
  - Facilitate meaningful mathematical discourse.
  - Pose purposeful questions.
  - Build procedural fluency from conceptual understanding.
  - Support productive struggle in learning mathematics.
  - Elicit and use evidence of student thinking.
- B. Empowers teachers to regularly select and utilize rich tasks. Tasks should provide students with the opportunity to actively engage in challenging content to develop reasoning, critical thinking, and problem-solving skills that establish a deep understanding of mathematics. In choosing and designing equitable tasks, multiple access points to the relevant material are provided to support the expectation that all students are engaged and expected to learn.

# Category 3 Instruction

The school faculty provides an instructional program that actively engages all students by using effective, varied, and research-based practices to improve student academic performance.



## A BRONZE program...

- A. Promotes collaborative experiences that promote... empowers students in meaningful learning through individual and... sense of and reason through mathematical ideas. Teachers utilize effective teaching practices (including but not limited to:
- Establish mathematics goals to focus on problem solving.
  - Use and connect mathematical representations.
  - Facilitate meaningful mathematical discourse.
  - Pose purposeful questions.
  - Build procedural fluency from conceptual understanding.
  - Support productive struggle in learning mathematics.
  - Elicit and use evidence of student thinking.
- B. Empowers teachers to regularly select and utilize rich tasks. Tasks should provide students with the opportunity to actively engage in challenging content to develop reasoning, critical thinking, and problem-solving skills that establish a deep understanding of mathematics. In choosing and designing equitable tasks, multiple access points to the relevant material are provided to support the expectation that all students are engaged and expected to learn.

# Category 3 Instruction

The school faculty provides an instructional program that actively engages all students by using effective, varied, and research-based practices to improve student academic performance.



## A BRONZE program...

- A. Promotes collaborative experiences that promote...  
and... sense of and reason through mathematical ideas.  
Teachers utilize effective teaching practices (including but not limited to:
- Establish mathematics goals to focus on problem solving.
  - Use and connect mathematical representations.
  - Facilitate student and utilize rich tasks. Tasks should provide students with the opportunity to develop reasoning, critical thinking, and problem-solving skills that are applicable to mathematics. In choosing and designing equitable tasks, multiple access points to the relevant mathematics should be identified to ensure all students can learn.
- B. Empowers teachers to actively engage students in learning...  
establish a deep understanding of mathematics...  
to the relevant mathematics...  
learn.

# Category 4 School Culture

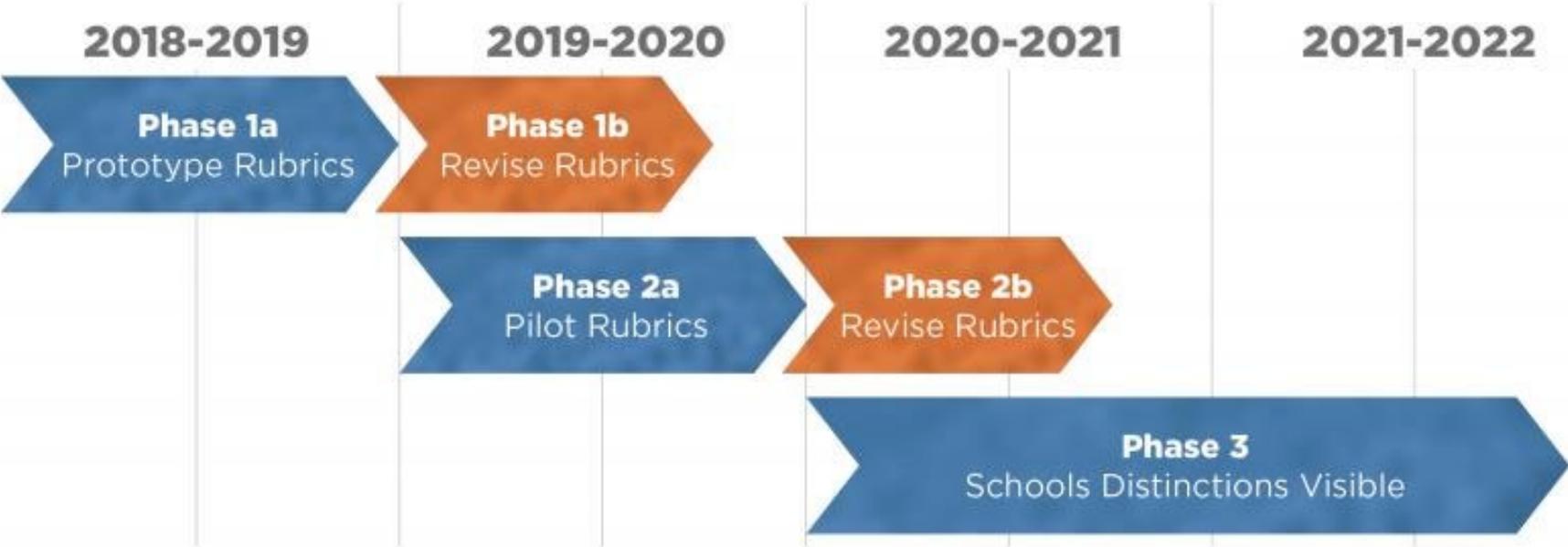
*The school leadership team functions as an effective learning community and supports a climate conducive to performance excellence.*



## A BRONZE program...

- A. Collaboratively, and with stakeholder input, develops, communicates, and enacts a plan that ensures all educators approach teaching with a belief that all students can learn at high levels in order to achieve equity in mathematics. The school focuses on ensuring that all students have access to:
- high-quality instruction,
  - challenging curriculum,
  - innovative technology,
  - impactful extracurricular offerings,
  - differentiated support, and
  - enrichment necessary to promote students' success at advancing levels.
- B. Collaboratively, and with stakeholder input, develops, communicates, and enacts a plan that ensures all students are taught mathematics with equitable instructional practices. These practices include, but are not limited to:
- holding high expectations,
  - ensuring access to high-quality mathematics curriculum and instruction,
  - allowing adequate time for students to learn,
  - placing appropriate emphasis on differentiated processes that broaden students' productive engagement with mathematics, and
  - making strategic use of human and material resources.

# Timeline



# Review Process



- 1. Review:** A **school-based advisory committee** involving external stakeholders as appropriate, will make recommendations for bronze, silver, or gold status.

# Review Process



- 2. Verification:** The recommendation of the advisory committee must be signed off by each member of the committee and **reviewed by the school principal**. Upon verification by the principal, the recommendation will be submitted to the district **school board and superintendent for review and verification**.

# Review Process

---

- 3. Submission (beginning summer 2020):** Only when each layer of review and verification is complete, the final **self-identification will be submitted to the OSDE**. Levels of distinction for Programs of Excellence will be valid for **three years** and will be visible on the school's accountability dashboard.

# Project Excel Improvement Communities



ENVISION



SUPPORT



CELEBRATE



## Things to Consider

- > Curriculum often positions science as a list of answers leading students to believe their questions and ideas have no value. Science



## What's the Issue?

Students are social, curious individuals who actively construct knowledge through individual and social processes. When these processes are embedded in the world that is familiar to students and their communities, they feel valued and they are fueled to engage in the same way that scientists are fueled by asking questions about the natural world.

When learning experiences in the classroom are inconsistent with these processes and the lived experiences of students, the student may feel as though they must change aspects of who they are (or code-switch) to navigate the school day. To ensure students are able to engage in the material, the teacher must operate in a way that is culturally responsive, making adjustments to instruction as a result of student thinking, wonderings, and input.

All students deserve to feel valued in the science classroom. This brief explores conditions for fostering student curiosity that should be the focus of all teachers who aim to ensure students are able to engage as young scientists.

## WHY IT MATTERS TO YOU

- Students who generate and share ideas and questions **construct their own mastery goals that build persistence and deep-processing skills**
- When teachers encourage and support student-generated ideas, **students believe they have more agency leading to a greater expectation of success**
- When students are given the opportunity to connect learning to their own experiences, they have an **increased perception of intrinsic value of the usefulness of the concept, increasing student motivation**



BY HEATHER LESTER, MEGAN CANNON, & LEVI PATRICK | JANUARY 2019

[sde.ok.gov/ChampionExcellence/brief/1](http://sde.ok.gov/ChampionExcellence/brief/1)

## Recommended Actions

- > Learn about your students and actively incorporate phenomena that are culturally and personally relevant. Listen, respond to, and affirm student contributions. Be careful to withhold evaluative responses, instead engaging thoughtfully in talk moves (<http://bit.ly/champ1-1>) such as helping students:
  - o share, expand and clarify their own thinking;
  - o listen carefully to one another;
  - o deepen their reasoning; and
  - o think with others.
- Ensure the classroom culture is safe and encouraging of student ideas and questions.
- Cognize traditional practices for classroom discourse may not be consistent with the discourse practices students experience at home and in their communities.

Consider a variety of ways in which to honor individual preferences. Encourage and support student ideas and questions to create new ideas.

## Join the Champions

Working with a **group of schools to create a culture of student learning and sharing ideas in science class**. Results for the two groups are available in Summer 2019.

- Ensure that instruction is culturally and personally experiences using Question Board.
- Elicit evidence of student reasoning by providing students opportunity to create models that explain their own work.

Creative Commons Attribution-ShareAlike 4.0 International License. This work may adapt with attribution. Funded in part by the Every Student Succeeds Act (ESSA). [sde.ok.gov/ChampionExcellence/brief/1](http://sde.ok.gov/ChampionExcellence/brief/1)

## Things to Consider

- > Even when students' lives are challenging, schools can serve as one of the most important stabilizing factors. Fostering a relationship with students increases attendance and academic achievement, while lowering the chance of violent incidents.



## What's the Issue?

The enduring demand of the education system is the assurance that instruction is both rigorous and relevant so that all students are ready for whatever future they may have. Yet, when student relationships with peers and adults in the school context are tenuous or absent, opportunities to engage in challenging academic work may be lost. Eclipsing this academic impact is the potential impact on the physical and emotional well-being of a student. Frankly put, when a student's physical and mental well-being is harmed or their future cut short, it matters little how academically prepared they are.

While many instances of trauma and unhealthy life decisions are beyond the influence of the school, school leaders, educators, and other adults in the school can ensure students are seen, heard, valued, and cared for while they are on campus.

This brief explores the nature of adult-student interactions that foster trust, challenging those in the school context to prioritize relationship-building as a fundamental imperative and function of the school.

## Recommended Actions

- > School leaders can help to make expectations for all adult staff explicit through professional development, staff meetings, and outreach efforts

Encourage and support student ideas and questions through professional development, staff meetings, and outreach efforts for more ideas. School-wide efforts to ensure every student's name and voice is heard in question time may be a good starting point. Informal efforts should be encouraged to ensure that all students have an adult they trust.

Encourage and support student ideas and questions through professional development, staff meetings, and outreach efforts for more ideas. School-wide efforts to ensure every student's name and voice is heard in question time may be a good starting point. Informal efforts should be encouraged to ensure that all students have an adult they trust.

Encourage and support student ideas and questions through professional development, staff meetings, and outreach efforts for more ideas. School-wide efforts to ensure every student's name and voice is heard in question time may be a good starting point. Informal efforts should be encouraged to ensure that all students have an adult they trust.

Encourage and support student ideas and questions through professional development, staff meetings, and outreach efforts for more ideas. School-wide efforts to ensure every student's name and voice is heard in question time may be a good starting point. Informal efforts should be encouraged to ensure that all students have an adult they trust.

Creative Commons Attribution-ShareAlike 4.0 International License. This work may adapt with attribution. Funded in part by the Every Student Succeeds Act (ESSA). [sde.ok.gov/ChampionExcellence/brief/2](http://sde.ok.gov/ChampionExcellence/brief/2)



BY HEATHER LESTER, SAVANNAH OWEN, & LEVI PATRICK | JANUARY 2019

[sde.ok.gov/ChampionExcellence/brief/2](http://sde.ok.gov/ChampionExcellence/brief/2)

## Driving Question Board (Draft Champion's Brief #3 version 0.2)

### Introduction

Learning about your students' cultures and personal experiences provides an opportunity for instruction and its in your classroom. A Driving into to share their wonderings alignment to the vision of here students feel in control of they steps of the DQB routine and

## Modeling Phenomena (Draft Champion's Brief #4 version 0.3)

### Introduction

Just as real scientists and engineers do, the students in our classrooms are actively trying to make sense of the phenomena they encounter. As students construct and refine their understandings, it is helpful for the student, their peers, and for the teacher to be able to visualize their ideas through the simple and effective act of modeling. This tool introduces a simple routine for Modeling Phenomena that is designed to ensure all students are given the chance to visually represent about what they are learning. Once student models are produced, the new artifacts are fodder for cooperative processing activities and discussions, and for evidence that the teacher might use to shape future learning experiences.

### Steps for Implementation Considerations

- Identify the standard(s) and related phenomena that will be used to drive the lesson.** The grade-level alignment of the phenomenon to the target standard(s) is essential.
- Present a phenomenon at the beginning of the unit or lesson to gather the prior knowledge of the students.** This same phenomenon could be revisited throughout the unit or lesson as students learn the necessary science content.
- Prompt students to model the phenomenon.** Remind students that their task is to be as complete in their explanation as possible, including both observable and unobservable aspects of the system.
- Have student gather input and make revisions.** After gathering input through cooperative processing activities (i.e., Idea Coaching or Share-Share-Trade), students should be given an opportunity to make revisions.
- Build a consensus model.** It is important that the class agrees as a whole for what goes on the consensus model. Post the consensus model so that it is visible and allows for revisiting throughout the unit as learning happens.

### Resources

- Using Phenomena to Engage Students
- What is meant by engaging youth in scientific modeling?
- How can I foster curiosity and learning in my classroom? Through Talk!
- How can teachers guide classroom conversations to support students' science learning?

Work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. Others may adapt with attribution. Funded in part by Title II, Part A under the Every Student Succeeds Act (ESSA).  
[sds.ok.gov/ChampionExcellence/draft/briefs](https://sds.ok.gov/ChampionExcellence/draft/briefs)

**ALSO SEE CHAMPION'S BRIEFS:**  
#1 Fostering Curiosity in Science  
#3 Driving Questions Board (Available Summer 2019)

### Considerations

question should not sound like a written in the form of a question. could revisit, or be reminded of, the information continuously throughout the lesson.  
to allow students to feel free to come up with questions throughout the entire lesson or being prompted to struggle to come up with questions important to give them time to think. If for examples, refrain from giving answers. You can provide sentence starters, how, when, and what.  
every student has the chance to question to the driving question can keep track if you have students write their initials or name on the target grade questions in any way. s are being shared with the whole class to limit your input, judgements, or these questions are not meant to stifle any responses.

### Notes

DQB's and examples from

so introducing how the DQB works, examples of phenomena here and about anchoring phenomena here

© Creative Commons Attribution-ShareAlike 4.0 International License. Others may adapt with attribution. Funded in part by Title II, Part A under the Every Student Succeeds Act (ESSA).  
[sds.ok.gov/ChampionExcellence/draft/briefs](https://sds.ok.gov/ChampionExcellence/draft/briefs)

## What do I do when a student shares that they are in danger? (Draft Champion's Brief #7 version 0.6)

## Hallway Visibility & Greetings Protocol (Draft Champion's Brief #5 version 0.3)

### Introduction

## Checkpoint Chats Protocol (Draft Champion's Brief #6 version 0.3)

### Introduction

Developing students' relationships with trusted adults has indispensable long-term implications for academic, emotional and social development. Adults who invest time talking with students, offering praise and constructive guidance take a crucial first step in meeting students' most basic needs. Establishing a routine, such as Checkpoint Chats can be utilized to build trusting relationships between adults and students. When implemented regularly, these brief, yet meaningful interactions can yield substantial rewards for both students and participating adults. This tool introduces how Checkpoint Chats can be utilized to build trusting relationships. Steps of the routine, as well as key considerations are put forth.

### Steps for Implementation

- Identify a target population of students to participate, as well as a cadre of adults willing to serve as the mentors.** Consider students who lack strong connections to peers or adults.
- Determine days and times in which sessions will occur.** Consider the daily schedule of both students and adults. Although not required, students may have a "checkpoint" with their assigned adult early in the day, and then again at the end of the day. Strive for at least two Checkpoint Chats throughout the day.
- Create a system for documenting the sessions of each participating student.** Ensure there is space for adults to capture a brief summary of each interaction.
- Provide support to participating adults.** This can take the form of discussion prompts, guiding questions or talking points that may be brought up during meetings. Consider sessions early in the day opportunities to set students up for success, and those that happen at the end of the day chances to review and reflect. Determine if any follow up is needed with members of administration or school support staff.

**ALSO SEE CHAMPION'S BRIEFS:**  
#2 Trusted Adults  
#7 Responding to Students in Crisis (Available Summer 2019)

### Considerations

- Sessions don't need to be lengthy.** Rather, they are opportunities for brief, yet meaningful connections.
- Consider a variety of methods for documenting mentoring sessions.** Virtual portfolios, a simple notebook or file folder can all be effective tools for maintaining organization.
- Providing a safe space where students feel cared for and listened to is essential.** Ensure the space where the Checkpoint Chats occur is safe, free from interference from other students, and quiet.
- Should students disclose indication that they are having traumatic or dangerous experiences, remain calm, respond with empathy, and seek additional guidance if required.** See Champion's Brief #7 Responding to Students in Crisis for further guidance.

### Resources

- Watch a video where the Check In/Check Out strategy is implemented in a Positive Behavioral Intervention and Support (PBIS) context.
- Download a presentation introducing the Check In/Check Out strategy, it's research, and more about how it impacts students.

Work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. Others may adapt with attribution. Funded in part by Title II, Part A under the Every Student Succeeds Act (ESSA).  
[sds.ok.gov/ChampionExcellence/draft/briefs](https://sds.ok.gov/ChampionExcellence/draft/briefs)

students to turn to their teachers out if we are not familiar with the following guidance serves as a crisis.

no individual they disclosed to is enforcement. It is recommended that location, local policies and

Number:

### Considerations

ive these conversations in a private space of your surroundings and who is present with the student without your responsibility to fix the presenting problem.

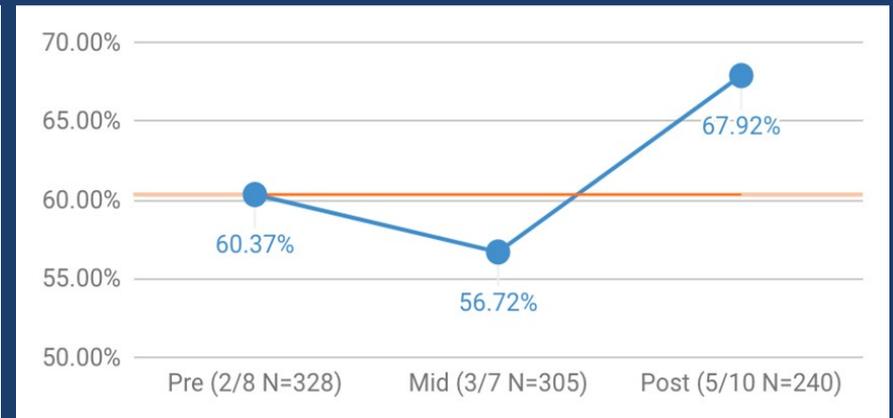
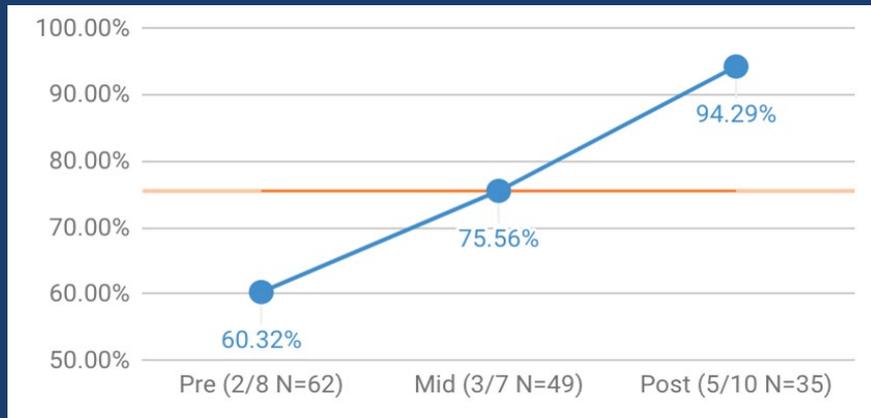
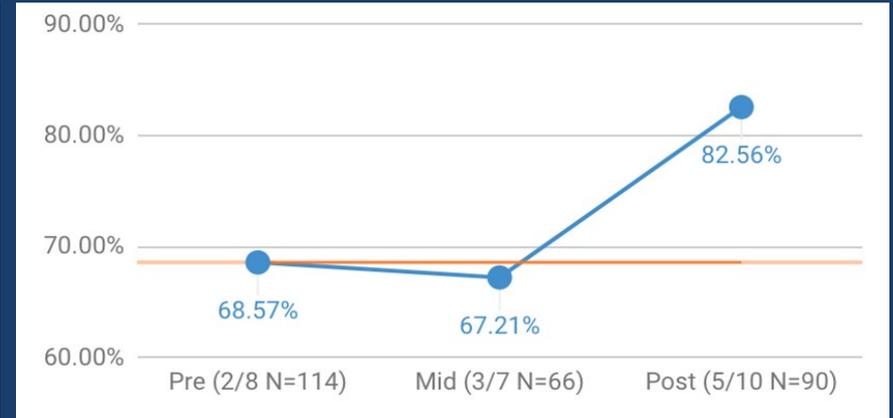
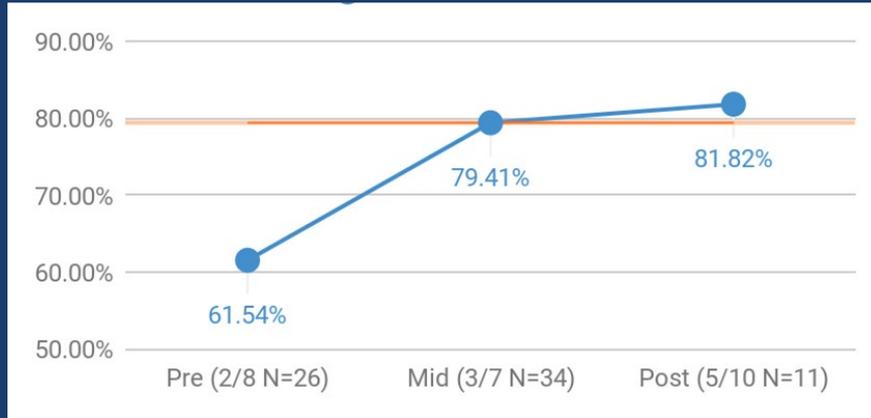
### Notes

of leaders, and families should work where there is a shared vision for how to respond to crisis. The following resources provide a sense of safety at school. **Be Your Classroom a Safe Haven for Your Student's Trauma**  
**Emotional Learning reading list**  
**Health First Aid training resources**  
**Department of Education's AWABE Project** website  
**Trauma-Sensitive Schools Training**

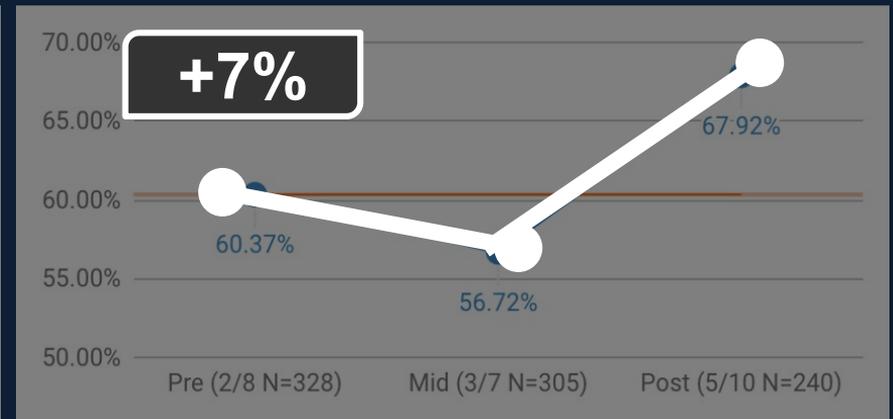
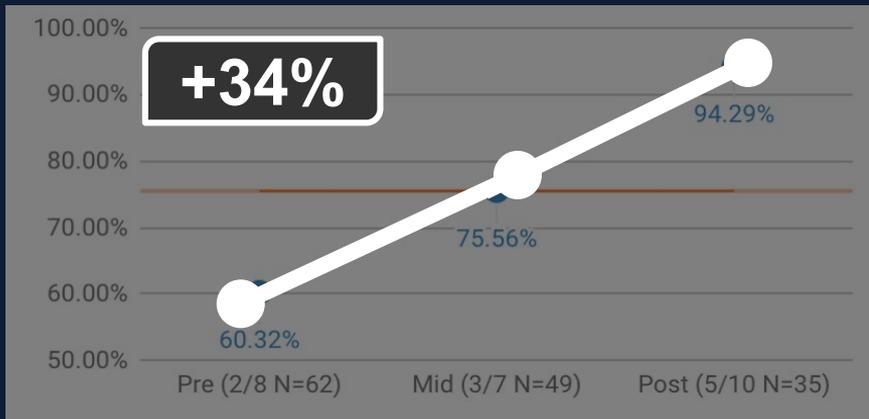
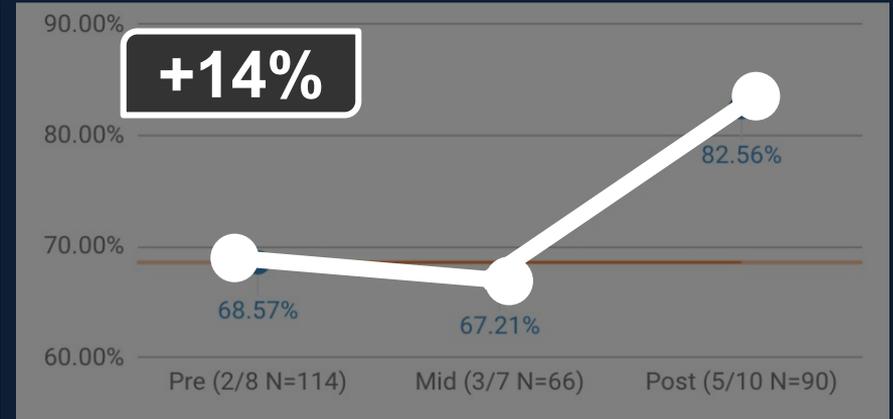
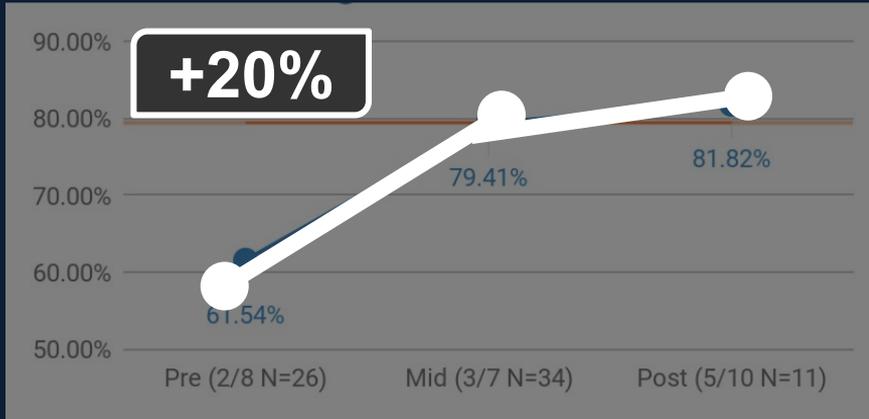
© Creative Commons Attribution-ShareAlike 4.0 International License. Others may adapt with attribution. Funded in part by Title II, Part A under the Every Student Succeeds Act (ESSA).  
[sds.ok.gov/ChampionExcellence/draft/briefs](https://sds.ok.gov/ChampionExcellence/draft/briefs)

© Creative Commons Attribution-ShareAlike 4.0 International License. Others may adapt with attribution. Funded in part by Title II, Part A under the Every Student Succeeds Act (ESSA).  
[sds.ok.gov/ChampionExcellence/draft/briefs](https://sds.ok.gov/ChampionExcellence/draft/briefs)

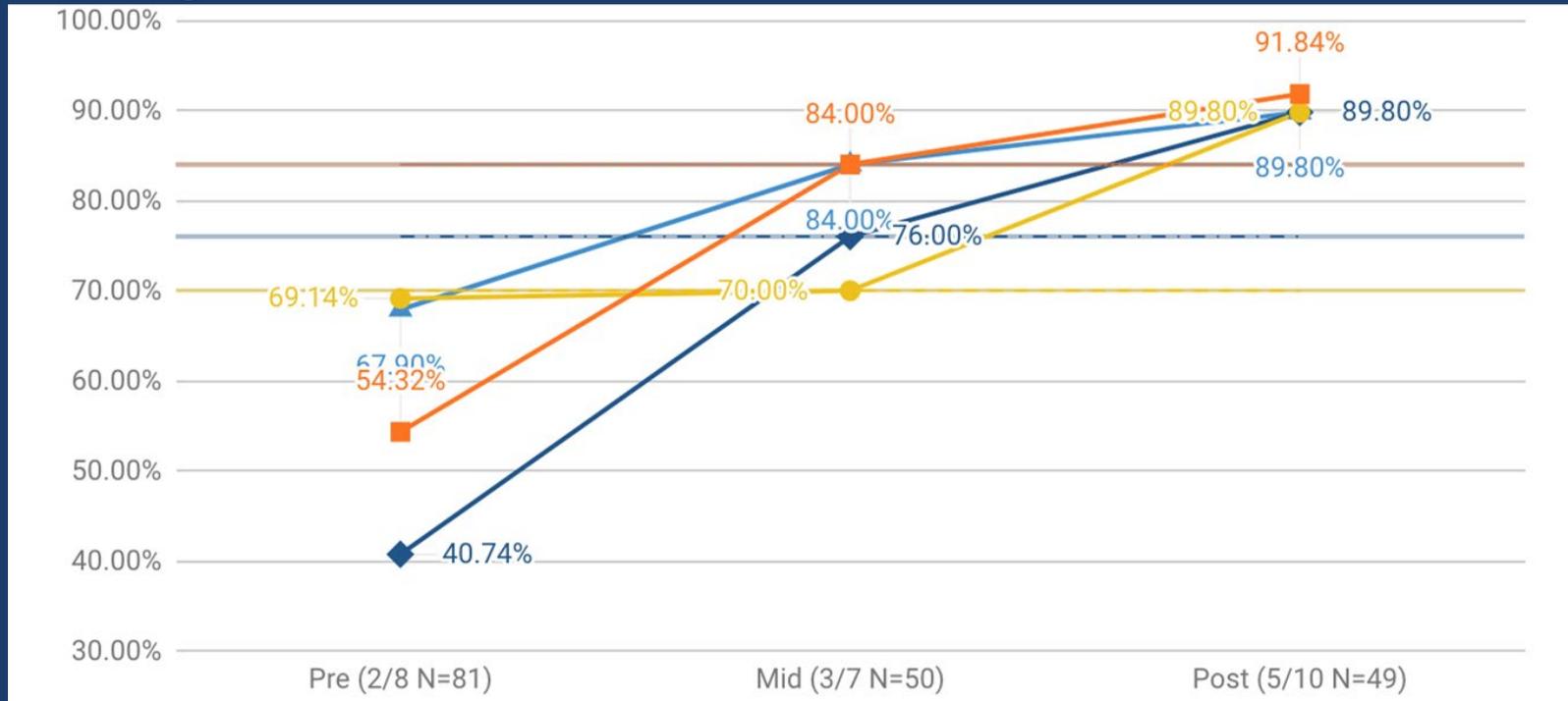
# Do you feel like adults care about you more than they used to?



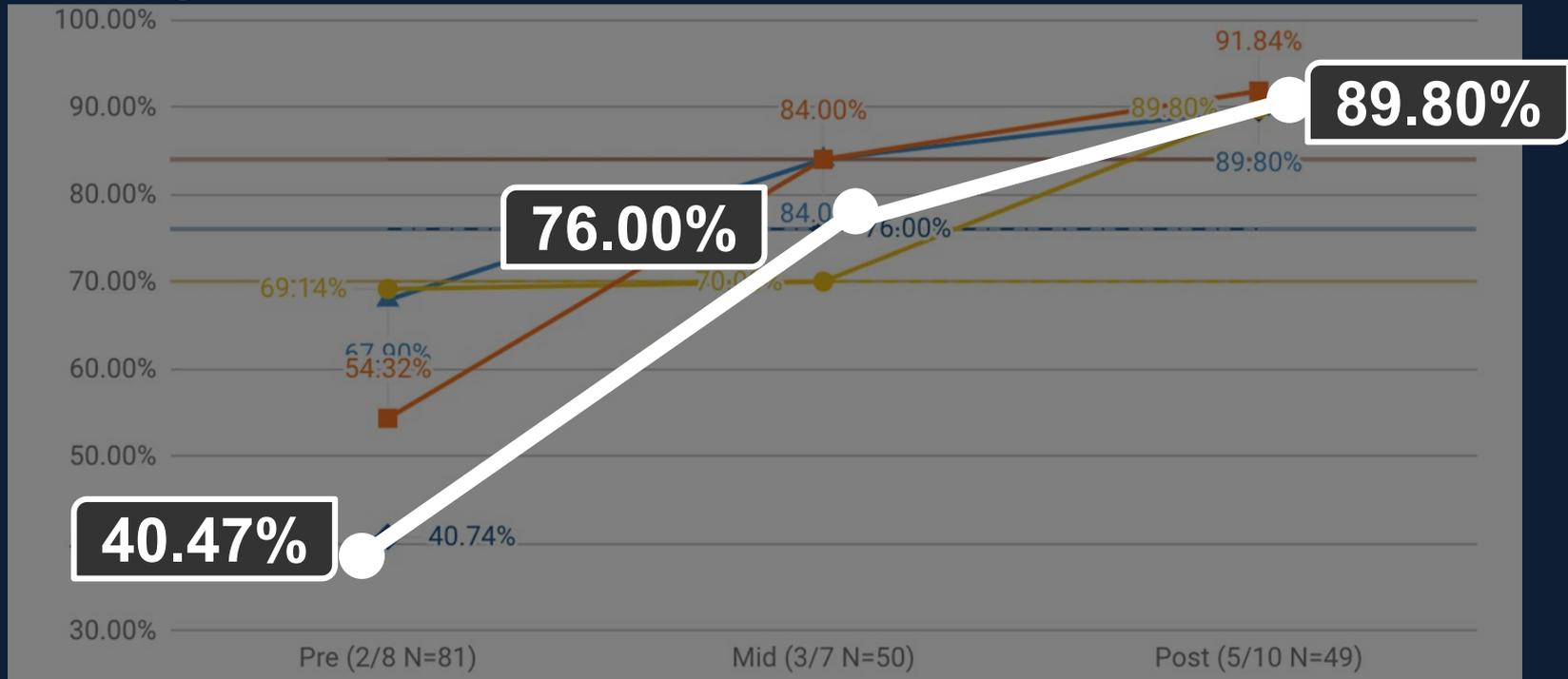
# Do you feel like adults care about you more than they used to?



# In science class... we talk about things I've done or seen.



# In science class... we talk about things I've done or seen.



...We (the teachers) were given so **much liberty** **to work with these change strategies and help** **develop them** on paper for our peers across the state. I truly believe that teachers in Oklahoma will be appreciative that these strategies were **explored, experimented with, and shaped by** **teachers like them** .

—  
— 4th Grade Teacher



OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**  
— CHAMPION EXCELLENCE —

# Action Steps

1. **Submit at least 1 Priority Program of Excellence by TODAY.**
2. **Review the related rubric with an advisory team .**
3. **Identify early wins and opportunities to improve.**